2019 Advanced Placement® Human Geography

About the AP® Human Geography Summer Institute
The AP Human Geography workshop is designed to offer teachers an opportunity to become more familiar with, and better prepared to teach the course. Each unit of the Human Geography course will be addressed through a brief analysis of the major topics, a sample lesson, and additional lesson ideas. Other aspects of the workshop include the use and value of field work, a discussion of textbooks and ancillary resources, and a review of the questions, rubrics, and sample answers from previous examinations. A significant amount of time will be dedicated to familiarizing the participants with the changes that the College Board is implementing for the 2019 – 2020 school year. These changes are designed to provide new opportunities and resources for both teachers and students. The matter of helping the students become as well prepared as possible for the exam, will be an underlying theme of the workshop. There will likely be a couple of short homework assignments throughout the week.

Some textbooks from a variety of publishers will be provided (depending upon the generosity of the publishers).

Learning Objectives
- How to get the students thinking like geographers (thinking spatially)
- How to prepare the students for both the multiple choice and the free response questions on the exam
- How to score free response (essay) questions similarly to the Reading
- How to manage the huge number of topics by focusing on the big ideas of each unit
- How to help students make the links and connections within the course, and how this will greatly assist them in answering ‘unexpected’ multiple-choice and free response questions
- How to emphasis the significance of scale throughout the course
- How to deal with the importance of vocabulary without memorizing

The tentative time line is as follows:

Monday
- Introduction to the Week & AP Human Geography
- Getting your students to “Think Like a Geographer”
- Analysis & Discussion of the Course Outline
  - Geography: Its Nature & Perspectives
  - Population
- Sample Teaching Activities:
  - Changing Cultural Landscape
  - Landscape of ___?
  - The Crash of Boxtop 22 at the top of the World
  - Field Trip – Working as a Geographer
  - Diffusion: the Spread of Disease in Rectangle
  - Population Distribution & Densities
  - The Demographic Transition Model
  - Population Policies
- Development of Lesson Ideas

Tuesday
- Resources (teachers’ guides, texts, atlases, web, others)
- Analysis & Discussion of the Course Outline
  - Cultural Patterns and Processes
  - Political Organization of Space
- Sample Teaching Activities:
  - Language Families .... (numbers 1 – 10)

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Religious Landscapes
Gender Geography
Territoriality, Sovereignty, Nation, State, Nation-state
Geography and Election Campaigns
Gerrymandering

- Development of Lesson Ideas

Wednesday
- Analysis & Discussion of the Course Outline
  - Agricultural and Rural Land Use
  - Industrialization and Economic Development
- Sample Teaching Activities:
  - Von Thünen’s Agricultural Land Use Model
  - Location of a Volvo Dealership
  - Location of Alcan, Ford, and Peppler-Sklar
  - Regional Economic Development
  - Weber - Least Cost Analysis
- Development of Lesson Ideas

Thursday
- AP Examination (format, style of questions, grading, etc.)
- Evaluation
- Analysis and Discussion of the Course Outline
  - Cities and Urban Land Use
- Sample Teaching Activities:
  - World Urbanization
  - Central Place Theory
  - Urban Models
  - Analysis of Internal Social/Economic Patterns of Cities (Statistics / Regina / Atlanta)
  - Megacities Project
  - Ideal Cities Project
- Development of Lesson Ideas

What to bring:
Items you should bring during the week include:
- a laptop computer or tablet & storage device (not essential but useful)
- 5 – 6 colored pencils or markers
- comfortable clothes and shoes for walking in the summer heat
- a light sweatshirt or sweater in case you get chilly in the AC

Instructor:

John Trites has been closely involved with the AP Human geography course since its inception. He was on the original Test Development Committee for 7 years and he has been involved with every examination Reading. At the readings, John has acted as a Reader, Table Leader, and as a Question Leader. He enjoys working with both new and experienced APHG teachers and has conducted numerous weekend and week-long workshops throughout the both the United States and Canada. John taught high school Geography in the Annapolis Valley of Nova Scotia for 33 years. In addition to teaching the APHG course to students in a regular classroom setting, he also taught the course on-line to students in several schools throughout his area. He presently works with pre-service teachers at Acadia University and frequently visits pre-service teachers in other Atlantic Canadian universities.

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