



APHG Bell Ringers

For the week of March 9, 2020

We will be taking the week of March 16 off as many of you are on break!

When we come back for the week of 3/23, we will be starting Unit 7 😊

Some more relevant current issue geography, some more FRQ writing tips and some more Unit VII Urbanization

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*Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☐

REPEATED FROM LAST WEEK. IT'S THAT IMPORTANT AND RELEVANT.

Question #1: Mapping the Coronavirus. This is an exceptional resource from the Center for Disease Control (CDC) in Atlanta using GIS mapping technology to show the impact of the virus.

Have students look at trends regarding the diffusion of the virus at multiple scales. Have students make connections to other topics from our course. Such as:

- Types of diffusion
- Impact on global commodity chains, transportation and infrastructure, impact on industry and workers, etc.

Thanks to our Chief Reader, Seth Dixon, for sharing this exceptional resource via his scoopit geography blog @ <https://geographyeducation.org/2020/02/24/mapping-the-coronavirus/>

THIS SHOULD BE ON-GOING. HAVE STUDENTS LOOK AT PRIOR YEAR FRQS THAT USED THESE VERBS AND PRACTICE WHAT AN APPROPRIATE RESPONSE WOULD LIKE. YOU CAN FIND THESE PRIOR FRQS ON THE AP CENTRAL WEBSITE.

Question #2: FRQ practice. Demystifying your action verbs and what to do when you encounter them 😊

Make sure to EMPHASIZE with your students that EACH verb requires a certain type of response and that they need to read the ENTIRE question carefully before answering. When they are asked to explain they HAVE to answer the why....because? Otherwise, they will not have fully answered the question.

Thanks to our colleague and exam leader at the reading Dr. Paul Gray for sharing the following:

Let's de-mystify the APHG verbs

- Identify
- Define
- Describe
- Explain
- Compare

How much and what do you write?

- **Identify** – write one – maybe two, complete sentences
- **Define** – write a couple of complete sentences (VOCAB)
- **Describe** – write 2, 3, or several detailed sentences.
- **NOTE** –
 - Define tends to more general
 - Describe tends to be more specific that requires details

Explain

- **Explain** means you must state a term, concept, fact, situation, etc. followed by because
- Now – use the word because between your two thoughts

Other ways to use Explain

- Show **cause and effect**
- OR
- Indicate *demonstrating the results* of the term, concept, fact, situation, or so forth
- The bottom line is that EXPLAIN must have two *parts* to get the one point

Compare

- **Compare** – a *description* or *explanation* of similarities and/or differences.
- **Compare** means two separate items to write about.
- Notice the task verbs (*describe* and *explain*) in the definition?
- *Describe* or *Explain* the differences and/or similarities in the prompt = COMPARE
- **Compare** also must have two parts

Summing up Explain and Compare

- Explain means - you must use **because**
- Or, show **cause and effect**
- Or, demonstrate **results** of something
- Compare must have **TWO** separate items to compare – NOT 2 options – but 2 things to COMPARE
- **BOTH VERBS MEAN** = they require TWO-PART answers to get one point

Finally, students need to understand that they may be asked to discuss the LIMITATIONS of a model, theory, etc. So can you think of any of our APHG models or theories that may be correct in one context but not be valid in another?

Reviewing scales of analysis:

Students may also be asked to look at a stimulus and discuss what the effects are of their analysis when looking at it at a nation scale vs. state scale for example. For example, in relation to services and where they are located there might be a very basic map at the state scale that shows the number of retail stores of a certain brand in Georgia but you wouldn't be able to tell which stores are selling which articles of clothing at what prices based on income levels in local areas by looking at that basic map.

Question #3: Topic 6.4. Identifying, defining and explaining primate cities.

Students should be able to define what a primate city is and to identify one. Students should also be able to discuss what types of activities take place in these very large cities and how they can act as a centripetal, and as a centrifugal force within a country. Students should also be asked what the limitation might be in using the primate city rule to discuss the level of development within a country. Bangkok, Mexico City and Buenos Aires are good examples.

Primate cities tend to be found in less developed and developing countries.

Question #4: Topic 6.4. Identifying, defining and explaining the rank size rule

Students should be able to define what the rank size rule is and be able to identify countries where the rank size rule makes sense. Students can be given graph paper and population data so they can plot the population of cities within countries to determine if that particular country fits the rule. Countries that follow the rank size rule tend to be more developed countries with advanced transportation networks which connect these cities to each other. Germany and the United States are good examples. Remember, the math does not need to be exact 😊

There are also many countries that do not fit either of these rules. And a country can not fit both 😊

For a good review on both primate cities and rank size rule check out Dan Snyder's video @ https://www.youtube.com/watch?v=B17ah_jUWUA (8:36)

Question #5: Topic 6.2. Processes of Suburbanization

Using a FRQ from the very first ever APHG exam from 2001, have your students work through the question on suburbanization. It is still very relevant and applicable to what they need to know in relation to our new CED. Have students think about what else they might be asked on this topic. Therefore, what might be an E or F as an option.

For example, edge cities, and other urban models and theories such as galactic cities and bid rent.

FRQ #2 – 2001. The Development of suburbs in North American metropolitan areas has greatly accelerated since the 1950s and 1960s.

Discuss how each of the following have contributed to this acceleration:

- A. Transportation
- B. Housing production
- C. Landscape preferences
- D. Social and demographic trends

Question #5A:

GREAT TED X talk from the guy who came up with the term Edge City, Joel Garreau. Garreau gets into describing the opposite of suburbanization, the Santa Fe'ing that is taking place. I think you will and your students will find this as a nice overall recap of our urban unit.

<https://www.youtube.com/watch?v=zSmyqtPSuXg> From 2017 (16:17)

Description: First there were downtowns. Then Edge Cities like Tysons, VA. Now the biggest revolution in how the world builds cities is The Santa Fe'ing of the World. Santa Fe, NM-style places booming globally -- far from old-fashioned cities -- have become urbane without the burdens of urban. Think Monticello with broadband. This Santa Fe'ing – the opposite of suburbanization – is the product of a digital age where it is optional to have an office in which to work, or a mall in which to shop, or a suburban home from which to commute. As these trends accelerate, Santa Fe'ing places excel at providing the few rare and valuable things we can't digitize – spectacular natural surroundings and face-to-face contact.