

DISCOVERY HIGH SCHOOL AP HUMAN GEOGRAPHY

SUMMER ASSIGNMENT 2017



Overview:

AP HuG is not a traditional geography class. Instead of learning about the locations of physical and political features, this course focuses on the interactions between humans and their environment. This will require you to analyze and make inferences on how people affect place and vice versa. We will discover, discuss, and debate why things are the way they are in our world. This will include discussions on the conflicts we have, the food we eat, the purchases we make, the cities we live in, the cultural practices we follow and much more.

Summer Tasks: This will be your FIRST major grade. It will be due the FIRST DAY OF CLASS!

- **Task 1.** To ensure students are adequately prepared for geographic requirements, students are expected to enter the class with a basic understanding of the physical and political geography of the world. In this part of the assignment you will be asked to identify the locations of a series of physical and political arrangements of the world. You do not need to create the maps, but be sure to study and have a basic understanding of where they are.
- **Task 2.** Most of you have a strong background in history, and you probably excel at linear thinking. One of the biggest challenges you will face in this class is learning to think spatially, looking for patterns and processes that relate to where phenomena occur. This is what you did with the Categorilla in part one. Another challenge is explaining the why of the where. We often think in terms of different types of factors that cause and effect phenomena. It will take you some time to master this new approach!
- **Task 3.** Discussions are a big part of this course. In light of what is currently going on in the world, please write your thoughts of the quote provided. Be prepared to share your thoughts the first week of school.
- **Task 4.** Current event log. In AP Human Geography, you will strive to understand the role people play in making places, see the geographic context in which major issues occur, think critically about the world, and appreciate the complexities of globalization. You will make connections with the world around you and learn to think spatially when seeking to answer some of the most meaningful questions facing the world today. To understand all of this, you must have strong knowledge of what's happening in the world around you!
- **Task 5.** Follow @HathHuGs on Twitter for current events and information for the course!

Enjoy your summer and we look forward to meeting all of you at the start of the new school year! Feel free to contact me with any questions!!

SO WHAT IS AP HUMAN GEOGRAPHY?

ABOUT AP COURSES

AP Stands for Advanced Placement. These are college-level classes created by the college board. It is meant to be rigorous. However, this class is geared towards growth. Freshmen are not college-level students yet, but we will work together to get there by May.

By the end of the course, students should be more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. They should have developed skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students should see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship. College Board

For more information visit <https://apstudent.collegeboard.org/apcourse/ap-human-geography>

OVERVIEW OF WHAT WE LEARN

1st Semester

Unit 1: Geography Nature & Perspectives

Unit 2: Population & Migration

Unit 3: Cultural Patterns & Processes

Unit 4: Political Organization of Space

2nd Semester

Unit 5: Agriculture, Food Production, & Rural Land Use

Unit 6: Industrialization & Economic Development

Unit 7: Cities & Urban Land Use

Course Materials

Some of the best material to illustrate these concepts and ideas come from newspapers and magazines. Students will find that they will begin to see these concepts many places in their everyday life. Much of the material we use in class comes from these media outlets. There is a textbook available: Human Geography: People, Place, and Culture 11th Edition (Fouberg, Murphy, and de Blij). *It is also suggested that students purchase a new or used review book from amazon.com.*

*Detailed syllabus will be given at open house and first day of school!

WHY MS. HATHAWAY LOVES HUG

AP Human Geography (I call AP HuG) can be relevant to anyone. We discuss the world's effect on people and our effect on the world. Anything that interests you can be brought for Human Geographic analysis! We are not about memorizing countries and maps, but more about analyzing why things happen the way they do. Students always leave the class learning something they truly enjoyed! Some examples are why do we eat certain things, how did soccer change the world, why are we sorted in the neighborhoods in which we are? Bring an interest to me you have and I will make it part of class! I will post a survey on twitter over the summer!

THE AP EXAM

You will have the opportunity to earn college credit for this course! The AP HuG Exam is in May. It is administered at the school. It is rigorous and will be explained in more detail throughout the year. The scoring is between 1-5. These scores determine if a student can get college credit for the course (This varies by college/university some take 3s, most take 4s and 5s). However, overall achievement in AP courses is said to give universities the best idea of how students will do in college. Students are NOT expected to be prepared when they come in, but expected to grow and work hard in order to be prepared to do VERY well on the exam in May.

SUPPLY LIST

- Pens/Pencils (need both)
- 2" Binder with Paper
- 10 Sheet Protectors
- Colored Pencils
- Glue Sticks
- Scissors
- Highlights (at least 2 colors)
- Other Project Items as announced

CONTACT INFO

Email megan_hathaway@gwinnett.k12.ga.us

Twitter: @HathHuGs

Remind: Text @mshath11 to 81010

Using the app you can directly message me any time!

OBJECTIVE 1: BASIC MAP KNOWLEDGE LIST & ANALYSIS PRACTICE

Purpose: Part of entering an AP class is an assumption of a certain level of background knowledge and skills. Please review and be prepared to take an assessment the first two weeks of school in the fall relating to this list. The assessment will be mastery based which means you can take the assessment multiple times but must attain 80% or above to pass. The assessment will be primarily a matching identifying assessment – do not worry about spelling. Don't stress out about this, but do some review and familiarize yourself with this information. Think of this knowledge as the ABC's and 1,2,3's of geography.

Basic map and atlas skills

- Using an atlas to locate information
- Reading and interpreting a map
- Using latitude and longitude to locate and find places

Be able to locate on a map the following places –

General Stuff <ul style="list-style-type: none"> <input type="checkbox"/> 4 Oceans <input type="checkbox"/> 7 Continents <input type="checkbox"/> Equator <input type="checkbox"/> Tropic of Cancer <input type="checkbox"/> Tropic of Capricorn <input type="checkbox"/> International Date Line 	Major Climate Regions – which parts of the world fit each category (+ characteristics of those climates) <ul style="list-style-type: none"> <input type="checkbox"/> Tropical <input type="checkbox"/> Dry <input type="checkbox"/> Mild <input type="checkbox"/> Continental <input type="checkbox"/> Polar 	Mountains <ul style="list-style-type: none"> <input type="checkbox"/> Himalayas <input type="checkbox"/> Rockies <input type="checkbox"/> Andes <input type="checkbox"/> Alps <input type="checkbox"/> Atlas <input type="checkbox"/> Caucasus <input type="checkbox"/> Urals <input type="checkbox"/> Appalachian 			
Deserts & Rainforests <ul style="list-style-type: none"> <input type="checkbox"/> Sahara <input type="checkbox"/> Great Sandy Desert Australia <input type="checkbox"/> Artic <input type="checkbox"/> Great Basin Desert <input type="checkbox"/> Arabian Desert <input type="checkbox"/> Congo Rainforest <input type="checkbox"/> Amazon Rainforest 	Rivers & Major Bodies of Water <ul style="list-style-type: none"> <input type="checkbox"/> Rhine <input type="checkbox"/> Amazon <input type="checkbox"/> Yangtze <input type="checkbox"/> Mississippi <input type="checkbox"/> Ganges <input type="checkbox"/> Nile <input type="checkbox"/> Congo 	<ul style="list-style-type: none"> <input type="checkbox"/> Indus <input type="checkbox"/> Jordan <input type="checkbox"/> Tigris <input type="checkbox"/> Euphrates <input type="checkbox"/> Great Lakes <input type="checkbox"/> Mediterranean Sea <input type="checkbox"/> North Sea <input type="checkbox"/> Black Sea <input type="checkbox"/> Arabian Sea <input type="checkbox"/> South China Sea <input type="checkbox"/> Caribbean Sea <input type="checkbox"/> Aral Sea <input type="checkbox"/> Bay of Bengal <input type="checkbox"/> Persian Gulf <input type="checkbox"/> Caspian Sea <input type="checkbox"/> Red Sea 			
Chokepoints (Straits & Channels) <ul style="list-style-type: none"> <input type="checkbox"/> Strait of Gibraltar <input type="checkbox"/> Panama Canal <input type="checkbox"/> Suez Canal <input type="checkbox"/> Strait of Malacca <input type="checkbox"/> English Channel <input type="checkbox"/> Bosphorus & Dardanelles <input type="checkbox"/> Strait of Hormuz 	Major World Cities <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> New York City <input type="checkbox"/> London <input type="checkbox"/> Tokyo <input type="checkbox"/> Paris <input type="checkbox"/> Cairo <input type="checkbox"/> Sydney <input type="checkbox"/> Sao Paulo <input type="checkbox"/> Johannesburg <input type="checkbox"/> Moscow <input type="checkbox"/> Hong Kong <input type="checkbox"/> Kingshasa <input type="checkbox"/> Nairobi <input type="checkbox"/> Mumbai <input type="checkbox"/> Pyongyang <input type="checkbox"/> Montreal <input type="checkbox"/> Vancouver <input type="checkbox"/> Moscow </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Chicago <input type="checkbox"/> Beijing <input type="checkbox"/> Bombay (Mumbai) <input type="checkbox"/> Mexico City <input type="checkbox"/> Tehran <input type="checkbox"/> Washington D.C. <input type="checkbox"/> Lagos <input type="checkbox"/> Calcutta <input type="checkbox"/> Toronto <input type="checkbox"/> Singapore <input type="checkbox"/> Dubai <input type="checkbox"/> Shanghai <input type="checkbox"/> New Delhi <input type="checkbox"/> Seoul <input type="checkbox"/> Berlin <input type="checkbox"/> Rome </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Madrid <input type="checkbox"/> Havana <input type="checkbox"/> Baghdad <input type="checkbox"/> Jerusalem <input type="checkbox"/> Los Angeles <input type="checkbox"/> San Francisco <input type="checkbox"/> Philadelphia <input type="checkbox"/> Houston <input type="checkbox"/> Rio de Janeiro <input type="checkbox"/> Karachi <input type="checkbox"/> Mecca <input type="checkbox"/> Istanbul <input type="checkbox"/> Miami <input type="checkbox"/> Atlanta <input type="checkbox"/> Boston <input type="checkbox"/> Dallas <input type="checkbox"/> Buenos Aires <input type="checkbox"/> Amsterdam </td> </tr> </table>		<ul style="list-style-type: none"> <input type="checkbox"/> New York City <input type="checkbox"/> London <input type="checkbox"/> Tokyo <input type="checkbox"/> Paris <input type="checkbox"/> Cairo <input type="checkbox"/> Sydney <input type="checkbox"/> Sao Paulo <input type="checkbox"/> Johannesburg <input type="checkbox"/> Moscow <input type="checkbox"/> Hong Kong <input type="checkbox"/> Kingshasa <input type="checkbox"/> Nairobi <input type="checkbox"/> Mumbai <input type="checkbox"/> Pyongyang <input type="checkbox"/> Montreal <input type="checkbox"/> Vancouver <input type="checkbox"/> Moscow 	<ul style="list-style-type: none"> <input type="checkbox"/> Chicago <input type="checkbox"/> Beijing <input type="checkbox"/> Bombay (Mumbai) <input type="checkbox"/> Mexico City <input type="checkbox"/> Tehran <input type="checkbox"/> Washington D.C. <input type="checkbox"/> Lagos <input type="checkbox"/> Calcutta <input type="checkbox"/> Toronto <input type="checkbox"/> Singapore <input type="checkbox"/> Dubai <input type="checkbox"/> Shanghai <input type="checkbox"/> New Delhi <input type="checkbox"/> Seoul <input type="checkbox"/> Berlin <input type="checkbox"/> Rome 	<ul style="list-style-type: none"> <input type="checkbox"/> Madrid <input type="checkbox"/> Havana <input type="checkbox"/> Baghdad <input type="checkbox"/> Jerusalem <input type="checkbox"/> Los Angeles <input type="checkbox"/> San Francisco <input type="checkbox"/> Philadelphia <input type="checkbox"/> Houston <input type="checkbox"/> Rio de Janeiro <input type="checkbox"/> Karachi <input type="checkbox"/> Mecca <input type="checkbox"/> Istanbul <input type="checkbox"/> Miami <input type="checkbox"/> Atlanta <input type="checkbox"/> Boston <input type="checkbox"/> Dallas <input type="checkbox"/> Buenos Aires <input type="checkbox"/> Amsterdam
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Canadian Provinces <ul style="list-style-type: none"> <input type="checkbox"/> British Columbia <input type="checkbox"/> Yukon Territory <input type="checkbox"/> Northwest Territories <input type="checkbox"/> Nunavut <input type="checkbox"/> Alberta <input type="checkbox"/> Saskatchewan <input type="checkbox"/> Manitoba <input type="checkbox"/> Ontario <input type="checkbox"/> Quebec <input type="checkbox"/> Newfoundland <input type="checkbox"/> New Brunswick <input type="checkbox"/> Nova Scotia 	General Ideas to Know <ul style="list-style-type: none"> <input type="checkbox"/> Have some sense of development level of regions? Rich (Highly Developed), Developing (Middle Income), Poor (Less Developed) <input type="checkbox"/> Know some cultural characteristics of regions – major religions, ethnic groups, and languages 	Major World Regions <ul style="list-style-type: none"> <input type="checkbox"/> Middle East <input type="checkbox"/> Southeast Asia <input type="checkbox"/> South Asia <input type="checkbox"/> East Asia <input type="checkbox"/> Sub-Saharan Africa <input type="checkbox"/> West Africa <input type="checkbox"/> Latin America <input type="checkbox"/> Central America <input type="checkbox"/> South America <input type="checkbox"/> North America <input type="checkbox"/> Caribbean <input type="checkbox"/> Western Europe <input type="checkbox"/> Eastern Europe 	Africa <ul style="list-style-type: none"> <input type="checkbox"/> South Africa <input type="checkbox"/> Madagascar <input type="checkbox"/> Sudan <input type="checkbox"/> Niger <input type="checkbox"/> Algeria <input type="checkbox"/> Nigeria <input type="checkbox"/> Somalia <input type="checkbox"/> Morocco <input type="checkbox"/> Libya <input type="checkbox"/> Egypt <input type="checkbox"/> Kenya <input type="checkbox"/> Chad <input type="checkbox"/> Mali <input type="checkbox"/> Congo/Zaire <input type="checkbox"/> Rwanda <input type="checkbox"/> Botswana <input type="checkbox"/> Ethiopia <input type="checkbox"/> Zimbabwe
North America & South America <ul style="list-style-type: none"> <input type="checkbox"/> United States <input type="checkbox"/> Argentina <input type="checkbox"/> Guatemala <input type="checkbox"/> Bolivia <input type="checkbox"/> Cuba <input type="checkbox"/> Brazil <input type="checkbox"/> Haiti <input type="checkbox"/> Chile <input type="checkbox"/> Honduras <input type="checkbox"/> Colombia <input type="checkbox"/> Costa Rica <input type="checkbox"/> Ecuador <input type="checkbox"/> Bahamas <input type="checkbox"/> Peru <input type="checkbox"/> Panama <input type="checkbox"/> Venezuela <input type="checkbox"/> Nicaragua <input type="checkbox"/> El Salvador <input type="checkbox"/> Canada <input type="checkbox"/> Mexico 	Asia <ul style="list-style-type: none"> <input type="checkbox"/> Vietnam <input type="checkbox"/> Thailand <input type="checkbox"/> Japan <input type="checkbox"/> India <input type="checkbox"/> Singapore <input type="checkbox"/> Burma <input type="checkbox"/> Mongolia <input type="checkbox"/> China <input type="checkbox"/> Cambodia <input type="checkbox"/> Indonesia <input type="checkbox"/> South Korea <input type="checkbox"/> North Korea <input type="checkbox"/> Philippines <input type="checkbox"/> Pakistan <p>Other:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Australia <input type="checkbox"/> New Zealand 	Europe <ul style="list-style-type: none"> <input type="checkbox"/> Ireland <input type="checkbox"/> Russia <input type="checkbox"/> Sweden <input type="checkbox"/> Greece <input type="checkbox"/> Romania <input type="checkbox"/> Slovakia <input type="checkbox"/> Czech Republic <input type="checkbox"/> Norway <input type="checkbox"/> Spain <input type="checkbox"/> Croatia <input type="checkbox"/> Former Yugoslavia <input type="checkbox"/> Germany <input type="checkbox"/> France <input type="checkbox"/> United Kingdom <input type="checkbox"/> Italy <input type="checkbox"/> Poland <input type="checkbox"/> Finland <input type="checkbox"/> Bosnia 	Southwest Asia <ul style="list-style-type: none"> <input type="checkbox"/> Kuwait <input type="checkbox"/> Syria <input type="checkbox"/> Iraq <input type="checkbox"/> Lebanon <input type="checkbox"/> Saudi Arabia <input type="checkbox"/> Israel <input type="checkbox"/> Iran <input type="checkbox"/> Jordan <input type="checkbox"/> Turkey <input type="checkbox"/> Afghanistan <p>All 50 States and Regions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Midwest <input type="checkbox"/> Southwest <input type="checkbox"/> Rocky Mountain <input type="checkbox"/> Pacific West

RESOURCES TO USE

- World Atlas: <http://www.worldatlas.com/aatlas/world.htm>
- Maps of the World: <http://www.worldatlas.com/aatlas/world.htm>
- Map quizzes & games: <http://www.sheppardsoftware.com/Geography.htm>
- National Geographic Atlas Explorer: <http://maps.nationalgeographic.com/maps/atlas>

BEST & WORST EDUCATION CATEGORILLA

Categorillas are country lists based on a category. We use them to make a map, help us remember where places are, and practice our analytical skills. Choose one color for each of the categories. Shade the box that color. Shade & Label the country on the map.



<p>10 Best Countries for Education in 2016</p> <ol style="list-style-type: none"> 1. Switzerland 2. Netherlands 3. Finland 4. Australia 5. Norway 6. United Kingdom 7. Ireland 8. United States 9. Belgium 10. Singapore 	<p>Observations: What patterns and trends do you see? (Clustering etc)</p> <p>1,</p> <p>2.</p>	<p>Infer: Why do you think these areas have the best education? What may be some reasons? What else might be going on?</p>
<p>10 Worst Countries for Education in 2016</p> <ol style="list-style-type: none"> 1. Chad 2. Central African Republic 3. Niger 4. Guinea 5. Mali 6. Sudan 7. Benin 8. Yemen 9. Afghanistan 10. Liberia 	<p>Observations: What patterns and trends do you see? (Clustering etc)</p> <p>1,</p> <p>2.</p>	<p>Infer: Why do you think these areas have the worst education? What may be some reasons? What else might be going on?</p>
<p>Conclude: What one sentence conclusion can you make of all of this?</p>		

OBJECTIVE 2: THINKING GEOGRAPHICALLY

<p>Throughout the year we will look through the lenses of many different factors & concepts: Social, Political, Cultural, Economic, Ecological, Demographic, Socioeconomic, Cultural Landscape, & Globalization Here are a few general examples →</p>	<p>Social (Anything that affects humans) literacy rate, gender, development/income/employment, age, status, ethnicity, freedoms, health, beliefs, standard of living, educational level, sense of community, etc.</p>	<p>Ecological/Environmental climate, natural resources (vegetation, soil, minerals, animals, etc.), landforms (mountains, coastal plains, bodies of water, access to all etc), environmental issues – human impact on the environment and vice versa, etc.</p>
<p>Economic Development, jobs/unemployment, GDP, Rich/poor, availability of resources, types of economic activities, types of jobs, resources, inflation, land value, etc.</p>	<p>Political type of government, size/power, conflict, war, cooperation/alliances, restrictions/laws, policy making, taxation, etc.</p>	<p>Cultural Language, Beliefs, Religion, Attitudes, Fashion, Food, History, Tools, Government Preferences, Economic System Ideals, Traditions, Music, Architectural Preferences, Freedoms/Rights Etc.</p>

Part One Directions: Practice (label with the correct label): S = social; E = Economic; N = Environmental; P = Political; C = Cultural

Theme: Education around the world

- _____ 1. It is against some people's beliefs to allow everyone to have an education.
- _____ 2. A natural disaster shuts a school down.
- _____ 3. Some school buildings are made with clay, some with straw or sticks, and others with bricks.
- _____ 4. In least developed countries, you often have to pay for an education while in most developed it is free.
- _____ 5. In some countries, religious teachings are required in school.
- _____ 6. In developed countries, the government is often able to give funding to provide free schools in areas of poverty.
- _____ 7. In least developed countries, typically only the wealthiest can obtain an education.
- _____ 8. In general, the higher education you achieve, the more pay you receive.
- _____ 9. In the United States, states are supposed to have power over the education they offer.
- _____ 10. In the United States, it is the norm for students to wear jeans at school.

Part Two Directions: *Let's think of a concept you all should know... This activity is for me to see the way you think, what you know, and your current analytical skills. Be sure to EXPLAIN in a couple of sentences what factors were caused or affected by this and give specific examples. This must be original work so I can know how best to help you in this college level course.*

EXAMPLE Theme (Going Green): Overview: - "A new recycling program would require people to maintain the facility and repair machinery. The program will clean out the city to make it more attractive. It will give us the same feeling of when you clean out a messy room"

The recycling program will create jobs and that the program is going to transform the city. This will better the city as people will be able to spend more and may increase tourism because the city is so clean. (ECONOMIC)

The recycling program will allow people to live a healthier life style. They will be able to feel good about doing something for their community and environment; while insuring less pollution for future generations. (SOCIAL)

Theme: Colonization in Africa

<p>Give a couple sentence overview of colonization in Africa...</p>	<p>Explain a Social Factor involved in this.</p>	<p>Explain a Political Factor involved in this.</p>
<p>Explain an Economic Factor involved in this.</p>	<p>Explain an Ecological/Environmental Factor involved in this.</p>	<p>Explain a Cultural Factor involved in this.</p>

OBJECTIVE 3: A CHANCE TO HEAR YOUR OPINION & IDEAS!

Quote Analysis

“Global experience -- whether gained from work, travel, or more challenging exploration -- shreds preconceptions and stereotypes, deepens appreciation of cultural similarities and diversity, and integrates local insights into the coverage of international issues.”

-- K. Lee Lerner. Saint-Rémy-de-Provence, April 2010

1. What is your interpretation of the quote? Explain in a few sentences in your OWN words.

2. Respond to the quote in a paragraph or two. What is your opinion? Do you agree or disagree? Why? Be sure to use SPECIFIC examples to support your opinion. (*This is one of the biggest components of the course – what your opinion is will not be assessed, but your ability to defend it will be!*)

OBJECTIVE 4: CURRENT EVENTS

There are many ways in which you can keep track of world events: you can watch the news, listen to the radio, read newspapers, follow your favorite news organization on Facebook, or subscribe to Twitter or RSS feeds. Here are some suggested websites:

www.nytimes.com

www.latimes.com

www.slate.com

www.csmonitor.com

www.chron.com

www.cnn.com

www.npr.org

www.economist.com

www.bbc.com

To complete this portion of your summer work, you will maintain a log of current events for at least four weeks during the summer. Our goal is not to become foreign policy experts... Rather, we seek to build a habit of global awareness! You can keep the log here or make your own electronically to type in and attach it. You will need to do five each week.

I will give you ONE article every week, follow our classroom twitter: @HathHuGs

CURRENT EVENTS LOG

Note: Articles must pertain to the week in which they are cited. Articles should come from a variety of sources and pertain to a variety of locations from local to global.

Weeks/Dates	Source (CBC, CNN, NYT..)	Article Title/Link	Location	One-Sentence Summary
ONE From: To:				
TWO From: To:				

THREE From: To:				
FOUR From: To:				