

Features

Each feature in *Human Geography for the AP® Course* helps your students develop the critical skills needed to be both successful AP® students and students of human geography.

Complete Coverage of AP® Concepts and Alignment to the CED

Rest easy knowing that all content, topics, and skills are represented in *Human Geography for the AP® Course*. The text provides complete coverage of all AP® concepts addressed in the 2019 Course and Exam Description (CED). The seven units in the book match the seven units in the CED, with modules addressing each topic outlined in the framework.



Unit 2 Population and Migration Patterns and Process



Modules

- 7 Population Distribution and Its Consequences
- 8 Population Composition
- 9 Population Dynamics
- 10 The Demographic Transition Model
- 11 Malthusian Theory
- 12 Population Policies
- 13 Women and Demographic Change
- 14 Aging Populations
- 15 Causes of Migration
- 16 Forced and Voluntary Migration
- 17 Effects of Migration

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Compare our Unit 2 to The College Board's CED to see its exact alignment.

“The modules are a perfect way to ‘shrink’ the chapters into digestible sections and also a good way for the students to focus on one question at a time.”

John Roncone, Barrington High School

Easy-to-use Modular Organization

A modular organization pulls together content and AP® Exam practice into brief 1- to 2-day lessons. **Shorter modules help students absorb the information without being overwhelmed and help you to more easily pace your course.**

Learning goals are listed at the beginning of each module to focus your students’ reading and guide their comprehension. Bulleted summaries conclude the modules, highlighting key takeaways that students should master before moving on to the next module.

The screenshot shows a module page for 'Population Distribution and Its Consequences'. At the top, it says 'MODULE 7'. Below that, the title 'Population Distribution and Its Consequences' is displayed. Underneath, there are 'LEARNING GOALS' listed as 7-1 through 7-4. To the right, there is a text block about the uneven distribution of human population. Below the learning goals, there is a 'Module 7 Review' section with four questions and their corresponding answers. At the bottom right of the screenshot, there is a 'TERMS TO KNOW' box with definitions for 'population distribution' and 'population clusters'.

Module 7 Review

LEARNING GOAL 7-1 How is population distributed around the world?

- Population distribution is highly uneven at global, regional, national, and local scales.
- There are four major population clusters in the world, but much of Earth’s surface is sparsely populated.
- Population size and land area by country vary greatly. The top 10 countries in terms of population will change because their populations are growing at different rates.

LEARNING GOAL 7-2 What factors influence population distribution?

- A number of physical, cultural, and economic factors have shaped the population distribution patterns on Earth.
- The key factors that affect population distribution patterns may depend on the scale of analysis.

LEARNING GOAL 7-3 What are the three methods for calculating population density?

- Arithmetic or crude population density refers to the average number of people per unit area of land.
- Physiological density is the ratio of population to arable land (i.e., land suitable for agriculture). It is a good indicator of the pressure that the population exerts on the land resource and agriculture.
- Agricultural density is the average number of farmers per unit area of arable land. It reflects the labor intensiveness of agriculture.

LEARNING GOAL 7-4 What are the consequences of population distribution and density?

- Population distribution and density can affect economic development, political representation, the environment, and human health and vulnerability to natural disasters.

Appropriate Level for Your Students

The authors’ friendly and approachable tone engages underclassmen, without sacrificing rigor.

Highlighted and defined key terms with relevant examples help students rise to the rigor of this AP® course. In addition to the glossary of geographic terms, we will also have an **Academic Glossary** to help underclassmen with terms they may not have encountered. Both glossaries will appear with a Spanish glossario.

TERMS TO KNOW . . .

population clusters: Heavily populated areas that illustrate the unevenness in global population distribution; geographers have identified four population clusters on Earth: South Asia, East Asia, Southeast Asia, and Europe

metacity: A city with more than 20 million residents

megacity: A city with more than 10 million residents

Guided AP® Skill-Building

Scaffolded Instructional Data Analysis

We begin the text with scaffolded instructions on how to read, interpret, and analyze data as presented in maps, graphs, and charts. **Students then encounter an abundance of graphics throughout the modules, each with guiding questions, to help these young learners practice their emerging skills in data and scale analysis.**

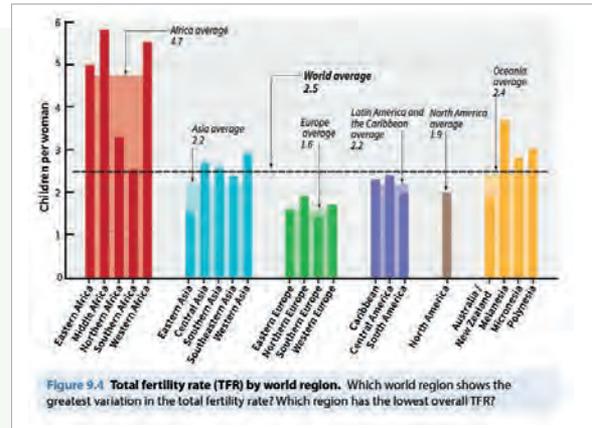


Figure 9.4 Total fertility rate (TFR) by world region. Which world region shows the greatest variation in the total fertility rate? Which region has the lowest overall TFR?

AP® Exam Tips

AP® Exam Tips found throughout the units help students prepare for the Exam, by helping students focus on important content or highlighting potential pitfalls.

AP® Exam Tip

Be prepared to use data analysis skills on the exam with population pyramids, graphs, and maps. Data found within these figures have great explanatory power!

Step-by-step FRQ instruction and Practice

At the end of each module, the authors provide an **Example FRQ and Rubric**, providing students with a guide as they take their turn on the second practice FRQ for the module.

Free Response Questions

EXAMPLE Countries resort to different methods to promote or restrict population growth. Ghana implemented an ambitious program in 1970 to manage its population. See the table below. *(parts a-g are worth 1 point each)*

Ghana

Year	Population	Yearly Change (%)	Fertility Rate	Urban Population (%)	Composition of Ghana's Economy
1955	5,570,594	2.62	6.44	18.9	Primary: 60% Secondary: 18 Tertiary: 22%
2020	31,072,940	2.15	3.9	57	Primary: 18.3% Secondary: 24.5% Tertiary: 57.2%
Policy as of 1970	The Ghana National Family Planning Program (GNFPP) included strategies for the following: + improving the environment + improving housing + improving food and nutrition + education: providing free and compulsory universal basic education + encouraging girls to remain in school up to secondary school + promoting adult education as well as basic and functional literacy + improving reproductive health				

Sources: Worldometer (www.worldometers.info); elaboration of data by United Nations, Department of Economic and Social Affairs, Population Division, World Population Prospects; The Ghana's Population Policy Implementation: Past, Present and Future Stephen O. Kwankye and Esther Coffe

g. Describe how changes in the composition of Ghana's economy could also be a factor in understanding why the rate of population growth in Ghana declined.

EXAMPLE RUBRIC

- Ghana must pursue an antinatalist strategy to control its population.
- A TFR of 2.1.
- The GNFPP resulted in a decrease in Ghana's fertility rate from 6.44 in 1955 to 3.9 in 2020.
- Improving Ghana's housing, health and education for all its citizens had a positive impact on its population control goals.
- Another major factor was prioritizing education for girls.
- In 1955, the population of Ghana was mostly rural and only 18 percent lived in cities. By 2020, more than 57 percent of the population lives in cities, where information on contraceptives and family planning is more readily available.
- The composition of Ghana's economy changed from 1955, when it was mostly rural and engaged in agriculture, to urban and engaged in industry and services in 2020.

“ There are vocabulary terms to master, and examples that students can relate to, all while also keeping the integrity of a college-level class.

Nate Newhalfen, Barrington High School

Discussion-based Photo Exploration

The **Seeing Geography** feature offers the basis for engaging class discussion as students analyze the geographical patterns and trends found in photos.

This feature addresses Skill Category 4 in the CED and helps prepare students for stimulus-based questions on the exam.

Seeing Geography

Preparing for the AP® Exam

Do you need personal space? If so, you might want to avoid Rui'an, China during the month of January. As you can see in the photo, eager passengers are participating in the world's largest human migration where 3 billion Chinese citizens leave cities to visit their families in rural areas to celebrate the Lunar New Year. Since the 1980s, China has experienced a rapid rise of its economy, with the cities holding the country's wealth. Geographic models suggest that as countries gain wealth, people tend to migrate from rural to urban areas for access to better-paying jobs. As a result, in China, it is common for rural children to be raised by grandparents and schooled in their home villages while their parents work in far-off cities. In addition, for the growing middle-upper classes, voluntary migrations to permanent international destinations are increasingly within reach.



Source: John Colett/Getty Images

What do you see?

1. Consider the push and pull factors that could prompt the migration scene above.
2. Identify the social, economic, or environmental strains that regions with a large number of immigrants or emigrants experience.
3. Think about the community you live in. Do people tend to leave your area for other locations? Or are they drawn by the amenities that your community has to offer? Why?

Opportunities for Critical Thinking

Subject to Debate provides students with opportunities to think critically about all sides of an issue when investigating current controversies in human geography.

This feature addresses the APHG® CED recommendation that you use debate for instructional activities. Our teacher's edition will offer guidance on how to use the feature effectively.

SUBJECT TO DEBATE Female: An Endangered Gender?

Preparing for the AP® Exam

 Does the simple fact of being female expose a person to social and economic peril? In most societies, women are viewed as valuable, even powerful, particularly as mothers, nurturers, teachers, and spiritual leaders. Yet in other ways, to be female is to be endangered. We will consider this controversial idea with an eye to how demographics and culture closely shape each other.

Many cultures have a marked preference for males. The academic term describing this is *androcentrism*; you may be familiar with related terms such as *patriarchy* (a social system in which the father is considered the head of a household, with authority over women and children), *male bias*, or simply *sexism*. Whether a preference for males is a universal feature has been disputed. Some societies pass along forms of their wealth, property, and prestige from mother to daughter, rather than from father to son. This is rare, however, and the roots of cultural preference for males appear historically far-reaching and widespread. In most societies, positions of economic, political, social, and cultural prestige and power are held largely by men. Sons carry on family names and, with them, family honor and wealth. In some societies, sons are obligated to take care of their aging parents, but there is no such expectation for daughters. When girls marry, they are expected to move into their husbands' homes and help care for their in-laws, but not their parents.

Not surprisingly, in many places a son is widely viewed as an asset, a future breadwinner and caregiver for his parents in their advanced age, but a daughter is generally seen as a liability. A cultural premium is placed on producing male children. The birth of a boy may be celebrated and rewarded, while the birth of a girl may be penalized. In countries that have enacted strict population control programs, such as China, or in countries with an obsession with sons, for example, India, this has resulted in severe pressure on couples to have boys. In both China and India, female-specific abortions or infanticide, neglect, and inadequate nutrition for girls has resulted in a glaring gender imbalance. The result is a skewed sex ratio. In 2004, China recorded a sex ratio at birth of 121.2 boys for every 100 girls. The ratio has been falling recently but it is still one of the world's most imbalanced.

One problem that resulted from such an unbalanced sex ratio is that men of marriageable age are increasingly unable to find female partners. By one estimate, there may be 30–40 million more young men than young women in China. Social analysts speculate that this will lead to human trafficking and violence against women. Meanwhile, parents and grandparents often are encouraged to lavish all their attention, wealth, and hopes on the only child, especially boys. For some families, this has led to the "little emperor syndrome," whereby the male heir becomes spoiled, unable to function independently, and even obese.

Continuing the Debate

As noted, most societies value females and males equally. For a number of reasons, however, some societies show a clear preference for males. Keeping all this in mind, consider the following questions:

- Are Chinese and Indian families somewhat justified in prioritizing the birth of a son?
- According to a recent report, Americans using technology to select their baby's gender are, unlike the Chinese, more likely to choose to have a girl. Why do you think there is a difference between male and female preference in these two societies?



This cherished grandson poses with his grandparents. (Lane Orling/Blue Jean Images/Getty Images)

AP® Exam Practice

Practice Questions
for Every Module and Unit

AP® Exam practice questions at the end of every module and unit, and a complete practice exam at the end of the book offer your students ample opportunities to practice their newly developed skills.

Assessment includes question sets and stimulus-based practice, and are all paired to specific skills in the CED.

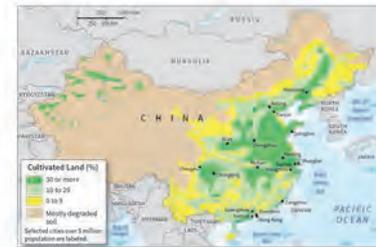
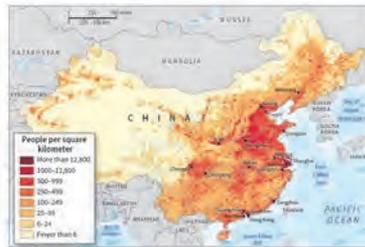
AP® Exam Practice Questions

Preparing for the AP® Exam

Multiple-Choice Questions

1. A total of 69.2 percent of the world's population lives on which landmass?
 - a. Africa
 - b. North America
 - c. Eurasia
 - d. Australia and Oceania
 - e. South America

Use the following maps to answer the next two questions.



2. Which statement is MOST supported based on the maps?
 - a. Agricultural productivity and population density are closely related in China.
 - b. The western regions of China have the most agricultural productivity but the least population density.
 - c. Eastern China has a high population density but low agricultural density.
 - d. Northern China has both high agricultural and population density.
 - e. Southern China has high agricultural density but low population density.
3. Which statement is the MOST accurate based on the two maps?
 - a. The majority of the Chinese population consumes noodles for their primary sustenance.
 - b. Rice is consumed in the northern part of China because of the climate conditions.
 - c. Poultry is consumed by the majority of the population in China because of environmental conditions.
 - d. Wheat is grown in the northern portion of the country to produce noodles, whereas rice is grown in the southern part of the country.
 - e. Rice is consumed throughout China because of trade routes through the Grand Canal routes in eastern China.

UNIT 2 AP® Exam Practice Questions

Preparing for the AP® Exam

Multiple-Choice Questions

1. Which of the following statements is correct based on Earth's population distribution?
 - a. 10 percent of Earth's population lives on 90 percent of Earth's surface.
 - b. 50 percent of Earth's population lives on 50 percent of Earth's surface.
 - c. 60 percent of Earth's population lives on 25 percent of Earth's surface.
 - d. 75 percent of Earth's population lives on 5 percent of Earth's surface.
 - e. 90 percent of Earth's population lives on 1 percent of Earth's surface.
2. Metacities have a population greater than which number?
 - a. 1 million
 - b. 2 million
 - c. 5 million
 - d. 10 million
 - e. 20 million

“ I found the variety of examples refreshing. Often the same examples are used in most textbooks, but the variety of locations used, agricultural products mentioned, etc. in this text made this a much more interesting read for me. I think students will enjoy the variety. The variety will also give students a more broad knowledge to pull from in answering FRQs on the AP® Exam.”

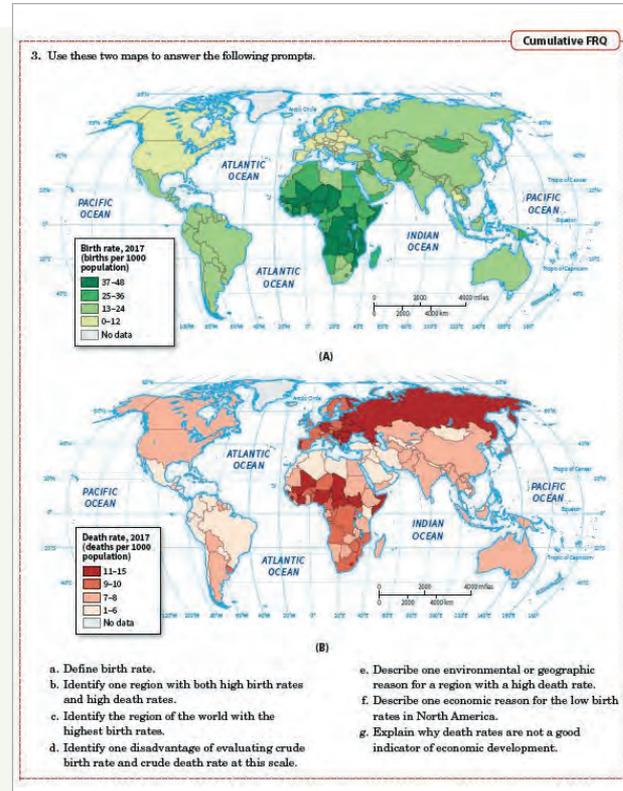
Jennifer Garner, Forsyth Central High School

FRQs in the Exam Format

Each unit concludes with three FRQs. In sync with the APHG® exam format, FRQs will have:

- one question with no stimuli
- one question with one stimulus
- one question with two stimuli

Two of the three questions will address only the material presented in the specific unit, while one of the FRQs will be cumulative, reflecting the FRQ coverage students will see on exam day.



Teaching Resources

The wrap-around **Teacher's Edition** is invaluable for new and experienced instructors. In true BFW style, this TE is written by long-time APHG® instructors and includes thoughtful instruction for planning, pacing, and differentiating your APHG® course, as well as strategies for developing skills and teaching course content.

The **Teacher's Resource Flash Drive** contains materials designed to help you structure and navigate your course. Materials are referenced at point-of-use in the TE and include:

- Pacing Guides
- Lecture Slides
- Worksheets/Handouts
- Answer Keys/Suggested Responses
- Overview Videos
- Outline Maps and Map Quizzes

The **ExamView® Assessment Suite** contains more than 1000 multiple-choice questions for all levels. On this flash drive, you will find:

- Practice exams in the AP® style
- Traditional summative-style questions for quizzes and content-acquisition assessment
- Fully customizable platform for paper or online quizzes

Human Geography for the AP® Course is in **SaplingPlus**, our online homework platform. With SaplingPlus, you and your students get access to the interactive e-book, teacher and student resources, and a variety of homework questions with targeted feedback to help guide understanding. SaplingPlus also includes **LearningCurve**, an adaptive quizzing engine for low-stakes assessment in a game-like atmosphere.