



APHG Bell Ringers

For the week of April 20, 2020

IMPORTANT INFORMATION REGARDING BELL RINGERS AND THREE FOR THREE FOR REST OF THIS EXAM YEAR. STARTING WITH THE WEEK OF APRIL 6, THROUGH THE ADMINISTRATION OF THE EXAM, THE BELL RINGERS AND THREE FOR THREES WILL RELATE TO ONE OF EACH OF THE COURSE SKILLS AS OUTLINED IN THE COURSE AND EXAM DESCRIPTION (CED).

I HAVE REFERENCED PRIOR BELL RINGERS AND WHERE YOU CAN FIND SPECIFIC TOPICS AND RESOURCES WHERE APPROPRIATE 😊

AS ALWAYS, PLEASE LET LAURA AND I KNOW IF THERE IS ANYTHING OF A SPECIFIC NATURE YOU WOULD LIKE FOR US TO COVER. MANY THANKS FOR YOUR CONTINUED SUPPORT. WE WILL ALL GET THROUGH THIS “DIGITAL/VIRTUAL TWILIGHT ZONE” TOGETHER! KK

***Skill Category 3 – Data Analysis. Analyze and interpret quantitative geographic data represented in maps, tables charts, graphs, satellite images, and infographics.**

***BE ADVISED THAT THERE ARE SIX SKILLS IDENTIFIED IN SKILL CATEGORY 3.**

Prepared by Ken Keller kkeller1976@comcast.net

***Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry. ESPECIALLY WHEN THEY ENCOUNTER THE TASK VERB EXPLAIN. AND SIGNIFICANTLY FOR THIS YEAR’S EXAM, THE ASSOCIATED “WHY, BECAUSE” RESPONSE STRATEGY THEY SHOULD BE TRYING TO USE 😊**

Question #1: SKILL 3.A IDENTIFY the different types of data presented in maps and in quantitative and geospatial data. CED topic 1.1

As a refresher, when students see the task verb IDENTIFY it is asking the student “What is it.” Very basic.

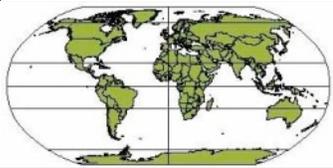
Even though we most likely will only see Describe, Apply and Explain as prompting task verbs on this year’s APHG exam it is never a bad idea to look at all of what is in the CED as a review 😊 Especially when it relates to analysis of some type of stimulus, such as a map!

From September 2, 2019 bell ringers:

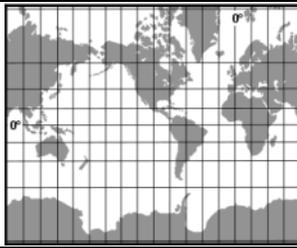
Using the chart shown below or come up with your own set of different types of maps and map projections:

Give students images that show different types of maps/projections. Have student’s IDENTIFY the type of map and then analyze the spatial patterns on the maps and then discuss the specific characteristics, levels of distortion and possible uses. You want students to get into the habit of analyzing patterns on and within stimulus material.

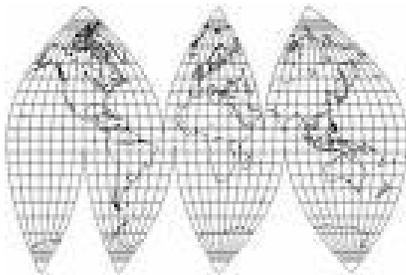
1



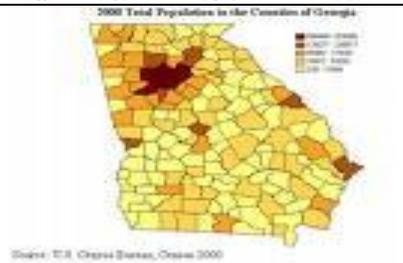
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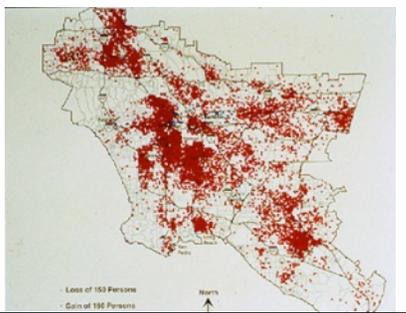
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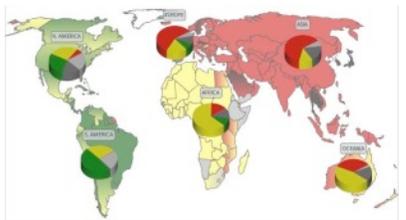
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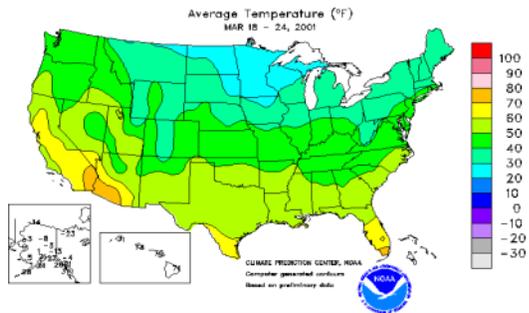
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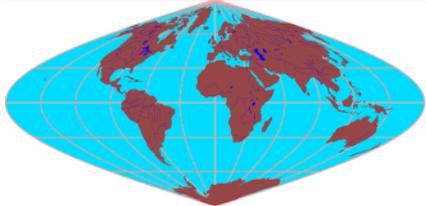
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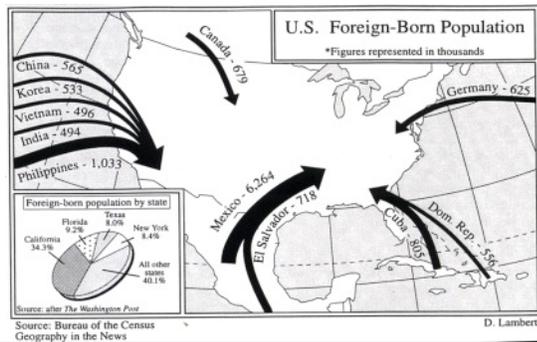
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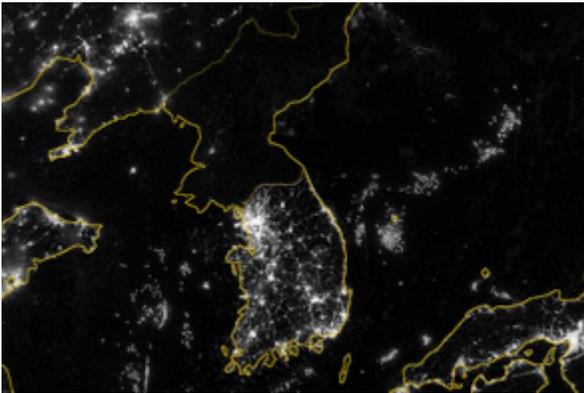
11



Question #2: SKILL 3.B Describe spatial patterns presented in maps and in quantitative and geospatial data. CED topic 1.3.

Have students DESCRIBE the spatial pattern they see in the following two satellite images taken from: <https://earthobservatory.nasa.gov/>

Korean Peninsula – Night Lights image

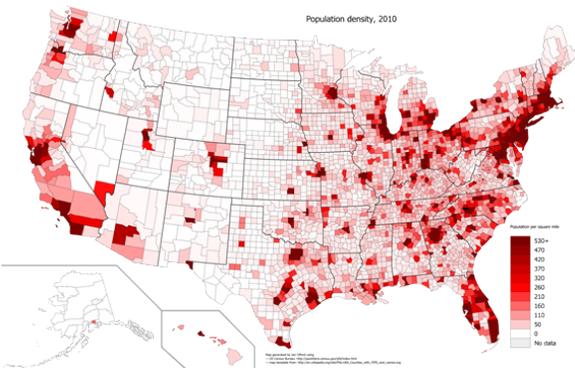


Nile River Delta – Night Lights image



OR DESCRIBE the patterns they observe on the following:

2010 Census Map of U.S. Population Density



Or use the map of Covid-19 cases in the United States that is updated every day that can be accessed from the following link @ <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

Question #3: Skill 3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions. CED topic 2.4

Remember with the explain prompt it is important for students to answer BOTH the why and the because. It's basically a two-part question when they see the task verb explain. Students might also be asked to explain the degree that something is accurate or to explain the limitations of what they are looking at. See skill 3.F in Question #6 of this week for more on this.

So here are a number of review activities students can go through regarding this skill:

1. Explain the specific migration patterns in the United States from looking at the following:

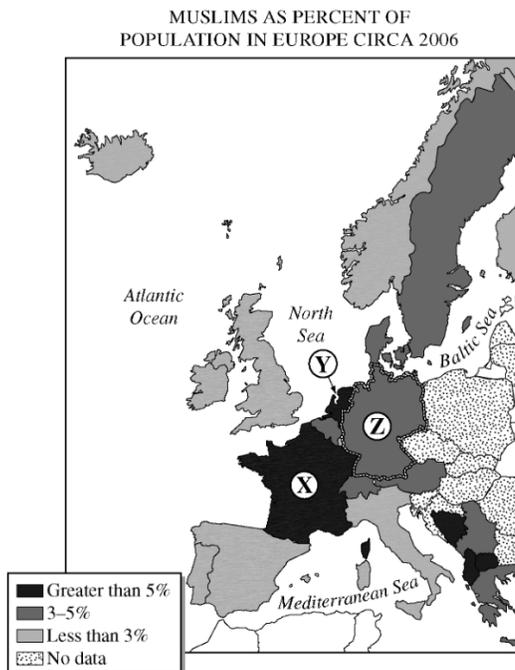
Hurricane Katrina map of migration (Diaspora) analysis at:

http://graphics8.nytimes.com/images/2005/10/02/national/nationalspecial/02diaspora_graphic.gif

OR

2. Using the map below, have students Explain an economic impact(s) this increase in migrant numbers has had on any of the countries identified on the map.

3. AND/OR have students Explain one social challenge(s) these migrants face in successfully assimilating in any of the countries identified on the map.



OR

4. Have students Explain the 2019 Global Rates of Natural Increase as shown on the map that can be found @ <https://www.prb.org/international/indicator/rate-natural-increase/snapshot/>

OR

5. Have students fill in the remainder of this chart which is based on 2016 data from the Population Reference Bureau (PRB) and then have them explain the pattern that they observe.

$$\text{Crude Birth Rate} - \text{Crude Death Rate} = \text{Natural Increase} \quad /10 = \%$$

Country	Birth Rate (/1000)	Death Rate (/1000)	Natural Increase(/1000)	Growth Rate%
Australia	13	7	6	
Bulgaria		15		
Democratic Rep. Congo		16		
Canada	11			
Germany	9			
Bolivia		6		
Kenya	31			

Question #4: Skill 3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions. CED topic 5.12

Even though we most likely will only see Describe, Apply and Explain as prompting task verbs on this year’s APHG exam it is never a bad idea to look at all of what is in the CED as a review 😊 Especially when it relates to analysis of some type of stimulus, such as a map!

To have students practice comparing, the following, from the Food and Agricultural Organization of the United Nations provides some great data, infographics and the like on the role of women in Agriculture in various regions around the world @

<http://www.fao.org/gender/resources/infographics/the-female-face-of-farming/en/>

Question #5: Skill 3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes. CED topic 4.2 and topic 4.8

Have students explain how the concepts of colonialism, imperialism, independence movements, and devolution along national lines have influenced the contemporary political boundaries shown on the following map representing Africa in 2015. The white lines are national boundaries and the red shaded areas are partitioned ethnicities:



OR

Have students work through FRQ #3 from the 2019 AP Human Geography exam @

Exam question @ <https://apcentral.collegeboard.org/pdf/ap19-frq-human-geography-set-1.pdf?course=ap-human-geography>

Question rubric @ <https://apcentral.collegeboard.org/pdf/ap19-sg-human-geography-set-1.pdf?course=ap-human-geography>

Chief Reader Report (these are always very helpful) @ <https://apcentral.collegeboard.org/pdf/ap19-chief-reader-report-human-geography-set-1.pdf?course=ap-human-geography>

Question #6: Skill 3.F Explain possible limitations of the data provided. CED topic 7.3 but also relates to our population unit 😊

Have students look at the 2019 United Nations Human Development Report, Gender Inequality Index, etc. @

<http://hdr.undp.org/en/2019-report>

<http://hdr.undp.org/en/content/gender-inequality-index-gii>

Have students explain possible limitations of using this data to understand the level of development within certain countries, regions of the world, etc.

Measures of development they can look at 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.

Likewise, measures of gender inequality, such as the Gender Inequality Index (GII), which includes reproductive health, indices of empowerment, and labor-market participation.

Hopefully, students will see that even though many countries have gone through increased levels of industrialization there has been unequal advances in development, even within neighboring countries. Much of this uneven advancement can be traced back as a legacy of imperialism.

Students can also access this development data by looking at the Gapminder website @ www.gapminder.org.