

# A.P. Human Geography (APHuG)

## Summer Assignment 2018-2019

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\*This packet is on the school webpage under the “Summer Assignment” link. You may email me at any point at the end of the school year or over summer with questions – I’ll get back to you as soon as I can.

**Due Date:** Friday, September 7, 2018

**Instructions:** Complete each part of the assignment in a Google Doc (MLA format, double-spaced) that you will submit to the AP Human Geography Google Classroom on the due date.

All work must be done INDEPENDENTLY and IN YOUR OWN WORDS. I will not condone or tolerate academic dishonesty. If you choose not to complete the assignment properly you will have to accept the failing grade that you will earn for having done so.

## **Part 1: TED TALK ANALYSIS**

Listen to, reflect on, and write about **four** different TED talks on [www.ted.com](http://www.ted.com) related to topics in human geography. Click on “explore” on the site to see a list of subjects. Suggested topics include migration or immigration; ethnicity; gender; political geography; cities; economy; and agriculture. You are not limited to these topics; as long as you can fulfill the written assignment using the talk, the talk will be appropriate for the assignment.

You will use one of the 18 National Geographic Society’s education standards included on page 3 of this assignment to analyze the TED talks you selected from a spatial perspective. Read about each of the standards in detail by visiting the following URL: <http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar a=1>. Click on each standard, and read the paragraph at the top to the right of the photo. Reading about each of the standards will help you with your analysis; if you do not read them, the quality of your analysis will suffer.

Your analysis must be in **complete sentences** and will include the following:

- **the title of the talk**
- **the speaker’s name**
- **the full URL at which the talk can be found**
- **a brief summary of the talk (3-4 sentences)**
- **an explanation as to why something specific the speaker said was thought-provoking (quote the speaker and explain your reaction or response)**
- **a geographic analysis of information in the talk**
- **conclusion (see below)**

**Specify which National Geographic Standard**, such as “*Standard 4: the physical and human characteristics of places,*” **you are using to complete the geographic analysis of information in the talk**, and **explain how you believe information in the talk relates to that standard**. Please note that the talk may fit more than one standard. The standard you identify will guide your analysis of the significance of the information in the talk.

Conclude with a sentence or two explaining the significance of information in the talk. This could include, but is not limited to, predicting consequences or effects of the information in the talk on particular people or places; offering a contrasting viewpoint; speculating about cultural values that are revealed by the information; or making a personal connection to the event.

## National Geography Standards

source: <http://www.ncge.org/publications/tutorial/standards/>

*The geographically informed person knows and understands:*

### The World in Spatial Terms

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

### Places and Regions

- Standard 4: The physical and human characteristics of places.
- Standard 5: That people create regions to interpret Earth's complexity.
- Standard 6: How culture and experience influence people's perceptions of places and regions.

### Physical Systems

- Standard 7: The physical processes that shape the patterns of Earth's surface.
- Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

### Human Systems

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- Standard 11: The patterns and networks of economic interdependence on Earth's surface.
- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

### Environment and Society

- Standard 14: How human actions modify the physical environment.
- Standard 15: How physical systems affect human systems.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

### The Uses of Geography

- Standard 17: How to apply geography to interpret the past.
- Standard 18: How to apply geography to interpret the present and plan for the future.

## Part 2: Personal & Family Migration Stories

It's a truism that the United States is a country of immigrants, whether from Europe in the 18<sup>th</sup> and 19<sup>th</sup> centuries, or from Latin American, Asian, and Africa in the late 20<sup>th</sup> and early 21<sup>st</sup>. Human migration is a major theme of this course, and not simply memorizing which people went where, but analyzing the reasons (called push and pull factors) that cause people to move long distances, and what impact these migrations have on all places involved, and on the world in general.

In that spirit, I want you to tell the story of your own family's migration from wherever they came from to the current town you find yourself living in. You can either speak from personal experience (if you came to this country during your life), or speak with family members to help you answer. You may write about one side of your family or include more than one story. Below are a series of prompts to guide your story. **\*These are just prompts to get you started – the paper should be written in a fluid, essay-like format. In other words, don't list 1, 2, 3, 4, etc. They don't need to be covered in this order, either.**

The final product should be no less than one page – but feel free to write as much as you like.

1. From what country/countries did your family originate?
2. When did the migration take place (what year [approximately])?
3. Did they come directly to the United States, or migrate elsewhere first (*step migration*)?
4. By what means did they migrate (plane, boat, on foot, etc.)
5. For what reasons did your family migrate **from** the country they left? What were the push factors (economic reasons, political/cultural reasons, etc.)?
6. What were the pull factors that brought your family **to** the U.S. specifically? In other words, for whatever reason they left their country, why did they end up in the United States and not Canada, for example?
7. What challenges did you or your family face when they reached their destination(s)? (Language barriers, job opportunities, attitudes towards immigrants, etc.)
8. Why did they come to New Jersey (and ultimately Verona) specifically? Why not another state, or region of New Jersey?

## AP HUMAN GEOGRAPHY GRADING RUBRIC: Part 1 - TED Talks Analysis (20 points each)

	Excellent: 18-20	Meets Standard: 15-17	Below Standard: <u>&lt;14</u>
<b>BACKGROUND INFO</b> complete URL  speaker's name  title of talk	All information is provided	Most information is provided	Does not meet standard
<b>THOUGHT-PROVOKING QUOTE</b> quote is provided  your reaction or response	All info. is provided and your reaction or response to all four is complex, detailed, and reflects depth of thought	All or most info is provided. If all info is provided & this has been rated a 4, your reaction to one or more could be more detailed.	Does not meet standard
<b>GEOGRAPHIC ANALYSIS</b> standard number  explanation of standard (i.e. <i>the physical and human characteristics of places</i> )  how talk reflects or is connected to the standard  sentence or two addressing the significance of info in the talk (i.e. offering a contrasting viewpoint or speculating about cultural values that are revealed by the info)	All talks are analyzed in a particularly geographically insightful way	Most or all info is provided for three talks, but the geographic analysis for most or all may not be as detailed or complex as it could be	Does not meet standard
<b>CONVENTIONS, WRITING QUALITY, &amp; FOLLOWING DIRECTIONS</b> commas, periods, spell checked, etc.  Assignment is easy to understand; the teacher doesn't have to reread parts to figure out what you're trying to say  11 pt font, 1/2 " margins, single spaced, printed on front only	The quality of writing conventions is exceptional & contributes to the overall strength of the assignment.  All directions regarding formatting are followed.	The assignment is well-written for the most part but could be improved by indenting paragraphs (it's not a webpage) and/or proofreading more carefully.  All or some of the directions regarding formatting are followed.	The assignment is confusing because it has so many errors in conventions.  Some or none of the directions regarding formatting are followed.
Total Points:			

COMMENTS:

AP HUMAN GEOGRAPHY GRADING RUBRIC: Part 2 - Migration Story

	<b>Points Earned</b>	<b>Excellent: 18-20</b>	<b>Meets Standard: 15-17</b>	<b>Below Standard: <math>\leq</math> 14</b>
Personal Migration Story		Factually addresses all prompts or explains why information is omitted Well-written in a fluid, essay-like format with minimal spelling/grammatical errors	Factually addresses most prompts Written in an essay-like format	Does not meet standard