

Objective: Students will use physical actions combined with words to review and reinforce their knowledge of basic geography vocabulary. Many of these words are in Unit 1 of the AP Human Geography Curriculum.

Time Required: Time will vary, initially plan on 5-10 minutes, however, if used throughout a unit as an anticipatory set students should be able to complete it within 2-3 minutes. Encourage students to improve their time daily.

Materials Needed:

1. A class set of the instructions for the “Blow the Roof Off.” Each student should receive at least one activity. Copy and cut student instructions into strips and possibly glue them onto 3 by 5 cards.
2. Some students will need to use their smart phone or headphones to do their action.
3. You will need a globe for some of the actions.
4. Some of the actions will be to write or draw something on a white or chalk board.
5. In Number 13 students are asked to draw the shape of Utah. You can change that to be the shape of your home state.

Description:

1. Give each student one of the numbered pieces of paper.
2. Instruct each student that the goal is to complete the activity as quickly as possible. Students must do and say everything on their paper strip.
3. Run through the activity one time to show students how to complete the activity. Encourage them to have fun with the activity and read their parts loudly and in a clear voice. They should try and be DRAMATIC with their actions
4. Time the students as they complete the activity.
5. Students do what is written in blue and say what is written in red.

Blue=Do

Red=Say

BLOW THE ROOF OFF!! AP HUMAN GEOGRAPHY UNIT 1

Card 1: When you hear the word “Go!”, yell out “number 1”. Then run to the whiteboard and write “Geography” on it. Then sit down.

Card 2: Yell “number 2” and then stand up and yell really loud “There are 2 kinds of geography: Physical and Human” Then sit down.

Card 3: Yell “Number 3” and go to the front of the room and hold up the globe. Say “Physical Geography studies where and why natural forces occur as they do, for example, climates, landforms, and types of vegetation.” Then sit down.

Card 4: Yell out “Number 4.” Stand up and very dramatically wiggle your body. Say, “Human geography is the study of where and why human activities are located where they are, for example, religions, businesses, and cities.” Then sit down.

Card 5: Yell out “Number 5.” Then run to whiteboard and draw a map of the United States. yell “People have been making maps since the 7th or 6th century BCE.” Then sit down.

Card 6: Yell “number 6.” Go to the front of the room and try to put a piece of paper on a globe. “Maps have lots of distortions. Why wouldn’t they? It is impossible to make a sphere flat.” Then sit down.

Card 7: Yell “**Number 7.**” Find the map app on your smart phone and stand up and show the map to the class. Say, “**GPS uses satellites to create maps and help navigate.**” Then sit down.

Card 8: Yell “**Number 8.**” On your smart phone use your map app and have it plot where the fast food restaurants are. Show your phone to the class and yell “**GIS will take a map and put layers of information on it. I have taken the map of the area and added the layer of all the nearest fast food restaurants to my map.**” Then sit down.

Card 9: Yell “**Number 9.**” Think of the most interesting place name that you can think of and go to the whiteboard and write it down. “**A toponym is the name given to a place on earth.**” Then sit down.

Card 10: Yell “**Number 10.**” Very dramatically wave your hand in front of your face like you are hot. Then hold yourself shivering like you are cold. Say, “**Geographers describe the location of a place by its site, which is the physical characteristics of a place like its climate.**” Then sit down.

Card 11: Yell “**Number 11.**” Stand on your chair and say “**Geographers also describe the location of a place by its situation. The situation describes the place of a location relative to other places. For example, you could say that I live across the street from the Baptist Church.**” Then sit down.

Card 12: Yell “Number 12.” Hold up three fingers and run around the room. Say, “There are three types of regions: formal, functional, and vernacular.” Then sit down.

Card 13: Yell “number 13.” Then go to the board and draw the shape of Utah “A formal region is an area where the majority of the people share at least one common or distinctive characteristic. A state can be considered a formal region because there is a government that passes laws, collects taxes, and issues license plates. It also has set boundaries.” Then sit down.

Card 14: Yell “Number 14.” Put your headphones on and bebop like you are listening to music. Say, “A functional region is an area organized around a focal point. A radio station is a functional region. The reception area is strongest at its center.” Then sit down.

Card 15: Yell “Number 15.” Stand up and put both hands in the air. Bring them down to the ground. Say, “A vernacular region is a place that people believe exists as part of their cultural identity. Americans refer to the South as a place with environmental, cultural, and economic features that are perceived to be distinct from the rest of the country. This is an example of a vernacular region.” Then sit down.

Card 16: Yell “**Number 16.**” Go to the front of the room. Kneel down. Put your hands flat together like you are going to pray. Say, “**Geographers distinguish groups of people according to cultural characteristics like religions and language. They also describe where cultural groups are distributed.**” Then sit down.

Card 17: Yell “**Number 17.**” Stand up on your chair. Put your hands in front of you with your fingers down and together in a fist. Push your hands out to the side and open your fingers at the same time. Say, “**Cultural characteristics spread from one place to another. This process is called diffusion.**” Then sit down.

Card 18: Yell “**Number 18.**” Run around the classroom holding your hand up with 4 fingers up “**There are 4 types of diffusion: relocation, hierarchical, contagious, and stimulus.**” Then sit down.

Card 19: Yell, “**Number 19.**” Go to the bookshelf in the back of the room. Take a book from it and move it to the bookshelf in the front of the room. Say, “**Relocation diffusion is the spread of an idea through physical movement of people from one place to another. For example, in America we celebrate St. Patrick’s Day because so many Irish immigrants moved here and brought the tradition with them.**” Then sit down.

Card 20: Yell “**Number 20.**” Go to the whiteboard and draw a cross as if for a Christian church. Say, “**Hierarchical diffusion is the spread of an idea from a person of authority or power to other people. For example, when a religious leader like the pope issues a directive, the members of the church begin to follow the idea.**” Then sit down.

Card 21: Yell “**Number 21.**” On your smart phone pull up a game that is popular with your peers right now. Say, “**Contagious diffusion is the rapid widespread of a characteristic throughout the population. When a video game becomes popular really fast, it is an example of contagious diffusion.**” Then sit down.

Card 22: Yell “**Number 22.**” Stand on your chair and hold up your smart phone. Have a social media app open like Facebook or Instagram. Say, “**Stimulus diffusion is the spread of an underlying principle. We have all sorts of social media thanks to the idea from MySpace. People do not use that program now, but all the social media apps today got their ideas from the underlying principle from MySpace.**” Then sit down.

Card 23: Yell “**Number 23.**” Go to the whiteboard and write down Expansion Diffusion. Say, “**Expansion diffusion results from Hierarchical, Contagious, and Stimulus Diffusion.**” Then sit down.

Card 24: Yell “Number 24.” Stand up next to your desk. Pretend like you are digging in the ground and throwing the dirt over your shoulder. Do this action 3 times. “Different Cultural groups modify the natural environment in distinctive ways to produce unique regions. The study of this human-environment relationship is known as cultural ecology.” Then sit down.

Card 25: Yell “Number 25.” Go to the whiteboard and draw some mountains and three trees. Say, “Some geographers think that the environment determines the kinds of activities that humans do. This is called environmental determinism.” Then sit down.

Card 26: Yell “Number 26.” Go to the whiteboard and erase the mountains and trees that were drawn by number 25. Say, “Other geographers believe that the environment plays a role in human actions, but that humans can still adjust the environment to do different things. This idea is called possibilism.” Then sit down.

Card 27: Yell “Number 27.” Run around the room and hold 4 fingers in the air. Say, “There are 4 different types of biomes: forest, savanna, grassland, and desert.” Then sit down.

Card 28: Yell “**Number 28.**” Stand up and put your hand to shade your eyes. Say, “A forest biome has a continuous canopy of trees that shade the earth. The forest biome covers a large percentage of the earth’s surface including much of North America, Europe, and Asia, as well as some areas in South America, Africa and Southeast Asia.” Then sit down.

Card 29: Yell “**Number 29.**” Stand up by your desk. Put your hands in front of you and form a tree. Say, “In a Savanna biome trees do not form a continuous canopy and the lack of shade allows grass to grow. The savanna covers large areas of Africa, South Asia, South America, and Australia.” Then sit down.

Card 30: Yell “**Number 30.**” Stand up. Hold your hands in front of you with your palms facing each other. Wiggle your fingers. Say, “Land that is covered by grass rather than trees is called a grassland biome. These regions get low precipitation. The American prairies are the world’s most extensive grassland biome.” Then sit down.

Card 31: Yell “**Number 31.**” Stand up. Wave your hand in front of your face like you are hot. Say, “The desert biome has essentially no vegetation; however, there are some plants that have adapted to dry conditions.” Then sit down.

Card 32: Yell “Number 32.” Go to the front of the room and hold up the globe. Say, “An important concept of geography is the idea of globalization. This means that the scale of the earth is shrinking, not literally in size, but the ability of people ideas and objects to interact with another place.” Then sit down.

Card 33: Yell “Number 33.” Stand up on your chair. Say, “This year in AP Human Geography we will be learning in detail about all of these concepts. We’re done! What is our time?” Then sit down.