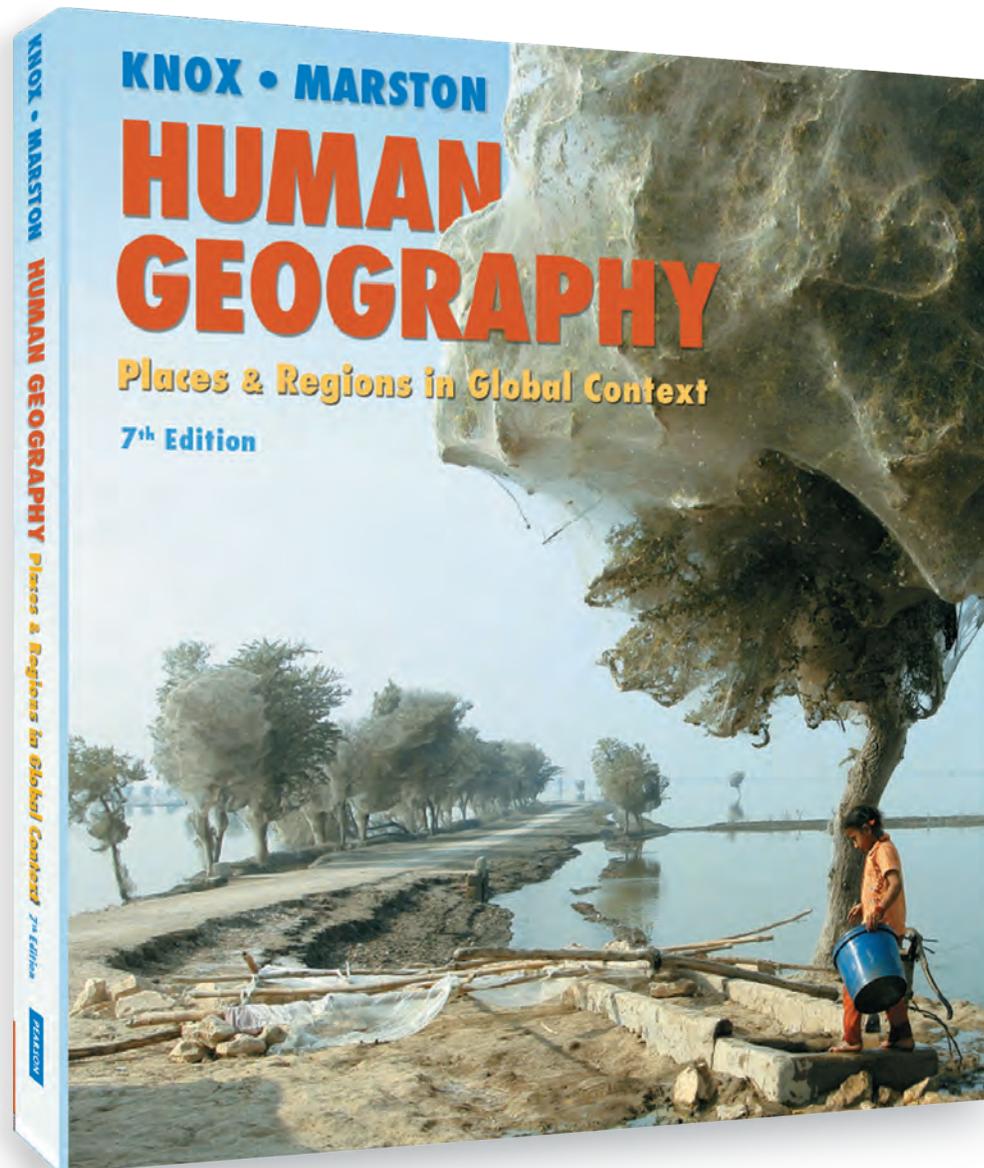


# A distinctly modern review of HUMAN GEOGRAPHY



▲ ***Human Geography: Places and Regions in Global Context, Seventh Edition*** fosters awareness of current issues and developing trends from a geographic perspective, providing a solid foundation in human geography.

# A Critical Exploration of HUMAN GEOGRAPHY

**NEW! Chapter 6: Language, Communication, and Belief** focuses on how both language and religion reflect and influence societies, as well as how they spread around the world, and how they permeate politics and social life.



## LANGUAGE, COMMUNICATION, AND BELIEF

As an infant—as young, perhaps, as 8 months old—you had to determine the internal structure of a system that possesses tens of thousands of individual elements. Each of the elements is derived from the same collection of materials and combined into larger units. Those units can be put together into an infinite set of combinations, although only a limited set of those joined units are correct within the context of the system. How does an infant proceed? Fortunately, we tend to learn this system effortlessly: The system is language, and it is composed of words, sounds, and sentences.

But now imagine that you're a deaf child, 6 or 7 years old. You have reached this age not fully understanding what it means to be deaf. Imagine how much more difficult the mission of acquiring language will be for you. Of course, there will not necessarily be sounds involved in forming your language, but there must be something else to take the place of sound that will allow you to communicate the words and the sentences you wish to convey.

Imagine further in this already challenging scenario that it's 1970 and you live in Managua, Nicaragua, and there are no teachers at your school who know sign language. What is perhaps even more remarkable than the capacity of the hearing infant's ability to comprehend and eventually use language is the capacity of a group of deaf children, assembled in a collective but without the aid of a sign language instructor, to develop their own language so they're able to communicate with each other.<sup>1</sup>

These children developed the Nicaraguan Sign Language. It is a unique example of how language emerges and becomes populated with a structure, words, and sentences. The deaf children created the language, not with the help of their teachers or their parents or any other adults but through their interactions with each other. Independently, they constructed a natural sign language that contains the kinds of grammatical regularities that are key to all languages. And, since the

<sup>1</sup>Adapted from J. R. Saffran, A. Senghas, and J. S. Trueswell, 2001. *The Acquisition of Language by Children*. Proceedings of the National Academy of Sciences, 98, 23: npr.

### LEARNING OUTCOMES

- Describe how language both reflects and influences the way different groups understand and interpret the world.
- Compare and contrast different forms of communication, including standard language, slang, dialects, social media, and nonverbal modes of expression.
- Interpret how different geographies impact the spread or preservation of language and how different groups use language to give or change a place's meaning.
- Describe the global distribution of the world's religions—how they developed in specific regions and how they proliferated around the world.
- Recognize the difference between religions and religious movements around the world, and analyze the impacts of both on political and social life.
- Interpret the importance of space to religion in pilgrimages and sacred spaces in every culture.

Speech and hearing impaired students use sign language to answer their teacher's question in a classroom at the Xela Dan school in Haiti.

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## 5.3 Spatial Inequality The Global Gender Gap

In 1990, the United Nations published the first of its annual Human Development Reports. The report analyzes how economic growth and human development are inextricably tied and provides statistics about changes in both over time as well as suggestions for how to improve them (Figure 5.D). Since 1990, the report has taken the position that women are at a structural disadvantage compared to men and in its 1997 report, stated baldly, "No society treats its women as well as its men." While the differences between women's and men's pay in the developed world is a common topic of discussion and concern (where in the United States for every \$1 men earn, women earn 77 cents), in the developing world, women experience deep deprivation, exploitation, and harm. The following are ten examples of gender inequality globally.<sup>1</sup>

- Women everywhere experience a gender wage gap whether in the developed or the developing world.
- Women in many parts of the world experience limited mobility from not being allowed to drive on public roads to refusing to go out by themselves at night for fear of attack or rape.
- One in every three women around the world is likely to be beaten, coerced into sex, or otherwise abused sometime in her lifetime.
- In some countries, a male child is more valuable than a female child and parents who don't want a girl may either abort the fetus or kill the child after birth.
- In some countries, women are legally prohibited from owning land.
- According to the United Nations, women do two-thirds of the world's work, receive ten percent of the world's income and own one percent of the means of economic production.
- Women have more limited access to health care than men while one woman dies in childbirth every minute of every day.
- Forced marriages and the lack of legal access to divorce limits many women's life chances.
- Despite making up half the global population, women hold only 15.6 percent of elected seats in national parliaments or congresses.
- Women make up more than two-thirds of the world's illiterate adults.

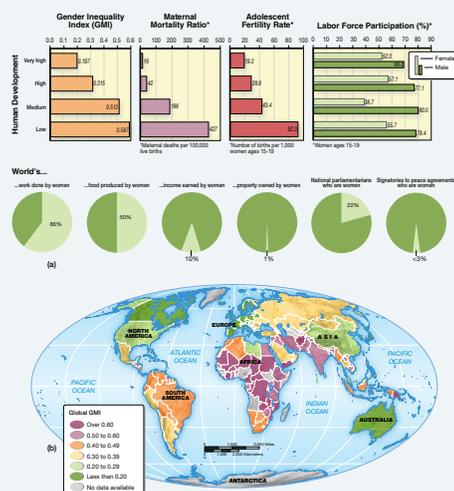


Figure 5.D. The Geography of the global gender gap. Shown in this graphic are (a) key indicators as well as (b) a map of the gender inequality index globally.

<sup>1</sup>Adapted from Moly Edmonds, 2014. "Examples of Gender Inequality around the World." <http://www.discovery.com/bytes/articles/5-top-examples-gender-inequality-around-world.htm> (accessed June 29, 2014).

**NEW! Spatial Inequality** features highlight the growing imbalances and inequalities in today's global society relative to the chapter's major themes.

## 6.2 Spatial Inequality Geographies of Literacy

At a very basic level, **literacy** is the ability to read and write. Being able to read and write allows us to determine more readily the course of our lives as we push beyond simply comprehending language and reproducing it to transforming who we are and what we are able to do in the world. UNESCO defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling

individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."<sup>2</sup> In the United States, one of the wealthiest countries on Earth, there are 44 million people—many of whom are incarcerated—who are **functionally illiterate**. Functional illiteracy means that an individual's reading and writing skills are inadequate to manage daily living or hold down a job that requires reading skills beyond a basic level. Figure 6.C is a variation



Figure 6.C. School-to-prison pipeline. Illiteracy among U.S. youth is the result of a combination of initial conditions but the result is often prison. One of the largest illiterate populations in the country is the prison population.

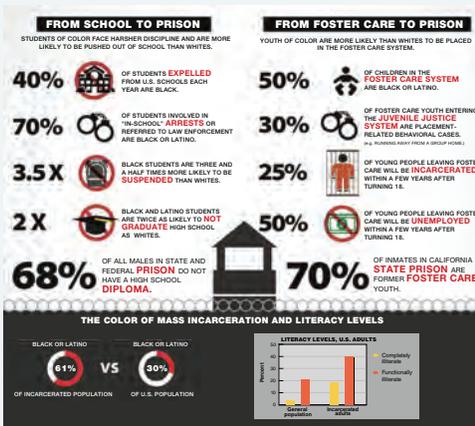


Figure 6.D. Race, literacy and prison. Fourth-grade reading level is one of the measures private prison firms use to determine how large to build their prisons. Illiteracy and crime are highly related.

<sup>2</sup>The Plurality of Literacy and Its Implications for Policies and Programs." UNESCO Education Sector Position Paper, 2004, p. 13.

# Structured Learning Path

The Seventh Edition of *Human Geography: Places and Regions in Global Context* provides an active structured learning path to help guide students toward mastery of key human geography concepts.

**Learning Outcomes** in each chapter opener guide students through the main learning goals for the chapter.

## LEARNING OUTCOMES

- Explain why populations change, where those changes occur, and what the implications of population change are for the future of different places around the globe.
- Identify the two most important factors in population dynamics, birth and death, and how they shape population characteristics.
- Analyze how geography is a powerful force in the incidence of health and disease.
- Demonstrate how the movement of populations is affected by both push and pull factors, and explain how these factors are key to understanding new settlement patterns.

## APPLY YOUR KNOWLEDGE

1. What can we learn by studying cultural traits? How does looking at cultural complexes help us better understand the relationship between humans and the spaces in which they live?
2. Identify two traits that are characteristic of the cultural group to which you belong. Are the traits related to the country or region in which you live? Describe the relationship or explain why there is none.

**UPDATED! Apply Your Knowledge** questions are integrated throughout the chapter sections, giving students a chance to stop and practice/apply their understanding. The first of these paired questions is now a lower-level knowledge-based reading question, while the second is a higher-level application question.

1. Look around you both at home and in stores. What souvenirs do you find? What do they remind you of? What geographies—of landscapes, emotions, peoples, and travels—do these material objects recall for you or for their collectors?
2. How else do we connect fact and fiction in our daily lives? Think of an example of something significant and influential that is nevertheless not really “real.” How does this connection between fact and fiction influence you?

**NEW! Active learning questions** are now included in all boxed features so that students can check their understanding as they read.

## LEARNING OUTCOMES REVISITED

- Describe why populations change, where those changes occur, and what the implications of population change are for the future of different places around the globe.
  - Demonstrate how the movement of population is affected by both push and pull factors and explain how these factors are key to understanding new settlement patterns.
- Population geographers bring to demography a special perspective—the spatial perspective—that emphasizes description and explanation of the “where” of population distribution, patterns, and processes. The distribution of population is a result of many factors, such as employment opportunities, culture, water supply, climate, and other physical environment characteristics. Geographers explore these patterns of distribution and density, as well as population composition in order to comprehend the complex geography of populations. Understanding the reasons for and implications of variation in patterns and composition provides geographers with insight into population change and the potential*
- In general terms, migrants make their decisions to move based on push factors and pull factors. Remember that push factors are events and conditions that impel an individual to move from a location. Pull factors are forces of attraction that influence migrants to move to a particular location. Mobility is the capacity to move from one place to another, either permanently or temporarily. Migration, in contrast, is an actual long-distance move to a new location. Permanent and temporary changes of residence can occur for a variety of reasons. Striving for economic betterment or escaping from adverse political conditions, such as war or oppression, are the most frequent causes. Push factors include natural disasters, environmental degradation, and political instability.*

**Learning Outcomes Revisited** found at the end of each chapter summarizes chapter content correlated to the Learning Outcomes stated in each chapter opener.

**NEW!** The end-of-chapter **Data Analysis** activities feature takes students beyond traditional review material. Students further their understanding as they manipulate media, collect data, and use interactive mapping.

## DATA ANALYSIS

In this chapter we have looked at a central component of human-environmental interactions: the geography of food and agriculture, from the global to the household and individual level. In looking at this basic aspect of life—producing and consuming food—the issue of space, economy, and politics play a huge role as seen in the debates over the Green Revolution, the Biorevolution, food sovereignty, anti-GMO resistance movements and the concept of “food deserts.” To look closer at how and where we produce food, watch the story of Ron Finley, a “guerrilla gardener” in South Central Los Angeles and answer these questions.]



1. What does Ron Finley say about fast food *versus* drive-by-shootings in his communities?
2. Why is “food the problem, and food is the solution”?

3. Where in the city does Finley plant his gardens?
4. What is Los Angeles Green Grounds and how do they work?
5. How is gardening like art? How does Finley talk about soil?
6. How does guerrilla gardening change a community? How are children a vital component of this process?
7. What does Finley say about flipping the script and making gardening “gangster”?
8. Do an Internet search on “guerrilla gardeners.” What other cities have guerrilla gardener groups? Does your city? Would you consider starting a guerrilla garden?



# Engaging, Relevant Applications

Provocative applications increase student interest, fostering awareness of current issues and developing trends that impact the world and their lives.

## UPDATED! Geography Matters

explore contemporary real-world applications of key chapter concepts and themes. Authored by expert contributors, the *Geography Matters* features demonstrate to students that the focus of human geography is on real-world problems.

### 1.1 Geography Matters

#### Why Geography Matters

By Richard Florida, University of Toronto

Since the advent of steam locomotives and the telegraph, there have been countless predictions about how technology will put an end to the constraints of geography. Some believe that that day has finally come. The *Economist* magazine proclaimed the "death of distance" in 1995 (<http://www.economist.com/node/98895>). A decade later, *The New York Times* columnist Tom Friedman proclaimed *The World Is Flat* (New York: Simon & Schuster, 2005). Between airplanes, the Internet, social media, and smart phones, the argument goes, the distances that once separated us have contracted to nothing; no matter where we live, we can all work and compete on the same terms.

But dig a little deeper and you'll realize that place and geography matter more today than they ever did. And not just in some abstract academic way, but in your daily lives.

#### Why Where Matters

We tend to focus on two big decisions: who we choose as our life partner and where we do for work. But there is a third big decision—where you choose to live. The decision about where may be the most important, because it has a huge bearing on the others (Richard Florida, *Who's Your City?* Basic Books, 2008).

Where you choose to live affects every aspect of your being: it influences the income you can potentially earn, and how far you can develop your skills. It has a bearing on the friends and romantic partners you can potentially meet, the networks you can build, and the options that will be available to your children. It shapes your values and your

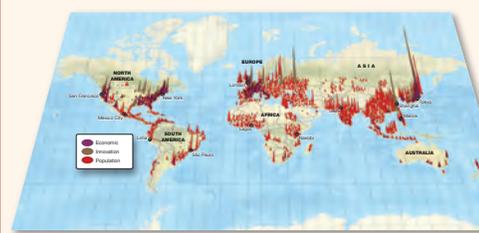
politics. It plays a role in how happy and healthy you are, and in your overall quality of life.

It's something of a paradox. As globalized as we may be, wealth and power are more concentrated and clustered than ever before. Location matters. It is true that communications are instantaneous and journey that used to take months now take only hours, but the key factors that determine whether a place prospers are unevenly distributed, so are much more welcomed than others.

#### Welcome to the Spiky World

When we overlay graphs of economic output, population, and innovation on a map, some places, especially those in the United States, Western Europe, and Asia, tower over the rest. Just look at the level of innovation in Tokyo. The world is anything but flat, it is spiky (Figure 1.1A).

Those high levels of innovation and a disproportionate share of the world's economic activity occur in the geographic clusters called mega-regions—giga-like clusters of cities and their suburbs that grow and evolve into coherent geographic entities. These include great Bos-Wash (Boston-New York-Washington) Corridor, which would rank as the world's fourth largest economy behind the United States itself and China and Japan; Am-Bus-Tweep spanning Amsterdam, Antwerp and Brussels; and the area that runs from London to Leeds, Manchester, Liverpool, and Birmingham. All told, the globe's 40 leading mega-regions produce two-thirds of the world's economic output and nine in ten of its technological innovations, while housing less than one in five of its people.



▲ Figure 1.1A. A Spiky World.

### Urban Planet

Big cities have become the core social and economic organizing units of our time, replacing the farm and the factory of previous eras. As the great urbanist Jane Jacobs was perhaps the first to document in her book *The Economy of Cities* (Random House, 1969), big cities are crucibles of innovation, when diverse people live and work in close quarters, they come up with new ideas that improve the productivity of existing industries and generate new ones.

It's something of a paradox. As globalized as we may be, wealth and power are more concentrated and clustered than ever before. Location matters. It is true that communications are instantaneous and journey that used to take months now take only hours, but the key factors that determine whether a place prospers are unevenly distributed, so are much more welcomed than others.

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The geographic clustering of people will only grow. Over the course of the next century, the world's urban populations are projected to increase by as many as 5 billion people. Most of that will be happening in the rapidly urbanizing areas of South Asia and Africa. To accommodate their swelling cities will expand substantially and hundreds of cities are likely to emerge (<http://www.uninhabitat.com/content/working-paper/urbanization-as-opportunity-1>). Ensuring that those cities are vibrant, sustainable, and functional

will be the grandest of the grand challenges humanity will ever face. Our success or failure will have a bearing on everything from our ability to mitigate poverty and climate change to how successfully the world continues to democratize.

Distance is not dead and geography is far from over. The fact is, place matters more today than it ever has.

Richard Florida is director of the *Atlantic Prosperity Institute* at the University of Toronto's Rotman School of Management, Glendon Aikawa Professor at New York University, and senior editor at *The Atlantic*, where he published *CityLab*.

1. Use the online "Face Finder" tool ([http://www.creativitas.com/~x/whos\\_your\\_city\\_face\\_finder/](http://www.creativitas.com/~x/whos_your_city_face_finder/)) to identify the city that is best suited to you. Come up with three to five cities you think you might want to live and work in and then use the Face Finder tool to rate and rank them. Which is your best city and why?

2. According to Figure 1.8, neighboring cities in the orange-colored areas are growing into large mega-regions. Some of these even cross national boundaries and in some respects have more in common with each other than their respective countries. Is it possible that city regions will become more significant units of place than nation states?

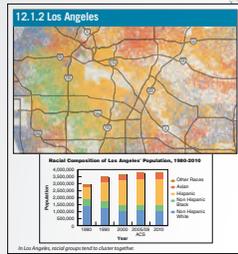


▲ Figure 1.8. Mega-regions.

## 12.1 Visualizing Geography

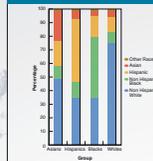
### Spatial Segregation

The racial and ethnic composition of the United States has steadily become more diverse—a result of immigration and differential birth rates. Studies of racial segregation within U.S. metropolitan areas have found that, overall, the degree of segregation peaked between 1960 and 1970. Between 1980 and 2010 racial segregation declined, but at a very slow pace. In 2010 the average white person in metropolitan America lived in a neighborhood that was 75 percent white, while the average African American lived in a neighborhood that was only 25 percent white and as much as 45 percent black. Hispanics and Asians are considerably less segregated than African Americans, and their segregation levels have remained steady for several decades. In addition, since both these groups are growing, there is a tendency for their neighborhoods to become more homogeneous. As a result, these groups live in more isolated settings than they did in the 1960s.



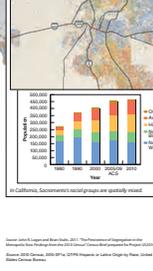
▲ In Los Angeles, racial groups tend to cluster together.

### 12.1.1 Diversity Experienced in Each Group's Typical Neighborhood



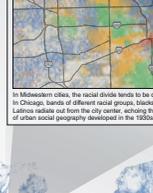
▲ In California, Democrats' racial segregation program quickly ended.

### 12.1.3 Sacramento



▲ In California, Democrats' racial segregation program quickly ended.

### 12.1.4 Chicago



▲ In Midwestern cities, the racial divide tends to be quite sharp. In Chicago, bands of different racial groups, blacks, and Latinos radiate out from the city center, echoing the mosaic of urban social geography developed in the 1950s.

### 12.1.5 Atlanta



▲ In Atlanta, there is a simple north-south division, with whites (and a few nonwhites of Asians) in the northern half of the metro area, and African Americans in the southern half.

1. Why do you think social groups are more mixed in some cities, compared to others? Compare historical factors (civil rights movement, WPA, American Indian relocation) and immigration patterns with what you have learned.
2. Analyze the demographic concept of "minority-majority" geographies by doing an internet search on "minority-majority cities/countries/states." Where are these cities/countries/states located and what do you observe about the political affiliations, immigration policies, social programs and economy compared to white majority areas?

## Window on the World

take a key concept and explore its application in a particular location. This feature helps students to appreciate the relevance of geographic concepts to world events, and brings some far-flung places closer to their comprehension.

### 11.3 Window on the World

#### The Pearl River Delta: An Extended Metropolis

The Pearl River Delta (Figure 11.8) is one of the fastest growing urban regions in the world. Anchored by the major metropolitan centers of Guangzhou, Hong Kong, Macau, Shenzhen, and Zhuhai, it is an extended metropolitan region of nearly 50 million people. It is one of three extended metropolitan regions—Beijing-Tianjin and Shanghai are the others—that have been fostered by the Chinese government to be engines of capitalist growth since liberal economic reforms were introduced in the late 1970s. Hong Kong (Figure 11.7) was a British colony until 1997. It is now a metropolis of 7.4 million, with a thriving industrial and commercial base that is recognized as a capitalist economic dynamo by the Chinese government, which has awarded Special Administrative District status to the territory. As a result, Hong Kong citizens have retained their British-based legal system and its



▲ Figure 11.8. Pearl River Delta. One of the fastest growing regions of the world, the Pearl River Delta is an extended metropolitan region of more than 50 million people.



▲ Figure 11.7. The City of Hong Kong. The city is known in research and news for its freedom of press and its reputation as a global financial hub with a strong common-law sector and a population of 7.4 million. The return of sovereignty to the region was accompanied by the region's high degree of autonomy in economic decision making. The relaxation of state control over the regional economy allowed the region's dense and growing total population to migrate to urban areas in search of assembly-line jobs or to stay in rural areas and diversify agricultural production from paddy-rice cultivation to more profitable activities such as



▲ Figure 11.9. Infrastructure Investment. Heavy highway traffic on the new Nanjing Highway in southern China's Guangdong Province.

market farming activities, livestock husbandry, and fishery. Economy flourish also facilitated small industrialization—mostly low-tech, small-scale, labor-intensive, and widely scattered across the countryside. The area between Guangzhou, Hong Kong, and Macau has quickly emerged as an especially important one because of its relatively cheap land and labor and because of significant levels of investment by regional and local governments in the transport and communications infrastructure (Figure 11.9).

The metropolitan core of the region, aiming to increase their competitiveness and prominence in the globalizing world economy, have invested heavily in infrastructure improvements. The Guangzhou municipal government, for example, invested more than 110 billion between 1990 and 2004 in infrastructure construction—building a new airport and an elevated subway network to link the city's new international airport, railway stations, and port. Throughout the region, economic investments have been made in housing, infrastructure projects geared to the needs of local and international capital. These include major airports, high-speed railroads, highways, satellite ground stations, port installations, metro and light rail networks, and water management systems. In turn, these projects have attracted business and technology parks, financial centers, and resort complexes in a broad belt of urban development.

Today, the Pearl River Delta provides a driving, shopping, processing platform that has driven double-digit annual economic growth for much of the past few decades. The region's GDP grew from just over US\$1 billion in 1980 to nearly US\$270 billion in 2010. During that period, the average real rate of GDP growth in the Pearl River Delta Economic Zone averaged 16 percent, well above the People's Republic of China's national figure of 9.8 percent. By 2010 and with only 3.5 percent of the country's population, the region was contributing 10 percent of the country's GDP and 29 percent of its total trade.

Guangzhou is a metropolis with a 2010 population of around 10 million (Figure 11.8). Shenzhen has grown from a population of just 190,000 in 1975 to 8.1 million in 2010, with an additional 2 million in the surrounding Special Economic Zone within Hong Kong's northern border. It is well off from the rest of China by an identified factor to prevent smuggling and to keep back the mass of people trying to migrate illegally into Shenzhen and Hong Kong.

1. How have economic policies created the booming region? Can you identify any other regions that have experienced similar economic success?



▲ Figure 11.10. Guangzhou, China. Guangzhou is an ancient Chinese city known as Canton by European traders. Guangzhou has grown rapidly in recent decades, but modern architects about completely replacing the old city.

# Continuous Learning Before, During & After Class with MasteringGeography

**MasteringGeography™** delivers engaging, dynamic learning opportunities—focusing on course objectives and responsive to each student's progress—that are proven to help students absorb geography course material and understand challenging geographic processes and concepts.

## BEFORE CLASS

### Mobile Media & Reading Assignments Ensure Students Come to Class Prepared

**NEW! mobile-ready Quick Response (QR)** codes integrated throughout the chapters give students instant access to online data sets, readings, and media.

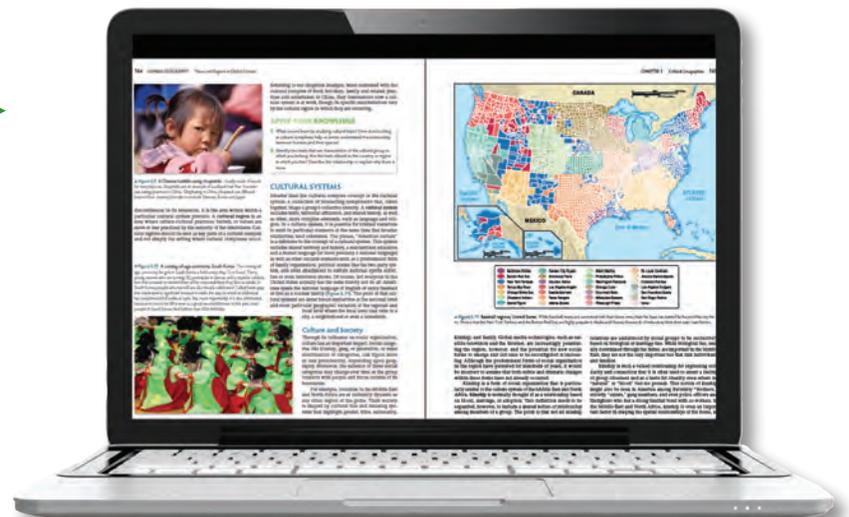


**NEW! Dynamic Study Modules** personalize each student's learning experience. Created to allow students to acquire knowledge on their own and be better prepared for class discussions and assessments, this mobile app is available for iOS and Android devices.

**Pearson eText in MasteringGeography** gives students access to the text whenever and wherever they can access the internet.

Features of Pearson eText:

- Now available on smartphones and tablets.
- Seamlessly integrated videos and other rich media.
- Fully accessible (screen-reader ready).
- Configurable reading settings, including resizable type and night reading mode.
- Instructor and student note-taking, highlighting, bookmarking, and search functionality.



**Reading Questions** ensure that students complete the assigned reading before class and stay on track with reading assignments. Reading Questions are 100% mobile ready and can be completed by students on mobile devices.

## DURING CLASS

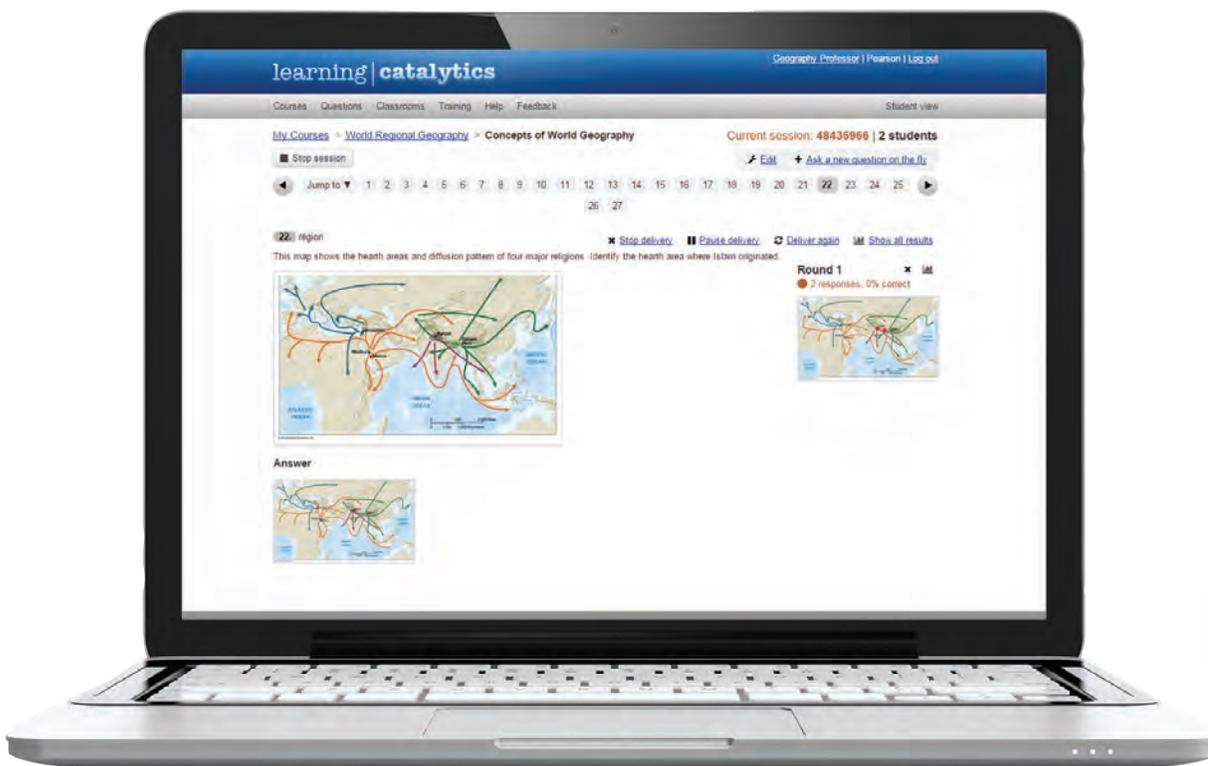
### Learning Catalytics & Engaging Media

“My students are so busy and engaged answering Learning Catalytics questions during lecture that they don't have time for Facebook.”

DECLAN DE PAOR,  
OLD DOMINION UNIVERSITY

What has professors and students excited? **Learning Catalytics**, a “bring your own device” student engagement, assessment, and classroom intelligence system, allows students to use their smartphone, tablet, or laptop to respond to questions in class. With Learning Catalytics, you can:

- Assess students in real-time using open-ended question formats to uncover student misconceptions and adjust lecture accordingly.
- Automatically create groups for peer instruction based on student response patterns, to optimize discussion productivity.



#### Enrich Lecture with Dynamic Media

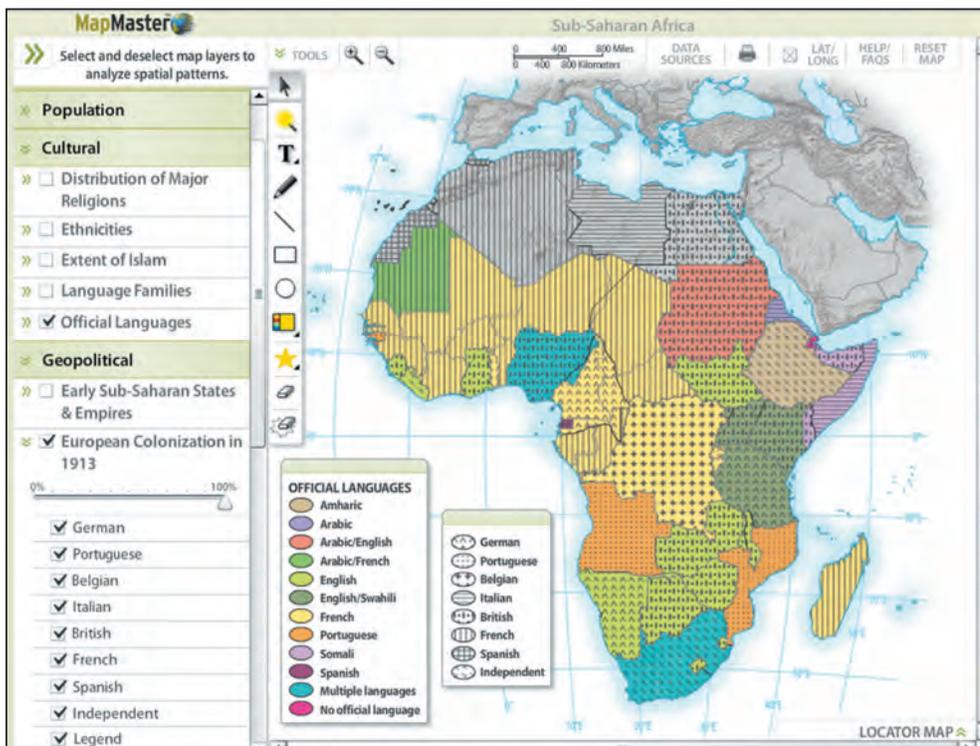
Teachers can incorporate dynamic media into lecture, such as Videos, MapMaster Interactive Maps, and Geoscience Animations.

## AFTER CLASS

Easy to Assign, Customizable, Media-Rich, & Automatically Graded Assignments



**NEW! Geography Videos** from such sources as the BBC and the *Financial Times* are now included in addition to the videos from Television for the Environment's *Life and Earth Report* series in MasteringGeography.

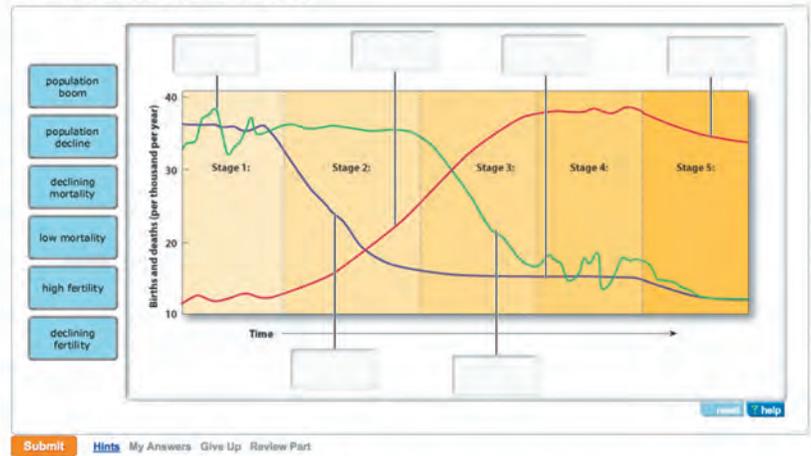


**MapMaster Interactive Map Activities** are inspired by GIS, allowing students to layer various thematic maps to analyze spatial patterns and data at regional and global scales. This tool includes zoom and annotation functionality, with hundreds of map layers leveraging recent data from sources such as NOAA, NASA, USGS, United Nations, and the CIA.

**NEW! GeoTutors.** These highly visual & data-rich coaching items with hints and specific wrong answer feedback help students master the toughest topics in geography.

The activity below shows the five-stage demographic transition model, including birth rates, death rates, and the total population caused by natural increase during each stage.

Drag the appropriate labels to their respective targets.



Demographic transition is not simply a theoretical model; it can be effectively applied to understand the state of development in countries.



**UPDATED! Encounter (Google Earth)**

activities provide rich, interactive explorations of human geography concepts, allowing students to visualize spatial data and tour distant places on the virtual globe.

**Map Projections interactive tutorial media** help reinforce and remediate students on the basic yet challenging fundamental map projection concepts.

