AP Human Geography Curriculum

**Course Description:** This intense elective course is offered to students who are interested in a class that introduces them to spatial concepts, landscape analysis, human social organization, and interaction between geographical phenomena.

**Scope and Sequence:**

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<td>Topic 2: Geographic Connections</td>
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<td>2.5 Weeks</td>
<td>Population and Migration</td>
<td>Topic 1: Population</td>
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<td>2 Weeks</td>
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<td>Topic 3: Terrorism</td>
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<td>3 Weeks</td>
<td>Economic Geography</td>
<td>Topic 1: Development Measures</td>
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<td>Topic 3: Industry</td>
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<td>Topic 4: Services and Settlements</td>
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| 2 Weeks | Urban Patterns | Topic 1: Urban Models  
|         |               | Topic 2: City Analysis  
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| 2 Weeks | 1970’s and 1980’s | Topic 1: Social Movement  
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Curriculum Revision Tracking

Spring, 2018

All Units:
- Updated ISTE Standards
- Updated Teaching Tolerance Standards
- Removed Outdated Missouri Learning Standards
Unit 1: Nature and Perspectives

Subject: AP Human Geography
Grade: 9-12
Name of Unit: Nature and Perspectives
Length of Unit: 1 Week

Overview of Unit: Unit 1 emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.

Priority Standards for unit:
- Geography, as a field of inquiry, looks at the world from a spatial perspective.
- Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.
- Geographical skills provide a foundation for analyzing world patterns and processes.
- Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.
- Field experiences continue to be important means of gathering geographic information and data.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Essential Questions:
1. How does geographic information provide context for understanding spatial relationships and human–environment interactions?
2. How does landscape analysis examine the human organization of space?
3. Use spatial thinking, interpretation of maps, mathematical formulas, graphs, and geographic models to analyze the human organization of space. How can the application of these geographic skills provide evidence of human-environmental interaction?
4. How can geospatial technology (GIS, GPS, remote sensing) be used to collect data and provide visualizations of geographic interactions? How can these technologies be used by individuals, businesses, and by the government in everyday life?
5. How is quantitative and qualitative geographic data used in economic, environmental, political, and social decision making?
Enduring Understanding/Big Ideas:

1. Geography as a field of study, is important for understanding spatial relationships and human–environment interactions.

2. Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human–environment relationships; and interconnections between and among places and regions.

3. People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use.

4. Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.

5. Data may be gathered in the field by organizations (e.g., census data) or by individuals (e.g., interviews, surveys, photography, informal observations). This quantitative and qualitative data is used in economic, environmental, political, and social decision making.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>• Cartography</td>
<td>• Cultural Landscape</td>
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<td>• Connections</td>
<td>• Distance Decay</td>
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<td>• Diffusion</td>
<td>• Environmental Determinism</td>
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<td>• Globalization</td>
<td>• Globalization</td>
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<td>• Regions</td>
<td>• Local Diversity</td>
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<td>• Possibilism</td>
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<td>• Projection</td>
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<td>• Space-Time Compression</td>
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<td>• Transnational Corporation</td>
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<td>• Uneven Development</td>
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</table>

Resources for Vocabulary Development:

Textbook: The Cultural Landscape: An Introduction to Human Geography, Rubenstein, 9th Ed.
Quizlet
Topic 1: Map Basics and Making Connections

Engaging Experience 1
Title: Mental Mapping Scale
Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Geography, as a field of inquiry, looks at the world from a spatial perspective.
- Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.
- Field experiences continue to be important means of gathering geographic information and data.

Detailed Description/Instructions: Students create three mental maps each, one depicting their daily activities, one depicting their activities over the course of a month, and one depicting their activities over the course of one calendar year. Students then pair together and discuss features that they have in common, but how they may have interpreted them differently (emphasizing individual perspective and perception). Then, as a class, create a list of common features included in each map and incorporate the idea of scale into each mapping conversation—which map represents large scale and small scale, etc. Discussion may also include topics such as relative and absolute location, distance decay, and various types of regions. Finally, discuss the potential purposes for mental maps as well as the possible advantages and disadvantages to using this type of map to convey information.

Bloom’s Levels: Analysis
Webb’s DOK: 4
Topic 2: Geographic Connections

Engaging Experience 1

Title: World Traveler Simulation

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Geography, as a field of inquiry, looks at the world from a spatial perspective.
- Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.
- Geographical skills provide a foundation for analyzing world patterns and processes.
- Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions:

On laptops, students will go to the following link: https://geoguessr.com/ in order to begin the simulation. Students will be virtually “dropped” somewhere in the world on Google Street View. Students must use their knowledge of biomes, climates, cultures, and vernacular regions to try to correctly guess their location. Students should log their guesses on a piece of paper and then defend their guess using spatial and geographic reasoning. Once students submit their guess through the laptop, they receive points based upon the accuracy of their guess. The correct location is revealed on a map, allowing for conversations about climatic connections between areas of similar latitude, biome connections based on access to water, languages seen on street signs, the influence of colonialism (cars driving in the left lane), and the accuracy or inaccuracy of perceptual regions.

Bloom’s Levels: Evaluation, Analysis, Synthesis

Webb’s DOK: 4
**Engaging Scenario**

<table>
<thead>
<tr>
<th>Culminating Activity:</th>
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<tbody>
<tr>
<td>75 AP style multiple choice questions, taken in 1 hour of class time</td>
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<tr>
<td>1 take home AP style FRQ</td>
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</table>

**Rubric for Engaging Scenario:** See College Board for AP rubrics
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Basics and Making Connections</td>
<td>Mental Mapping Scale</td>
<td>Students create three mental maps each, one depicting their daily activities, one depicting their activities over the course of a month, and one depicting their activities over the course of one calendar year. Students then pair together and discuss features that they have in common, but how they may have interpreted them differently (emphasizing individual perspective and perception). Then, as a class, create a list of common features included in each map and incorporate the idea of scale into each mapping conversation--which map represents large scale and small scale, etc. Discussion may also include topics such as relative and absolute location and various types of regions. Finally, discuss the potential purposes for mental maps as well as the possible advantages and disadvantages to using this type of map to convey information.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Geographic Connections</td>
<td>World Traveler Simulation</td>
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<td>1 Day</td>
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Unit 2: Population and Migration

Subject: AP Human Geography
Grade: 9-12
Name of Unit: Population and Migration
Length of Unit: 2.5 Weeks
Overview of Unit: Unit 2 will expose students to information regarding why the population is dispersed and moves as it does across the Earth’s surface and over the course of time.

Priority Standards for unit:
- Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.
- Populations grow and decline over time and space.
- Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Essential Questions:
1. What physical and human factors explain patterns of population distribution and density, and how do those factors influence economic, social, and natural processes?
2. Which demographic factors determine population growth and decline and how are those factors impacted by social, cultural, political, and economic factors?
3. How do the demographic transition model, Malthusian theory, and the epidemiologic transition explain population change over time and space?
4. What political, social, and economic policies and values have changed or been created and how have they impacted population growth and decline?
5. What major factors (push and pull) influence population migration and how do those factors impact different types of migrants (voluntary, forced, etc.)?
6. What are some historical examples of migration (Africans to Americas, Immigration waves to US, etc.) and how has political geography both influenced and been affected by these patterns of migration?
**Enduring Understanding/Big Ideas:**
1. Population as a tool to analyze distribution, scale, density, and composition.
2. Population and the relationship between people and the environment and the implications of social, political, and cultural factors on each.
3. Analysis of population growth and decline including trends and theories.
4. Analysis of population change including policies, reasons for change, and implications of ageing populations.
5. Reasons behind migration patterns including push and pull factors, forced and voluntary migration and corresponding examples.
6. Historical examples of migration and the various consequences of migration, particularly on political geography.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
<tr>
<td>Emigration</td>
<td>Brain Drain</td>
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<td>Immigration</td>
<td>Chain Migration</td>
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<td>Industrial Revolution</td>
<td>Crude Birth Rate</td>
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<td>Internal Migration</td>
<td>Crude Death Rate</td>
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<tr>
<td>Life Expectancy</td>
<td>Demography</td>
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<td>Migration</td>
<td>Dependency Ratio</td>
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<td>Overpopulation</td>
<td>Ecumene</td>
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<td>Refugees</td>
<td>Intervening Obstacles</td>
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<td>Migration Transition</td>
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<td>Mobility</td>
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<td>Natural Increase Rate</td>
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<td></td>
<td>Quotas</td>
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<td>Total Fertility Rate</td>
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</table>

**Resources for Vocabulary Development:**
Quizlet
Topic 1: Population

Engaging Experience 1

Title: Population Problems and Solutions Socratic Seminar

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.
- Populations grow and decline over time and space.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions:

After discussing issues related to population growth (resource depletion, overcrowding, epidemics, economic dependents), or issues of population decline (no one to care for the elderly, economic bust, extinction of a race), students research possible solutions to population problems. Solutions may include implementation of population policies, financial incentives, agricultural advances, smaller housing, birth control access, increased women’s education, or robots caring for the elderly in negative growth countries. Students must prepare a summary of the possible solution they chose to research and must be ready to pose three questions (higher order) about other possible solutions. Students return to class and participate in a Socratic Seminar about the solutions they found, whether they are effective, problems associated with solutions, and the likelihood of the United States needing to implement a population policy. At the conclusion of the seminar, students are assigned a Socratic Seminar reflection writing, where they evaluate their performance in the discussion and form a final opinion about the effectiveness of one population solution.

Bloom’s Levels: Understand, Apply, Evaluate

Webb’s DOK: 3
**Engaging Experience 1**

**Title:** Migration Research Paper and Presentation

**Suggested Length of Time:** 1 Week

**Standards Addressed**

*Priority:*

- Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Each student will choose either an historic or contemporary example of migration or refugee movement to research and present to the class. Students will address specific topics such as push and pull factors, the impact that the migration has on the country or origin as well as the final destination, problems and obstacles faced by those migrating, and specific government policies affecting the migrant population. Students are required to use valid and varied resources in their research and must include at least one primary source and a map that depicts the movement itself. Each student submits a formal research paper and also creates a brief presentation to share with that class that summarizes the migration or refugee experience of the population researched.

**Bloom’s Levels:** Evaluating

**Webb’s DOK:** 4
Engaging Scenario

**Culminating Activity:**
75 AP style multiple choice question assessment
1 timed in class AP style FRQ

**Rubric for Engaging Scenario:** See College Board for AP style rubric
### Summary of Engaging Learning Experiences for Topics

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<td>Migration Research Paper and Presentation</td>
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Unit 3: Cultural Processes

Subject: AP Human Geography

Grade: 9-12

Name of Unit: Cultural Processes

Length of Unit: 3.5 Weeks

Overview of Unit: Folk culture, popular culture, language, religion, and ethnicity.

Priority Standards for unit:
- Concepts of culture frame the shared behaviors of a society.
- Culture varies by place and region.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Essential Questions:
1. Explain the concept of culture. How are world cultures demonstrated through cultural traits?
2. How has globalization influenced cultural interactions and change? Discuss advantages and disadvantages to increased global interaction.
3. How do cultural patterns and landscapes vary by place and region?
4. How do cultural attitudes about ethnicity and gender shape the use of space?
5. How do culture and cultural traits diffuse through time and space?
6. How do the geographic patterns of ethnic and universalizing religions differ?
7. How does land and resource use promote cultural identity across landscapes?
8. Explain how popular and folk cultures differ. How are the geographic patterns associated popular and folk cultures different?

Enduring Understanding/Big Ideas:
1. Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society.
2. Communication technologies (e.g., the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).
3. Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place-making, and shape the global cultural landscape.
4. Ethnicity, language, religion, and gender reflect cultural attitudes that shape the use of space and the symbolic identities of those spaces. (e.g., ethnic neighborhoods, signs, sacred sites, women in the workforce).
5. Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths through migration, trade, colonialism, imperialism and advances in technology, resulting in interactions between local and global forces that lead to new forms of cultural expression.
6. Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion, while universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion.
7. Cultures express identity through the creation of cultural landscapes. Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture.
8. Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities. Popular culture origins are often urban, changeable, and influenced by media.

Unit Vocabulary:

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<td>Adherent</td>
<td>Acculturation</td>
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<td>Culture</td>
<td>Apartheid</td>
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<td>Dialect</td>
<td>Assimilation</td>
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<td>Diffusion</td>
<td>Balkanization</td>
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<td>Ethnicity</td>
<td>Blockbusting</td>
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<td>Globalization</td>
<td>Centripetal Force</td>
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<td>Isolation</td>
<td>Ethnic Cleansing</td>
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<td>Monotheism</td>
<td>Ethnic Religion</td>
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<td>Nationalism</td>
<td>Evangelism</td>
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<td>Polytheism</td>
<td>Fundamentalism</td>
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<td>Race</td>
<td>Hearth</td>
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<td>Lingua Franca</td>
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<td>Literary Tradition</td>
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<td>Secularism</td>
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<td>Resources for Vocabulary Development:</td>
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<td>Quizlet</td>
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</table>
**Engaging Experience 1**

**Title:** Kansas City Investigation: Globalization vs. Local Diversity non-linguistic T-chart

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
- Concepts of culture frame the shared behaviors of a society.
- Culture varies by place and region.

**Supporting:**
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

**Detailed Description/Instructions:** In groups, students are asked to brainstorm and research Kansas City’s culture in order to create a nonlinguistic T-chart, categorizing each cultural trait as either a globalized aspect of culture (something you could find in other major cities) or as a locally significant aspect of culture (something you couldn’t find in other major cities). Students can draw pictures, symbols, or cut images out of magazines to create their T-chart. Once students have completed their T-chart, each team shares their image and explains how they determined whether a cultural trait was globalized or something that makes Kansas City locally diverse. We then discuss which side of the T-chart was more interesting- the side containing mostly globalized popular culture, or the side containing the more diverse culture specific to Kansas City. Students are then shown the Kansas City Tourism website- which elements of culture are featured? We discuss the idea of placelessness, uniform landscape, local diversity, and tourism.

A great extension to this assignment is to have a student that has recently moved in to the district create a T-chart for their previous city/town, or collaborate with a class via Skype. Are the traits listed in the globalized culture similar, regardless of the town/city you are from? Are the local cultural traits more interesting?

**Bloom’s Levels:** Understanding, Application, Analyze, Evaluate

**Webb’s DOK:** 3, 4
Engaging Experience 1
Title: Is A World Language Ideal?
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Concepts of culture frame the shared behaviors of a society.
- Culture varies by place and region.

Supporting:
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: After viewing clips from the documentary *The Linguists* and reading sections from Harm de Blij’s *The Power of Place*, students will participate in a philosophical chairs discussion in which they address the issue of language. The question posed is whether or not a single universal language for the world should be used. Students are required to use specific evidence from the resources listed above, as well as their own valid research to support their argument supporting either local folk languages or a singular universal language. Students make an initial judgment (or the teacher can place students on one side to argue) and may move from one side of the room to the other if a peer makes a particularly compelling argument. As the students discuss, they should be taking notes on the overall advantages and disadvantages presented by each side. At the end of the discussion, students will complete a reflection in which they detail the pros and cons for both sides, identify what they deemed the most compelling argument overall, and summarize their own ideas on whether a universal language is good or bad.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Topic 3: Religion

Engaging Experience 1
Title: Religious Sect Gallery Walk
Suggested Length of Time: 1-2 Days

Standards Addressed

 Priority:
- Concepts of culture frame the shared behaviors of a society.
- Culture varies by place and region.

 Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After discussing the basic tenets of both universalizing and ethnic religions, students will break into small groups and be assigned a specific religious sect to research in depth. Students will include information features that the denominations have in common, factors that caused them to split, unique and identifying features of each, tensions or conflict between the two, images and explanations of holy sites/places of worship/significant figures, where each sect is common, etc. Students must be thoughtful in determining valid resources and must include citations of their sources used to check their credibility. Each group compiles their information into a singular presentation or poster to be placed around the room. Then students go on a “gallery walk” and at each poster or presentation they are to summarize in 1 sentence their most important piece of takeaway knowledge and leave 1 thoughtful higher level question for the group that created the product. After all students have seen each poster/presentation, the class discusses the questions that were posed and clarify any uncertain topics or concepts.

Bloom’s Levels: Understand, Apply, Analyze
Webb’s DOK: 3, 4
**Topic 4: Ethnicity**

**Engaging Experience 1**

**Title:** Ethnic Enclaves investigation: Plus/Delta chart

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*
- A. Concepts of culture frame the shared behaviors of a society.
- B. Culture varies by place and region.

*Supporting:*
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students are asked to use the New York Times Census Map [http://projects.nytimes.com/census/2010/map](http://projects.nytimes.com/census/2010/map) to evaluate the presence of ethnic neighborhoods in major U.S. cities. Good examples of cities with stark ethnic divisions include Detroit, Los Angeles, San Francisco, New York City, and St. Louis. This map, [http://www.businessinsider.com/maps-racial-segregation-america-2011-12](http://www.businessinsider.com/maps-racial-segregation-america-2011-12) is also helpful in visualizing the racial divisions. On the NY Times map, students should move their cursor over census tracts in order to see the percentage of each race residing in the area. Is there a physical barrier that divides ethnicities? Ask students to consider why people of the same ethnicity/race live together. As a class, create a Plus/Delta chart outlining the advantages and disadvantages of living within an ethnic enclave. After students finish and discuss the Plus/Delta chart, discuss whether Kansas City has ethnic enclaves/neighborhoods. Ask students to zoom in on Kansas City’s ethnic division between whites and blacks along Troost Ave. Once students compare census tracts on the east and west side of the road, ask students to read [http://kcur.org/post/how-troost-became-major-divide-kansas-city](http://kcur.org/post/how-troost-became-major-divide-kansas-city), [http://www.cco.org/news/coverage?id=0112](http://www.cco.org/news/coverage?id=0112), in order to understand why this division exists today. Students will learn that blockbusting occurred, the Kansas City Public School District contributed to the division after the Brown v. Board of Education decision, and the housing prices have reinforced the separation of the two races. Discuss whether this division creates problems in Kansas City, or whether there is solidarity in the ethnic enclaves. Further discussion can develop pertaining to segregation, apartheid, ethnic neighborhoods, ethnic conflict, ethnic pride, etc.

**Bloom’s Levels:** Understanding, Application, Evaluation.

**Webb’s DOK:** 4
### Engaging Scenario

**Culminating Activity:**
- 75 AP style multiple choice questions--timed
- 3 in class AP style FRQs--timed

**Rubric for Engaging Scenario:** See College Board for AP style rubric
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folk and Popular Culture</td>
<td>Kansas City Investigation: Globalization vs. Local Diversity non-linguistic T-chart</td>
<td>In groups, students are asked to brainstorm and research Kansas City’s culture in order to create a nonlinguistic T-chart, categorizing each cultural trait as either a globalized aspect of culture (something you could find in other major cities) or as a locally significant aspect of culture (something you couldn’t find in other major cities). Students can draw pictures, symbols, or cut images out of magazines to create their T-chart. Once students have completed their T-chart, each team shares their image and explains how they determined whether a cultural trait was globalized or something that makes Kansas City locally diverse. We then discuss which side of the T-chart was more interesting- the side containing mostly globalized popular culture, or the side containing the more diverse culture specific to Kansas City. Students are then shown the Kansas City Tourism website- which elements of culture are featured? We discuss the idea of placelessness, uniform landscape, local diversity, and tourism. A great extension to this assignment is to have a student that has recently moved in to the district create a T-chart for their previous city/town, or collaborate with a class via Skype. Are the traits listed in the globalized culture similar, regardless of the town/city you are from? Are the local cultural traits more interesting?</td>
<td>1 Day</td>
</tr>
<tr>
<td>Language</td>
<td>Is A World Language Ideal?</td>
<td>After viewing clips from the documentary <em>The Linguists</em> and reading sections from Harm de Blij’s <em>The Power of Place</em>, students will participate in a philosophical chairs discussion in which they address the issue of language. The question posed is whether or not a single universal language for the world should be used. Students are required to use specific evidence from the resources listed above, as well as their own valid research to support their ideas.</td>
<td>2 Days</td>
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</table>
argue supporting either local folk languages or a singular universal language. Students make an initial judgment (or the teacher can place students on one side to argue) and may move from one side of the room to the other if a peer makes a particularly compelling argument. As the students discuss, they should be taking notes on the overall advantages and disadvantages presented by each side. At the end of the discussion, students will complete a reflection in which they detail the pros and cons for both sides, identify what they deemed the most compelling argument overall, and summarize their own ideas on whether a universal language is good or bad.

| Religion | Religious Sect Gallery Walk | After discussing the basic tenets of both universalizing and ethnic religions, students will break into small groups and be assigned a specific religious sect to research in depth. Students will include information features that the denominations have in common, factors that caused them to split, unique and identifying features of each, tensions or conflict between the two, images and explanations of holy sites/places of worship/significant figures, where each sect if common, etc. Students must be thoughtful in determining valid resources and must include citations of their sources used to check their credibility. Each group compiles their information into a singular presentation or poster to be placed around the room. Then students go on a “gallery walk” and at each poster or presentation they are to summarize in 1 sentence their most important piece of takeaway knowledge and leave 1 thoughtful higher level question for the group that created the product. After all students have seen each poster/presentation, the class discusses the questions that were posed and clarify any uncertain topics or concepts. | 1 - 2 Days |
segregation-america-2011-12 is also helpful in visualizing the racial divisions. On the NY Times map, students should move their cursor over census tracts in order to see the percentage of each race residing in the area. Is there a physical barrier that divides ethnicities? Ask students to consider why people of the same ethnicity/race live together. As a class, create a Plus/Delta chart outlining the advantages and disadvantages of living within an ethnic enclave. After students finish and discuss the Plus/Delta chart, discuss whether Kansas City has ethnic enclaves/neighborhoods. Ask students to zoom in on Kansas City’s ethnic division between whites and blacks along Troost Ave. Once students compare census tracts on the east and west side of the road, ask students to read http://kcur.org/post/how-troost-became-major-divide-kansas-city, http://www.cco.org/news/coverage?id=0112 in order to understand why this division exists today. Students will learn that blockbusting occurred, the Kansas City Public School District contributed to the division after the Brown v. Board of Education decision, and the housing prices have reinforced the separation of the two races. Discuss whether this division creates problems in Kansas City, or whether there is solidarity in the ethnic enclaves. Further discussion can develop pertaining to segregation, apartheid, ethnic neighborhoods, ethnic conflict, ethnic pride, etc.
Unit 4: Political Geography

Subject: AP Human Geography
Grade: 9-12
Name of Unit: Political Geography
Length of Unit: 2 Weeks
Overview of Unit: Unit 4 will examine and evaluate contemporary political issues facing the global community.

Priority Standards for unit:
- The contemporary political map has been shaped by events of the past.
- Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
- The forces of globalization challenge contemporary political-territorial arrangements.

Supporting Standards for unit:
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Essential Questions:
1. What are the various types of political entities in the contemporary world and how did these concepts evolve over the course of history both in Europe and other parts of the world; how has the modern political map changed drastically in the last century?
2. How do nations express political power over national, offshore, and internal boundaries; what conflicts can arise because of these claims and state shapes; and what forms of governance take place in each of these territories (unitary, federal, municipalities, etc.)?
3. What are the forces that lead to both supranationalism and devolution, what are major supranational organizations and examples of devolution, and what other various factors are implicit in creating these movements (communication technology, centrifugal forces, centripetal forces, etc.) and how do these forces cause change?

Enduring Understanding/Big Ideas:
1. Explain the structure, evolution, and geopolitical forces of the contemporary political map.
2. International and internal boundaries and their connection to political power and territoriality and the relationships between political systems and patterns of culture and economy.
3. Compare and contrast forms of governance both at an international, national, and local scales and explain how they impact sovereignty and grow and decline over time; especially considering centrifugal and centripetal forces.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>Boundary</td>
<td>Compact State</td>
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<td>Colony</td>
<td>Elongated State</td>
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<td>Imperialism</td>
<td>Gerrymandering</td>
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<tr>
<td>Sovereignty</td>
<td>Microstate</td>
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<tr>
<td>State</td>
<td>Prorupted State</td>
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<tr>
<td></td>
<td>Unitary State</td>
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</tbody>
</table>

Resources for Vocabulary Development:
Textbook: The Cultural Landscape: An Introduction to Human Geography, Rubenstein, 9th Ed.
Quizlet
Topic 1: Territories and Boundaries

Engaging Experience 1
Title: Gerrymandering Simulation
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- The contemporary political map has been shaped by events of the past.
- Spatial political patterns reflect ideas of territoraility and power at a variety of scales.

Supporting:
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: After students read about gerrymandering in their text, students will access http://redistrictinggame.org/ in order to apply their understanding in a gerrymandering simulation. Students are instructed to choose a political party and then make decisions involving the shape of their voting districts- students must consider the population, majority vote, continuity of voting district, and redrawing districts in order to change the majority vote for their “state”. Students use critical thinking to complete the online simulation and their solutions must pass the “congress”, “governor,” and “court systems” prior to moving on to the next level. After completing the simulation (3 levels), students write a summary explaining:

1. The role of the census in redistricting
2. The process of gerrymandering (continuity, population)
3. Advantages for the majority party
4. The disadvantages for the minority party
5. The effect on future decision making
6. The effect on Electoral College votes
7. Student’s suggestion for fair voting districts

Bloom’s Levels: Application, Analysis, Synthesis, Evaluation
Webb’s DOK: 3
Engaging Experience 1
Title: Supranationalism Explained
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
1. The contemporary political map has been shaped by events of the past.
2. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
3. The forces of globalization challenge contemporary political-territorial arrangements.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: As a class, watch the video clip: https://www.youtube.com/watch?v=O37yJBFRRrfg (CGP Grey, EU Explained) to give an example and context for the purpose and features of supranational organizations. Then, have students either work individually or in pairs and have them visit http://faculty.libsci.sc.edu/bob/IGOs.htm#IGOS for a list of intergovernmental or supranational organizations. Each student or pair should pick one organization to research and should address questions like: purpose of organization, requirements of membership, advantages and disadvantages to membership, major actions it has been involved in, elements of sovereignty surrendered by member states, etc. Once students are finished, have each pair or student share out some of the features and advantages and disadvantages. Create a T-chart on the board to include their responses and discuss what features several IGOs have in common and what makes them unique. Discuss as a whole class why there are so many IGOs and why they exist now rather than at some other point in history.

Bloom’s Levels: Analyze
Webb’s DOK: 4
Topic 3: Terrorism

Engaging Experience 1

Title: Terrorist group web diagrams

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- Spatial political patterns reflect ideas of territoriality and power at a variety of scales.
- The forces of globalization challenge contemporary political-territorial arrangements.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students form groups and select a terror organization they are interested in researching. Use http://www.nctc.gov/site/groups/ to help students select an organization. As students research, they should create a web diagram on large paper with the following information:

1. name of the organization (both the official and nonofficial, if applicable)
2. founder and year
3. hearth (centralized? cells?)
5. who belongs to the organization? (states? nations? ethnicities?)
6. mission or purpose of the organization?
7. who is attacked? (states? nations? ethnicities?)
8. 3 examples of terror attacks, with method of inciting terror outlined
9. world response

After students complete their research and create a poster, have each group share what they learned about their organizations with the class. As students share, ask students to make connections between terror organizations. Are there similarities between them? After all groups have presented, discuss as a class the role of terror organizations in compromising the development of peaceful nation-states. Are there apparent solutions for the issue of terrorism? Can students play a role in preventing terrorism, or recruitment of others?

Bloom’s Levels: Understanding, Application

Webb’s DOK: 2, 3
Engaging Scenario

**Culminating Activity:**
75 AP style multiple choice questions--timed
2 AP style in class FRQs--timed

**Rubric for Engaging Scenario:** See College Board for AP style rubrics
<table>
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<th>Terrorism</th>
<th>Terrorism Group Web Diagrams</th>
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1. name of the organization (both the official and unofficial, if applicable)
2. founder and year
3. hearth (centralized? cells?)
5. who belongs to the organization? (states? nations? ethnicities?)
6. mission or purpose of the organization?
7. who is attacked? (states? nations? ethnicities?)
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9. world response

After students complete their research and create a poster, have each group share what they learned about their organizations with the class. As students share, ask students to make connections between terror organizations. Are there similarities between them? After all groups have presented, discuss as a class the role of terror organizations in compromising the development of peaceful nation-states. Are there apparent solutions for the issue of terrorism? Can students play a role in preventing terrorism, or recruitment of others? 1.5 Days
Unit 5: Economic Geography

Subject: AP Human Geography
Grade: 9-12
Name of Unit: Economic Geography
Length of Unit: 3 Weeks

Overview of Unit: There are varying degrees of economic development in the world. The presence of agriculture, industry, and service activities reflect the economic development of world regions. These economic activities influence land use patterns, gender roles, socioeconomics, consumption preferences, and relative wealth in the world market. The increase of globalization has resulted in a new international division of labor and increased economic interdependence.

Priority Standards for unit:
- The development of agriculture led to widespread alteration of the natural environment.
- Major agricultural regions reflect physical geography and economic forces
- Settlement patterns and rural land use are reflected in the cultural landscape.
- Changes in food production and consumption present challenges and opportunities.
- The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.
- Measures of development are used to understand patterns of social and economic differences at a variety of scales.
- Development is a process that varies across space and time.
- Sustainable development is a strategy to address resource depletion and environmental degradation.

Supporting Standards for unit:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Essential Questions:
1. Identify major hearths, advances, patterns of diffusion, and environmental impacts of the first (Neolithic) agricultural revolution, the second agricultural revolution, and the Green Revolution.
2. How has the influence of climate, economic forces, and land availability created major agricultural production regions?
3. Identify rural settlement patterns and analyze the application of von Thünen’s land use model to agricultural production in the real world.
4. How have agricultural practices affected the environment?
5. How have changes in contemporary agriculture resulted in both challenges and opportunities?
6. How did the Industrial Revolution impact standard of living, the creation of different economic sectors, and land-use patterns, as seen in Weber’s model?
7. Why are some regions of the world more economically and socially developed than others?
8. How does international trade and growing interdependence in the world economy create both challenges and opportunities?
9. How has sustainability been used to address issues related to industrialization and development?

**Enduring Understanding/Big Ideas:**

1. The diffusion of plants, animals, and agricultural advances helps explain why distinct regional patterns emerge in terms of diet, energy use, and adaptation of biotechnology.
2. Plant and animal production is dependent on climatic conditions, whether the purpose of agriculture is subsistence or commercially driven, whether land availability requires intensive or extensive land use, and whether economic demands result in the increase of large-scale agribusiness and global food interdependence.
3. Rural settlement patterns are classified as clustered, dispersed, or linear. Von Thünen’s model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.
4. Environmental systems are affected by land use/land cover change (e.g., irrigation, desertification, deforestation, soil degradation, overgrazing, water depletion, wetland destruction, conservation efforts).
5. Agricultural innovations (e.g., biotechnology, genetically modified organisms, organic farming, aquaculture, fair trade) have resulted in ongoing debates over environmental, socioeconomic, gender development, cultural, and health impacts.
6. The diffusion of industrialization led to growing populations, increased food supplies, urbanization, demands for raw materials, and was a factor in the rise of colonialism and imperialism. Factory locations were chosen in order to minimize transportation and labor costs and maximize agglomeration economies.
7. Models like Rostow’s Stages of Economic Growth and Wallerstein’s World System Theory help explain spatial variations in development, while the U.N. Millennium Development Goals and Human Development Index help measure progress in development.
8. International trade and increased economic interdependence have resulted in global financial crises, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, the decline of jobs in manufacturing regions, trade agreements, and changing roles of women in the labor force.
9. Sustainable development is being used to addresses issues of resource depletion, mass consumption, pollution, and climate change, as well as issues of human health, well-being, and social and economic equity.

Unit Vocabulary:

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
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<td>Biome</td>
<td>Agglomeration</td>
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<td>Climate</td>
<td>Agribusiness</td>
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<td>Demand</td>
<td>Biotechnology</td>
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<td>Development</td>
<td>Commercial Agriculture</td>
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<td>Equality</td>
<td>Fordism</td>
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<tr>
<td>Extensive</td>
<td>Gender Empowerment Measure (Gem)</td>
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<td>Factory</td>
<td>Gender Inequality Index (Gii)</td>
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<tr>
<td>Intensive</td>
<td>Genetically Modified Organisms</td>
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<td>Interdependence</td>
<td>Gini Coefficient</td>
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<td>Pollution</td>
<td>Green Revolution</td>
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<td></td>
<td>Human Development Index (Hdi)</td>
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<td>Industrial Revolution</td>
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<td>Intensive Subsistence</td>
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<td>Mixed Crop And Livestock Agriculture</td>
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<td>New International Division Of Labor</td>
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<td>Pastoral Nomadism</td>
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<td>Post-Fordism</td>
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<td>Shifting Cultivation</td>
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<td>Subsistence Agriculture</td>
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<td>Sustainability</td>
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<td>World Systems Theory</td>
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Resources for Vocabulary Development:
Quizlet
**Engaging Experience 1**

**Title:** United Nations Millennium Goals Ranking

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- Measures of development are used to understand patterns of social and economic differences at a variety of scales.
- Development is a process that varies across space and time.
- Sustainable development is a strategy to address resource depletion and environmental degradation.

**Detailed Description/Instructions:** In groups, hand out 8 squares, each with an icon symbolizing one of the United Nations Millennium Goals. Students must first predict what each symbol represents in terms of development goals. After labeling each square, students will rank the goals from 1-8, with 1 being the most important priority for furthering world development, and 8 being the least important. After groups finish their ranking, ask students to present their order to the class. As each group reports their rankings, record their answers on the board. After all groups have reported, discuss the reasoning behind the rankings provided. Was there one goal that consistently ranked high? One that ranked low in priority? Ask students to justify their rankings. Why might decreasing maternal mortality come before or after decreasing infant mortality? Should health advances come before education advances? How will they be knowledgeable about health without being educated? How will they be educated if they aren’t healthy enough to attend school? After discussing which millennium goal should have highest priority, vote as a class to decide the final ranking of all 8 goals. Once students have created a top 8 list as a class, ask students to justify their decision in a one-paragraph defense. In order to receive full credit, students must provide a real-world scenario in which their ranking would result in the most development over time.

As an extension, after all of your classes have created and discussed their final lists, display the final ranking from each class in order to see similarities and/or differences.

**Bloom’s Levels:** Apply, Evaluate

**Webb’s DOK:** 3
Topic 2: Agriculture

Engaging Experience 1

Title: Where in the World?

Suggested Length of Time: 45 Minutes

Standards Addressed

**Priority:**
- The development of agriculture led to widespread alteration of the natural environment.
- Major agricultural regions reflect physical geography and economic forces
- Settlement patterns and rural land use are reflected in the cultural landscape.
- Changes in food production and consumption present challenges and opportunities.

**Detailed Description/Instructions:** After giving students a brief introduction, via their textbook and in class discussion or lecture, present students with a series of photos depicting various types of agriculture (including terracing, double cropping, pastoralism, ranching, horticulture, aquaculture, etc.). As students are presented with the images, have them write down where they think that type of agriculture is likely occurring. Have them include a justification as to why they chose that place in particular, and have them consider all visual cues in the images chosen. Once all images have been viewed, go back and discuss each image and share the correct location. Discuss with students their inaccurate answers and correct misconceptions or misunderstandings based on their justifications. Additionally, have students guess what kinds of food products and crops may be grown once they know the location, and have them make inferences about other aspects of the society doing that type of agriculture. Conclude the discussion with a list of features common for each type of agriculture.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Experience 1

Title: Industrial Commodity Chain

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

• The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.

• Measures of development are used to understand patterns of social and economic differences at a variety of scales.

• Development is a process that varies across space and time.

Detailed Description/Instructions: Students will work in pairs or individually to create a commodity chain for a candy bar of their choosing. They should look up the various ingredients for said candy bar and create a list of those necessary for production of both the food product and the wrapping. Students will then create a list of where each of those food and wrapping products will come from for their production. They should also create a map in which they draw the chain of supply, including where production and manufacturing will take place. Students should then respond to the following questions:

1. Where is your supply coming from, why did you choose each of these locations?
2. Where is your manufacturing taking place, why is this the ideal choice?
3. How is your distribution happening, why is this most cost effective?
4. Where are your consumers, why is that your target market?
5. Based on your experience here, what conclusions have you drawn about the global market and supply chains?

Once students have finished, they will share their responses with the class in a brief explanation. Lead a discussion focusing around why they chose to locate their supplies and production as they did, what complications they ran into, and what patterns and similarities they notice between each student or group.

Bloom’s Levels: Create

Webb’s DOK: 4
**Engaging Experience 1**

**Title:** Service Area Analysis  
**Suggested Length of Time:** 1 Day

**Standards Addressed**  

**Priority:**  
- Settlement patterns and rural land use are reflected in the cultural landscape.

**Supporting:**  
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Ask students to think of themselves as entrepreneurs. If you were going to open a service in the Barry Road area, what business would you open? As students begin brainstorming, record their answers on the board. After students have come up with several ideas, lead the class in conducting a service area analysis in order to determine whether the service would be successful. First, ask students to consider the market area/hinterland of the Barry Road area. Is the hinterland larger or smaller than that of Kansas City? Is it larger or smaller than Platte City’s market area? Is it larger or smaller than that of Chicago’s hinterland? As students discuss, begin to set up a diagram using hexagons to show the nesting of service areas (Christaller’s Model), with the largest market areas containing several smaller market areas. Next, ask students to consider how far they would be willing to drive for each of the businesses students suggested. As an example, ask students to consider the range of common businesses like McDonalds, Starbucks, or Target. Which of these three businesses would have the highest range? What does that mean for the frequency of the business? As students consider the range for each of their suggestions, find the average range for the service and record it on the board. Using the average range as a radii, draw a hexagon extending away from the Barry Rd. area. Are there enough people living within the hexagon to support the service? Ask students to consider the demographics of the hinterland. Does the business they proposed target a specific audience? For example, if a student suggested opening a Bentley dealership, ask students to look up (on laptops) the average household income of the market area. Are there enough people of high income living within the market area to support the dealership? (this should introduce the idea of threshold) Finally, ask students to research whether there are competing businesses within the market area. Ask students to consider the average range for those businesses. Do they overlap with your service’s hinterland? If so, would your business be successful? As you eliminate business suggestions, mark them off of the board. As students narrow their list to only services that they believe will survive, ask them to predict the best location along Barry Road for their service. Discuss issues of walkability, high rent, visibility, parking, etc. in order to prompt geographical analysis of the market area.

**Bloom’s Levels:** Apply, Synthesize, Evaluate; **Webb’s DOK:** 4
Engaging Scenario

**Culminating Activity:**
75 AP style multiple choice questions
2 AP style in class FRQs

**Rubric for Engaging Scenario:** See College Board for AP style rubric
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Measures</td>
<td>United Nations Millennium Goals Ranking</td>
<td>In groups, hand out 8 squares, each with an icon symbolizing one of the United Nations Millennium Goals. Students must first predict what each symbol represents in terms of development goals. After labeling each square, students will rank the goals from 1-8, with 1 being the most important priority for furthering world development, and 8 being the least important. After groups finish their ranking, ask students to present their order to the class. As each group reports their rankings, record their answers on the board. After all groups have reported, discuss the reasoning behind the rankings provided. Was there one goal that consistently ranked high? One that ranked low in priority? Ask students to justify their rankings. Why might decreasing maternal mortality come before or after decreasing infant mortality? Should health advances come before education advances? How will they be knowledgeable about health without being educated? How will they be educated if they aren’t healthy enough to attend school? After discussing which millennium goal should have highest priority, vote as a class to decide the final ranking of all 8 goals. Once students have created a top 8 list as a class, ask students to justify their decision in a one-paragraph defense. In order to receive full credit, students must provide a real-world scenario in which their ranking would result in the most development over time. As an extension, after all of your classes have created and discussed their final lists, display the</td>
<td>45 Minutes</td>
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<tr>
<td>Agriculture</td>
<td>Where in the World?</td>
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<td>After giving students a brief introduction, via their textbook and in class discussion or lecture, present students with a series of photos depicting various types of agriculture (including terracing, double cropping, pastoralism, ranching, horticulture, aquaculture, etc.). As students are presented with the images, have them write down where they think that type of agriculture is likely occurring. Have them include a justification as to why they chose that place in particular, and have them consider all visual cues in the images chosen. Once all images have been viewed, go back and discuss each image and share the correct location. Discuss with students their inaccurate answers and correct misconceptions or misunderstandings based on their justifications. Additionally, have students guess what kinds of food products and crops may be grown once they know the location, and have them make inferences about other aspects of the society doing that type of agriculture. Conclude the discussion with a list of features common for each type of agriculture.</td>
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<td>45 Minutes</td>
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<tr>
<th>Industry</th>
<th>Industrial Commodity Chain</th>
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<tr>
<td>Students will work in pairs or individually to create a commodity chain for a candy bar of their choosing. They should look up the various ingredients for said candy bar and create a list of those necessary for production of both the food product and the wrapping. Students will then create a list of where each of those food and wrapping products will come from for their production. They should also create a map in which they draw the chain of supply, including where production and manufacturing will take place. Students should then respond to the following questions:</td>
<td></td>
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<tr>
<td>1 Day</td>
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</table>
6. Where is your supply coming from, why did you choose each of these locations?
7. Where is your manufacturing taking place, why is this the ideal choice?
8. How is your distribution happening, why is this most cost effective?
9. Where are your consumers, why is that your target market?
10. Based on your experience here, what conclusions have you drawn about the global market and supply chains?

Once students have finished, they will share their responses with the class in a brief explanation. Lead a discussion focusing around why they chose to locate their supplies and production as they did, what complications they ran into, and what patterns and similarities they notice between each student or group.

| Services and Settlements | Service Area Analysis | Ask students to think of themselves as entrepreneurs. If you were going to open a service in the Barry Road area, what business would you open? As students begin brainstorming, record their answers on the board. After students have come up with several ideas, lead the class in conducting a service area analysis in order to determine whether the service would be successful. First, ask students to consider the market area/hinterland of the Barry Road area. Is the hinterland larger or smaller than that of Kansas City? Is it larger or smaller than Platte City’s market area? Is it larger or smaller than that of Chicago’s hinterland? As students discuss, begin to set up a diagram using hexagons to show the nesting of service areas (Christaller’s Model), with the largest market areas containing several smaller market areas. Next, ask students to consider how far they would be willing to drive for each of the businesses students suggested. As an example, ask students to consider the range of common businesses like | 1 Day |
McDonalds, Starbucks, or Target. Which of these three businesses would have the highest range? What does that mean for the frequency of the business? As students consider the range for each of their suggestions, find the average range for the service and record it on the board. Using the average range as a radii, draw a hexagon extending away from the Barry Rd. area. Are there enough people living within the hexagon to support the service? Ask students to consider the demographics of the hinterland. Does the business they proposed target a specific audience? For example, if a student suggested opening a Bentley dealership, ask students to look up (on laptops) the average household income of the market area. Are there enough people of high income living within the market area to support the dealership? (this should introduce the idea of threshold) Finally, ask students to research whether there are competing businesses within the market area. Ask students to consider the average range for those businesses. Do they overlap with your service’s hinterland? If so, would your business be successful? As you eliminate business suggestions, mark them off of the board. As students narrow their list to only services that they believe will survive, ask them to predict the best location along Barry Road for their service. Discuss issues of walkability, high rent, visibility, parking, etc. in order to prompt geographical analysis of the market area.
Unit 6: Urban Patterns

Subject: AP Human Geography
Grade: 9-12
Name of Unit: Urban Patterns
Length of Unit: 2 Weeks

Overview of Unit: Unit 6 explores the process of and patterns surrounding urbanization as they relate to people and activities.

Priority Standards for unit:
- The form, function, and size of urban settlements are constantly changing.
- Models help to understand the distribution and size of cities.
- Models of internal city structure and urban development provide a framework for urban analysis.
- Built landscapes and social space reflect the attitudes and values of a population.
- Urban areas face economic, social, political, cultural, and environmental challenges.

Essential Questions:
1. How do geographers use both qualitative and quantitative data to identify and analyze the process of urbanization, the purpose of major urban centers (like world cities and megacities) and the purpose and attitudes regarding urban change?
2. Which geographic models are most helpful in determining distribution, size, and interactions among networks of cities and how do they aid in this process?
3. Which geographic models are most helpful in explaining internal structures of cities and urban development both in the US and internationally and how do they aid in this process?
4. How do urban design and organization and patterns of land use reflect a city’s culture, economic development, technological capabilities, interconnection, and quality of infrastructure?
5. What challenges do urban centers face in terms of sustainable design, fragmentation and function of government, economic and social problems associated with growth and decline, and land use and environmental problems associated with sprawl, air and water quality, etc. and how do geographers combat these issues?
Enduring Understanding/Big Ideas:
1. Urbanization and suburbanization and the factors that initiate and drive each process.
2. Application of models to explain the hierarchy and interaction patterns of urban settlements.
3. Explanation of the models of internal city structure and urban development.
4. Analysis and evaluation of residential land use housing density, infrastructure of cities, planning and design issues, political organization of urban areas, and demographic composition and population characteristics of cities.
5. Evaluate problems and solutions associated with growth and decline within urban areas and associated with sustainability.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>• Census Tract</td>
<td>• Concentric Zone Model</td>
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<tr>
<td>• Suburb</td>
<td>• Density Gradient</td>
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<tr>
<td>• Urban Renewal</td>
<td>• Edge Cities</td>
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<tr>
<td>• Urbanization</td>
<td>• Filtering</td>
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<td></td>
<td>• Gentrification</td>
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<td></td>
<td>• Metropolitan Statistical Area</td>
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<td>• Multiple Nuclei Model</td>
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<td></td>
<td>• Public Housing</td>
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<td>• Redlining</td>
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<td>• Sector Model</td>
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<td>• Smart Growth</td>
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<td></td>
<td>• Sprawl</td>
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<td></td>
<td>• Squatter Settlement</td>
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<td></td>
<td>• Underclass</td>
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<tr>
<td></td>
<td>• Urban Realms Model</td>
</tr>
<tr>
<td></td>
<td>• Zoning Ordinance</td>
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</tbody>
</table>

Resources for Vocabulary Development:
Quizlet
**Topic 1: Urban Models**

**Engaging Experience 1**

**Title:** Mapping International Cities  
**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- Models help to understand the distribution and size of cities.
- Models of internal city structure and urban development provide a framework for urban analysis.

**Detailed Description/Instructions:** After introducing the various urban models to students, have each student choose an international city. Have them find a map of their chosen city (Google maps works best) and outline each sector (housing, central business district, industry, etc.). Once they have created this outline they should determine which urban model the city fits and provide a brief justification. More than one model may apply. Once students are finished have a few students share out their examples and discuss features they have in common as well as features that make each city unique.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3
**Engaging Experience 1**

**Title:** City Development Project  
**Suggested Length of Time:** 4 Days  
**Standards Addressed**

*Priority:*

- Models help to understand the distribution and size of cities.
- Models of internal city structure and urban development provide a framework for urban analysis.
- Built landscapes and social space reflect the attitudes and values of a population.
- Urban areas face economic, social, political, cultural, and environmental challenges.

**Detailed Description/Instructions:** After studying urban models, smart growth, and urban patterns, students form groups in order to create their own city. This project asks students to apply knowledge from all preceding chapters in addition to their knowledge of urban systems. Provide each group with a large piece of gridded butcher paper, providing each with information about their elevation, latitude, water, and biomes. Students should use pencil/markers to create a city map with the following components:

1. Create and draw a scale and compass rose (Use Chapter 1 to help you make this realistic)
2. What is the toponym of your city? Why did you use this toponym?
3. What is the approximate population of your city?
4. Develop at least three forms of transportation in your city.
5. Create, name, and describe at least six primary sector activities in your hinterland. For each, describe where they are located in your city- use geographic terminology, points of reference, relative locations.
6. Create, name, and describe at least six secondary sector activities in your hinterland. For each, describe where they are located in your city- use geographic terminology, points of reference, relative locations.
7. Create, name, and describe at least ten tertiary sector activities in your hinterland. (think of consumer services, business services, and public services) For each, describe where they are located in your city- use geographic terminology, points of reference, relative locations.
8. Name and describe at least three basic industries in your town (can repeat from above)
9. Name and describe at least six non-basic industries in your town: (can repeat from above)
10. Describe the culture of your city in two to three sentences. (See Chapters 4,5,6,7 for help)  
   a. Things to consider: ethnicity, traditions, celebrations, rites of passage, religious beliefs, language, etc.)
b. Create, name, and describe at least ten elements of culture. These might include places of worship, cultural centers, parks, newspapers, theatres, sporting events, centers for pop culture, ethnic enclaves, ethnic restaurants, tourist attractions, etc.)

11. If you were to create a billboard trying to convince people to visit or move to your city, what would it look like?

12. What do you suppose your city’s age-sex pyramid looks like? Draw your best guess (be sure to label the x and y axis!) Now explain why this is what you think the age-sex pyramid would look like.

13. (on map) Create residential areas on your map. Keep in mind you need to create residential areas for people according to their income, access to jobs, etc. (You cannot create beautiful gated neighborhoods only- where do the primary and secondary workers live?) Label these on your map:
   a. Low-income residential (rental units, public housing, homeless shelter)
   b. Middle-income residential (rental units, townhouses, apartments, small homes)
   c. High-income residential (single-family homes, lofts, etc.)

14. Create any additional services, infrastructure, etc. that your city would need to succeed- failure to address these will cost your team points! Examples: Post offices, hospitals, waste-water management, water companies, electric companies, dumps, ambulance districts, fire departments, police departments, court house, jails/prisons, banks, grocery stores, mental health facilities, schools (elementary, middle, high, and institutions of higher learning), hotels

15. How will you include new “green-friendly” concepts in your city? Explain four ways you will utilize conservation, preservation, green space, etc. in your city.

16. Explain two methods you will use to help curb urban sprawl.

17. Apply one of the city models we’ve learned about this semester to your city. (Concentric Zone Model, Sector Model, Multiple Nuclei Model, Von-Thunen Model, Latin-American Model, Asian Model, African Model, European Model, Islamic Model, Urban Realms Theory) Consider the following before beginning your analysis: Are there suburbs? Is there a CBD? Where do the low-socioeconomic people live? How do the low-socioeconomic people travel to work? Where do the wealthy live? Where are industries located? Where is agriculture located? **EVERY PERSON in your group MUST write an analysis of your city’s structure by applying at least one of the models listed above. Be sure to include all elements of your city and its relationship to the model. (20 points)

Bloom’s Levels: Apply, Synthesize
Webb’s DOK: 3, 4
Engaging Scenario

**Culminating Activity:**
75 AP style multiple choice questions--timed
3 AP style FRQs--timed

**Rubric for Engaging Scenario:** See College Board for AP style rubric
<table>
<thead>
<tr>
<th>Topic</th>
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<th>Suggested Length of Time</th>
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<tr>
<td>Urban Models</td>
<td>Mapping International Cities</td>
<td>After introducing the various urban models to students, have each student choose an international city. Have them find a map of their chosen city (Google maps works best) and outline each sector (housing, central business district, industry, etc.). Once they have created this outline they should determine which urban model the city fits and provide a brief justification. More than one model may apply. Once students are finished have a few students share out their examples and discuss features they have in common as well as features that make each city unique.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>City Analysis</td>
<td>City Development Project</td>
<td>After studying urban models, smart growth, and urban patterns, students form groups in order to create their own city. This project asks students to apply knowledge from all preceding chapters in addition to their knowledge of urban systems. Provide each group with a large piece of gridded butcher paper, providing each with information about their elevation, latitude, water, and biomes. Students should use pencil/markers to create a city map.</td>
<td>4 Days</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.