

AP HUMAN GEOGRAPHY

UNIT 7

Industrial and Economic Development Patterns and Processes



12–17%
AP EXAM WEIGHTING



~19–20
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~25 questions

Free-response: 1 question

- no stimulus

Industrial and Economic Development Patterns and Processes



Developing Understanding

BIG IDEA 1

Patterns and Spatial Organization **PSO**

- Why does economic and social development happen at different times and rates in different places?

BIG IDEA 2

Impacts and Interactions **IMP**

- How might environmental problems stemming from industrialization be remedied through sustainable development strategies?

BIG IDEA 3

Spatial Patterns and Societal Change **SPS**

- Why has industrialization helped improve standards of living while also contributing to geographically uneven development?

This unit addresses the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. Concepts learned in the political unit, such as territoriality, help students build an understanding of the measures of social and economic development and to explain development theories, such as dependency theory and Rostow's Stages of Economic Growth. The theories they explore are in turn useful in explaining spatial variations in development such as core-periphery relationships.


Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development—for example, the differences between urban and rural China or Brazil. They explore changes to places resulting from the growth or loss of industry and the role of industry in the world economy. Measurements of development provide the quantitative data to analyze the spatial relationships of the global market. Statistics and spatial data reveal the impact of development on individual populations, including the role of women in the labor market. Students explore strategies for sustainable development focused on women, children, health, education, the environment, and global cooperation.

This final unit of the course pulls together those aspects of human geography learned in previous units to help students develop a more complete understanding of local and global geographic patterns and processes and of possibilities for the future.

UNIT 7

Industrial and Economic Development Patterns and Processes

UNIT AT A GLANCE

| Enduring Understanding | Topic | Suggested Skill | Class Periods |
|--|---|--|----------------------|
| | | | ~19–20 CLASS PERIODS |
| SPS-7 | 7.1 The Industrial Revolution | 4.D Compare patterns and trends in visual sources to draw conclusions. | |
| | 7.2 Economic Sectors and Patterns | 2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories. | |
| | 7.3 Measures of Development | 3.F Explain possible limitations of the data provided. | |
| | 7.4 Women and Economic Development | 3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions. | |
| | 7.5 Theories of Development | 1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context. | |
| PSO-7 | 7.6 Trade and the World Economy | 5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories. | |
| | 7.7 Changes as a Result of the World Economy | 4.F Explain possible limitations of visual sources provided. | |
| IMP-7 | 7.8 Sustainable Development | 5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales. | |
|  Go to AP Classroom to assign the Personal Progress Check for Unit 7. Review the results in class to identify and address any student misunderstandings. | | | |

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide ways to integrate the teaching of skills and content from the unit into your classroom instruction. They are completely optional and may be altered to suit the needs of your class. Please refer to the Instructional Approaches section beginning on page 133 for more examples of activities and strategies.

| Activity | Topic | Sample Activity |
|----------|-------|--|
| 1 | 7.3 | <p>Look for a Pattern</p> <p>Using maps of different measures of development—both social and economic—have students analyze the patterns present. Have students compare the different measures to see which patterns are similar across multiple measures and the advantages of using multiple measures when addressing levels of development. You may want students to extend the depth of their thinking by having them reflect on what they have learned throughout the course to first predict what patterns of development will be present before they look at the maps.</p> |
| 2 | 7.5 | <p>Graphic Organizer</p> <p>Students use a Venn diagram graphic organizer to compare and contrast different theories of development, such as Rostow’s Stages of Economic Growth, Wallerstein’s World System theory, dependency theory, and commodity dependence. You may then have students discuss how different countries are classified according to the different theories.</p> |
| 3 | 7.8 | <p>Self/Peer Review</p> <p>Students are asked to read the United Nation’s Sustainable Development Goals. After reading the goals, students select the one goal they believe is the most important to achieve, and then justify their response in writing with evidence and reasoning. Students then pass their paper to a peer, who can respond to their piece with challenging questions regarding the choice of goal and with evidence that may contradict the first student’s position.</p> |



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and your methods of instruction and assessment.

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SUGGESTED SKILL Source Analysis**4.D**

Compare patterns and trends in visual sources to draw conclusions.

TOPIC 7.1

The Industrial Revolution

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.A

Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.

ESSENTIAL KNOWLEDGE

SPS-7.A.1

Industrialization began as a result of new technologies and was facilitated by the availability of natural resources.

SPS-7.A.2

As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures.

SPS-7.A.3

Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.

TOPIC 7.2

Economic Sectors and Patterns

SUGGESTED SKILL *Spatial Relationships***2.B**

Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.B

Explain the spatial patterns of industrial production and development.

ESSENTIAL KNOWLEDGE

SPS-7.B.1

The different economic sectors—including primary, secondary, tertiary, quaternary, and quinary—are characterized by distinct development patterns.

SPS-7.B.2

Labor, transportation (including shipping containers), the break-of-bulk point, least cost theory, markets, and resources influence the location of manufacturing such as core, semiperiphery, and periphery locations.

SUGGESTED SKILL

 Data Analysis**3.F**

Explain possible limitations of the data provided.

TOPIC 7.3

Measures of Development

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.C

Describe social and economic measures of development.

ESSENTIAL KNOWLEDGE

SPS-7.C.1

Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates.

SPS-7.C.2

Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation.

SPS-7.C.3

The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.

TOPIC 7.4

Women and Economic Development

Required Course Content

ENDURING UNDERSTANDING

SPS-7

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE

SPS-7.D

Explain how and to what extent changes in economic development have contributed to gender parity.

ESSENTIAL KNOWLEDGE

SPS-7.D.1

The roles of women change as countries develop economically.

SPS-7.D.2

Although there are more women in the workforce, they do not have equity in wages or employment opportunities.

SPS-7.D.3

Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.

SUGGESTED SKILL


 *Data Analysis*

3.D

Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

**AVAILABLE RESOURCES**

- Classroom Resources > [Maps and Spatial Thinking Skills in the AP Human Geography Classroom](#)

SUGGESTED SKILL *Concepts and Processes***1.E**

Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

TOPIC 7.5**Theories of Development**

Required Course Content**ENDURING UNDERSTANDING****SPS-7**

Industrialization, past and present, has facilitated improvements in standards of living, but it has also contributed to geographically uneven development.

LEARNING OBJECTIVE**SPS-7.E**

Explain different theories of economic and social development.

ESSENTIAL KNOWLEDGE**SPS-7.E.1**

Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.

TOPIC 7.6

Trade and the World Economy

SUGGESTED SKILL

 *Scale Analysis*

5.B

Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.



AVAILABLE RESOURCES

- Classroom Resources > [Globalization](#)
- Classroom Resources > [Scale](#)

Required Course Content

ENDURING UNDERSTANDING

PSO-7

Economic and social development happen at different times and rates in different places.

LEARNING OBJECTIVE

PSO-7.A

Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

ESSENTIAL KNOWLEDGE

PSO-7.A.1

Complementarity and comparative advantage establish the basis for trade.

PSO-7.A.2

Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization.

PSO-7.A.3

Government initiatives at all scales may affect economic development, including tariffs.

PSO-7.A.4

Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.

SUGGESTED SKILL

 Source Analysis

4.F

Explain possible limitations of visual sources provided.

TOPIC 7.7

Changes as a Result of the World Economy

Required Course Content

ENDURING UNDERSTANDING

PSO-7

Economic and social development happen at different times and rates in different places.

LEARNING OBJECTIVE

PSO-7.A

Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.

ESSENTIAL KNOWLEDGE

PSO-7.A.5

Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries.

PSO-7.A.6

In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export-processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs.

PSO-7.A.7

The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.

TOPIC 7.8

Sustainable Development

Required Course Content

ENDURING UNDERSTANDING

IMP-7

Environmental problems stemming from industrialization may be remedied through sustainable development strategies.

LEARNING OBJECTIVE

IMP-7.A

Explain how sustainability principles relate to and impact industrialization and spatial development.

ESSENTIAL KNOWLEDGE

IMP-7.A.1

Sustainable development policies attempt to remedy problems stemming from natural-resource depletion, mass consumption, the effects of pollution, and the impact of climate change.

IMP-7.A.2

Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population.

IMP-7.A.3

The UN's Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects.

SUGGESTED SKILL

 *Scale Analysis*

5.D

Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.



AVAILABLE RESOURCES

- Classroom Resources > [Scale](#)

