



APHG Bell Ringers

For the week of April 6, 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).

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 1 – Concepts and Processes. Analyze geographic theories, approaches, concepts, process or models in theoretical and applied contexts.

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***Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☺ AND SIGNIFICANTLY FOR THIS YEAR’S EXAM, THE “WHY, BECAUSE” QUESTION 😊**

Question #1: SKILL 1.A

When students are asked to DESCRIBE as a task verb what are they being asked to do? They are being asked to give some specifics about something. More than just defining. How do they describe themselves? How would their best friend describe them? How would a sibling or their mom or dad describe them?

For example: to give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.

Have your students choose FIVE geographic concepts they are confused on or have questions about and have them describe them.

For example:

1. Describe the process of rural to urban migration
2. Describe the concept of environmental determinism
3. Describe the Epidemiologic Transition Model
4. Describe the Core-Periphery Theory
5. ????????????

Question #2: SKILL 1.B

When students are asked to **EXPLAIN** as a task verb what are they being asked to do? They are being asked to state a term, concept, fact, situation and then followed by the word “**BECAUSE.**” Using the word **BECAUSE** between **TWO** thoughts. “Why, because.”

For example, **EXPLAIN** why your parents would not let you go out with your friends. Why: _____?

Because _____?

EXPLAIN why you earned a low/high grade on an assessment. Why _____?

Because _____?

With the **EXPLAIN** task verb students need to make sure they elaborate on their response and not just give a basis response. So here is some FRQ practice from Unit III on Culture:

Ask your students to:

EXPLAIN some ways that minority languages can preserve at least some of their linguistic characteristics.

OR

EXPLAIN some reasons why minority cultures are still being preserved.

OR

EXPLAIN some ways in which minority cultural landscapes are being protected.

You can use some stimulus with all of these if you like 😊

YOU CAN OBVIOUSLY COME UP WITH SOME MORE OF THESE ON YOUR OWN OR SEND ME AN EMAIL AND I CAN SHARE SOME MORE 😊

Question #3: Skill 1.C. THIS IS A CHALLENGING SKILL.

WHEN WE GET TO SKILL 3.F WE WILL GET INTO FURTHER DETAIL 😊

When students are asked to COMPARE, they are being asked for a description and explanation of similarities and/or differences. Students are being asked to write about TWO separate items. Therefore, a TWO-PART answer to the question. I WOULD SUGGEST YOU HAVE STUDENTS PRACTICE USING TRANSITION WORDS/PHRASES HERE SUCH AS HOWEVER, THEREFORE, NEVERTHELESS, ON THE OTHER HAND, ETC. IT WILL FORCE THEM TO COME UP WITH A TWO-PART ANSWER.

Notice the task verbs DESCRIBE and EXPLAIN in the definition of COMPARE.

Have students take a look at the Demographic Transition Model and have them COMPARE the characteristics of the Model using the different stages. For example, what allows a country to be considered stage 2 vs. stage 3?

Likewise, you could have them COMPARE a less developed country such as NIGER vs. a more developed country such as Canada, or give them multiple examples of countries, give them a visual such as a chart/table/map with demographic characteristics and have students determine what stage of the model those countries would be in, etc. (MORE TO COME IN LATER WEEKS AS WE MOVE THROUGH THE SKILLS IN THE CED)

OR

Have students look at TWO different population pyramids and ask them to compare the characteristics of the two countries in relation to where they stand in relation to issues surrounding dependency ratio, for example.

You can use the two pyramids from the 2010 AP exam as a sample: (MORE STIMULUS TO COME IN LATER WEEKS AS WE MOVE THROUGH THE SKILLS IN THE CED)

https://secure-media.collegeboard.org/apc/ap10_frq_human_geo.pdf

Question #4: Skill 1.D

When students are asked to DESCRIBE a relevant geographic concept, process, model or theory in a specified context. This is basically an elaboration related to skill 1.A. Now we are taking a basic description of let's say Ravenstein and the Gravity Model and we are now going to use a specific example of a person moving from Atlanta to Los Angeles and describing that move based on the premise of the Model.

Ask your students to DESCRIBE the characteristics of commercial agriculture. Or, the assumptions made by Ravenstein as noted above with regard to a specific example. For example, why did people move from New Orleans to certain areas of the U.S. after Hurricane Katrina. Or the processes inherent in imperialism. Or describing their own cultural landscape. These are just some examples.

Question #5: Skill 1.E

When students are asked to EXPLAIN the strengths, weaknesses, and LIMITATIONS of different geographic models and theories this tends to be struggle for many of them. In my experience I find that students get the terms assumptions and limitations confused. They need to understand that an assumption of the model is what was being assumed by the creator of the model or the theory at the TIME it was created and a limitation or weakness or strength is something that can be looked at in the “rear-view mirror” so to speak.

Have your students take a look at a model such as Von Thunen for example and have them describe THREE assumptions of the model. Meaning, what was Von Thunen describing based on his observations in 1826. Then, have students describe the validity/strengths of this model from a 21st century perspective. Likewise, the limitations of this model from a 21st century perspective. For example, refrigeration and the milkshed expanding further out. However, a strength being that the model is still applicable when looking at fresh fruits and veggies still being very perishable in a place like Honduras where transportation technology might not be that “advanced” so to speak.