



APHG Bell Ringers

For the week of May 4, 2020. This is our last set of bell ringers for the 2019-2020 school year.

There are six this week.

It certainly has been an interesting year to say the least. Our new normal has presented many challenges for us teachers and for our students. Thank you so much for all of your support and engagement in what we have offered up for you and your students to use.

We know your students will do an awesome job on May 12! Laura and I look forward to working with you again come August when we will hopefully be back in our classrooms with our students!

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 4 – Source Analysis. Analyze and interpret qualitative geographic information represented in maps, tables charts, graphs, satellite images, and infographics.**

***Be advised that there are four skills identified in skill category 5.**

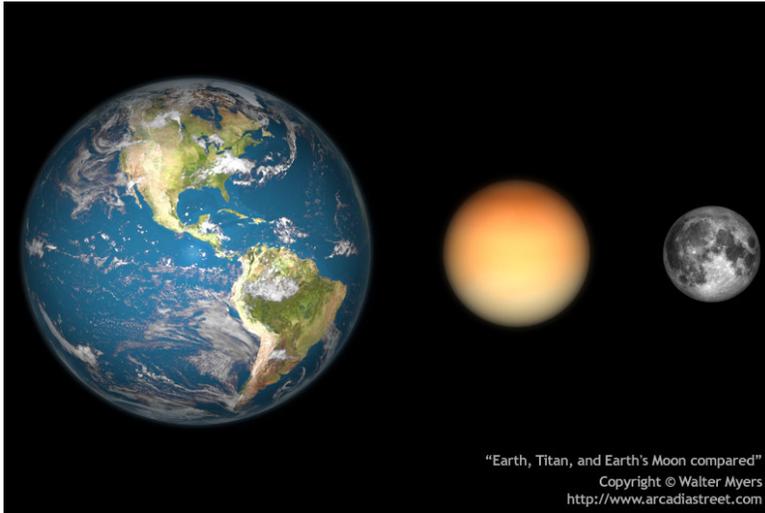
Do not forget that the CB has been providing content and skills review on their YouTube channel @ <https://www.youtube.com/playlist?list=PLoGgviqq4847gGLvmfXPT5pYZRqBqsqLN&app=desktop>

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***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 5.A IDENTIFY the scales of analysis presented by maps, quantitative and geospatial data, images and landscapes. CED topic 1.6.

Skill 5A asks you to identify the scale of analysis: *global*, *regional*, *national*, or *local*. The key to success here is identifying how the data is aggregated, or grouped and presented. Just because a map shows the whole world does NOT mean the scale of analysis is global. A global scale of analysis would be associated with the following image:



Note that there are no boundaries shown on the earth which if shown, would then allow for a national, regional or other scale of analysis besides global.

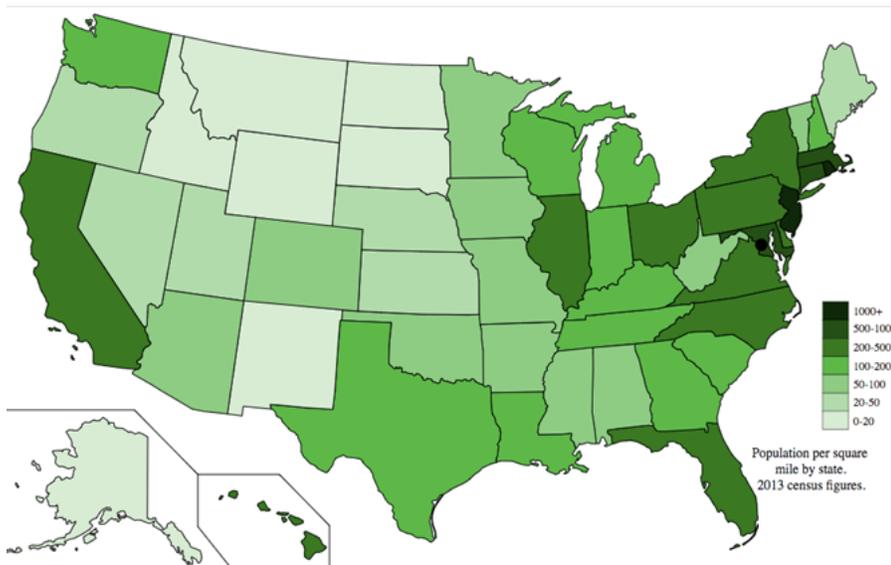
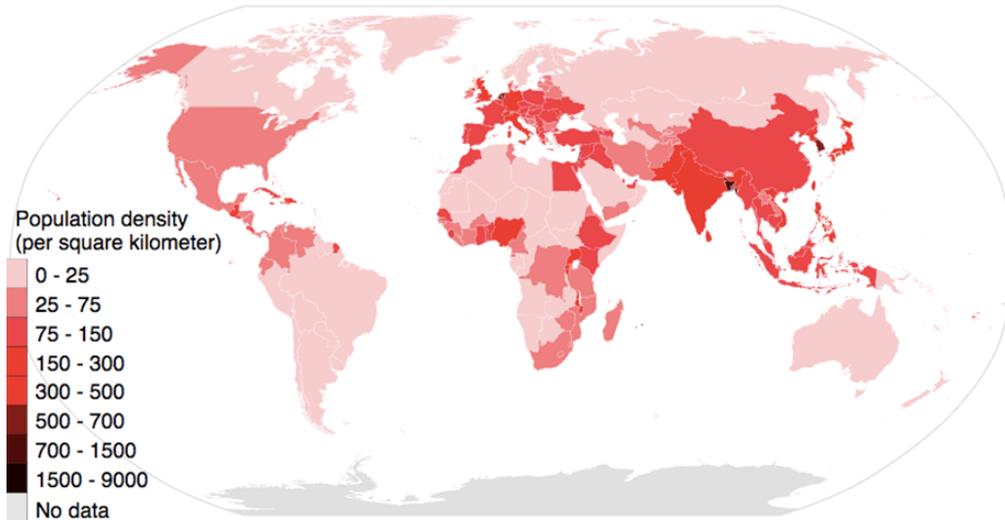
If data is presented for individual countries, the scale of analysis is national.

Ask students to identify the scale of analysis used in the following maps? These maps deal with population density. But at different scales.

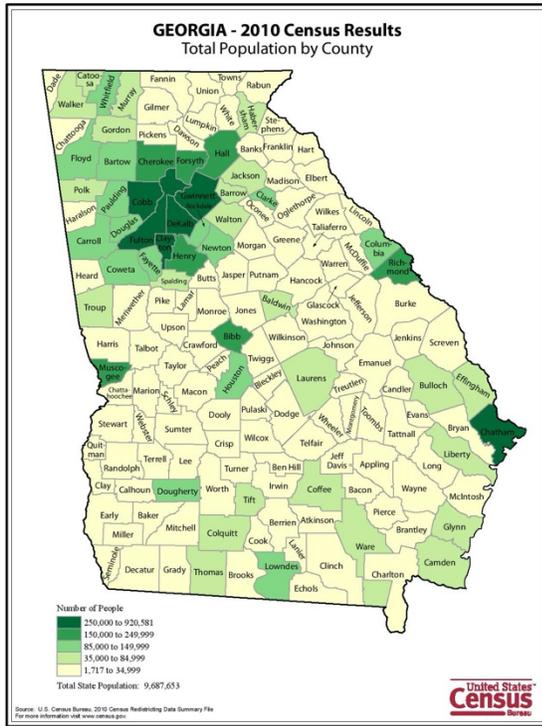
While the map scale for the first map is global, the scale of analysis is national/country scale.

For the second map, the map scale is national (shows the United States), however, the scale of analysis is by U.S. state.

Now if you really want your students to dig deeper, to zoom in more locally, so to speak, have them look at the last map shown below. The map scale is by U.S. state (Georgia) but the scale of analysis is by county. If students can make this distinction, between map scale and scale of analysis, they will be much better served on the APHG exam.

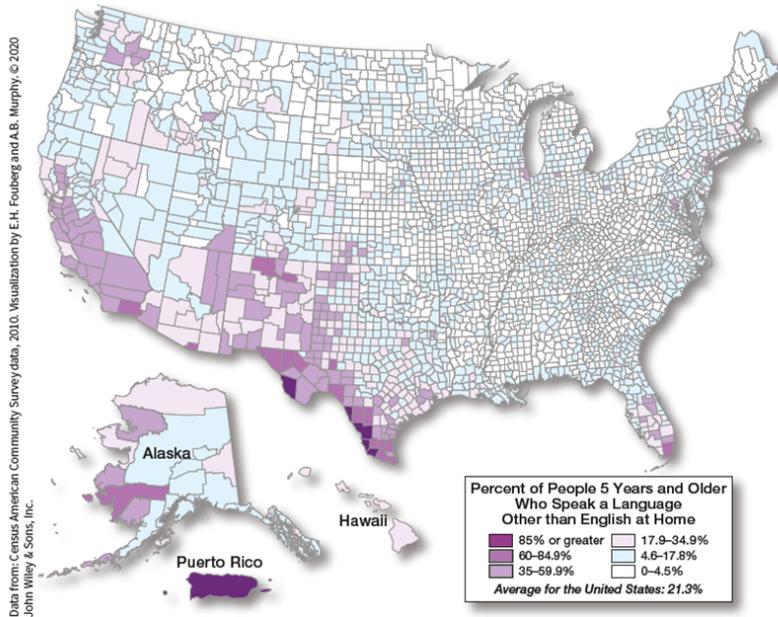


Source of first two maps: Wikipedia



Here's another one just for practice 😊 Identify the scale of analysis of the following:

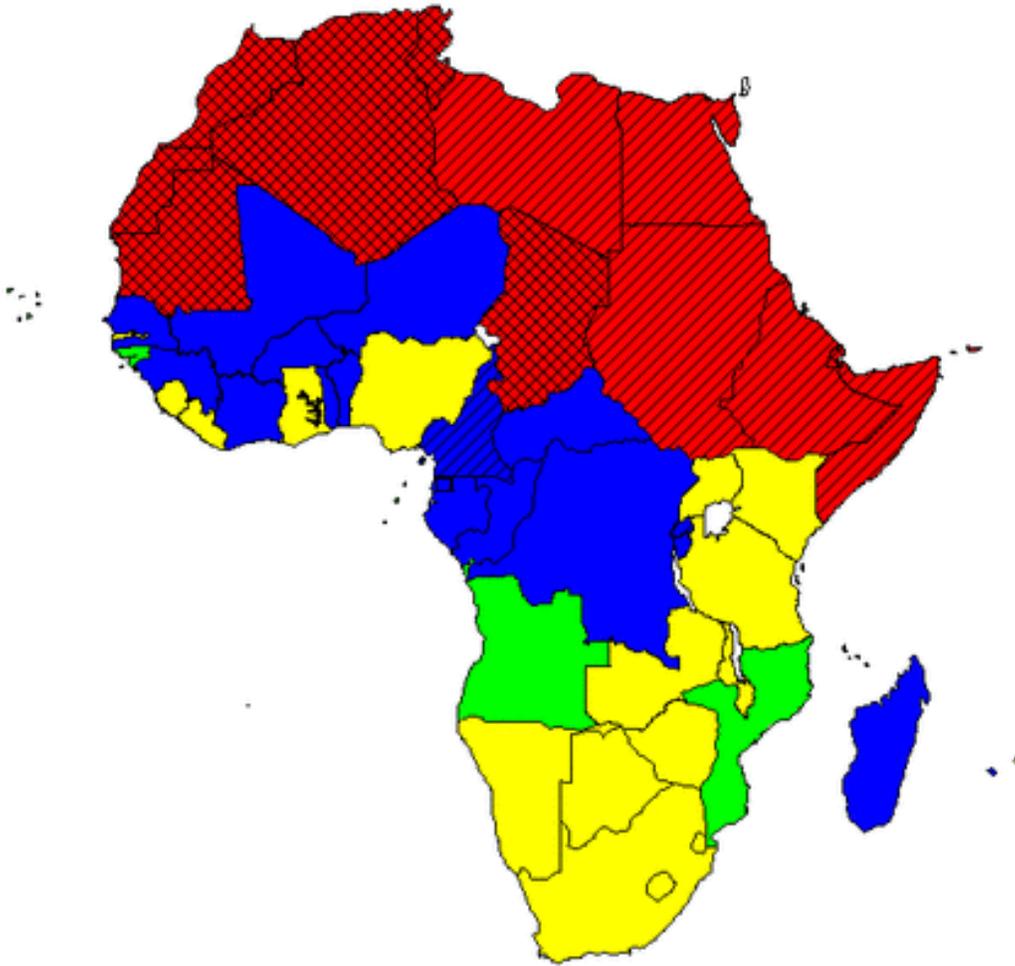
Hint: It's the same scale of analysis as the GA map above but the data is AGGREGATED differently!



Question #2: SKILL 5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories. CED topic 3.6

Have students look at the following and then....

1. **Explain** how the legacy of colonialism and imperialism has impacted current cultural patterns of language in Africa at a national scale of analysis. Note that each color represents a different colonial language.



<https://africaismoving.files.wordpress.com/2016/03/562199637.gif> Legend cropped out.

2. Using the concept of migration which is a measure of an individual's perceived satisfaction for approval of a place in its social, economic, or environmental attributes; then looking at a sub national scale of analysis within the United States, **explain** why the pattern of religious affiliation is represented by what is shown on the map below.

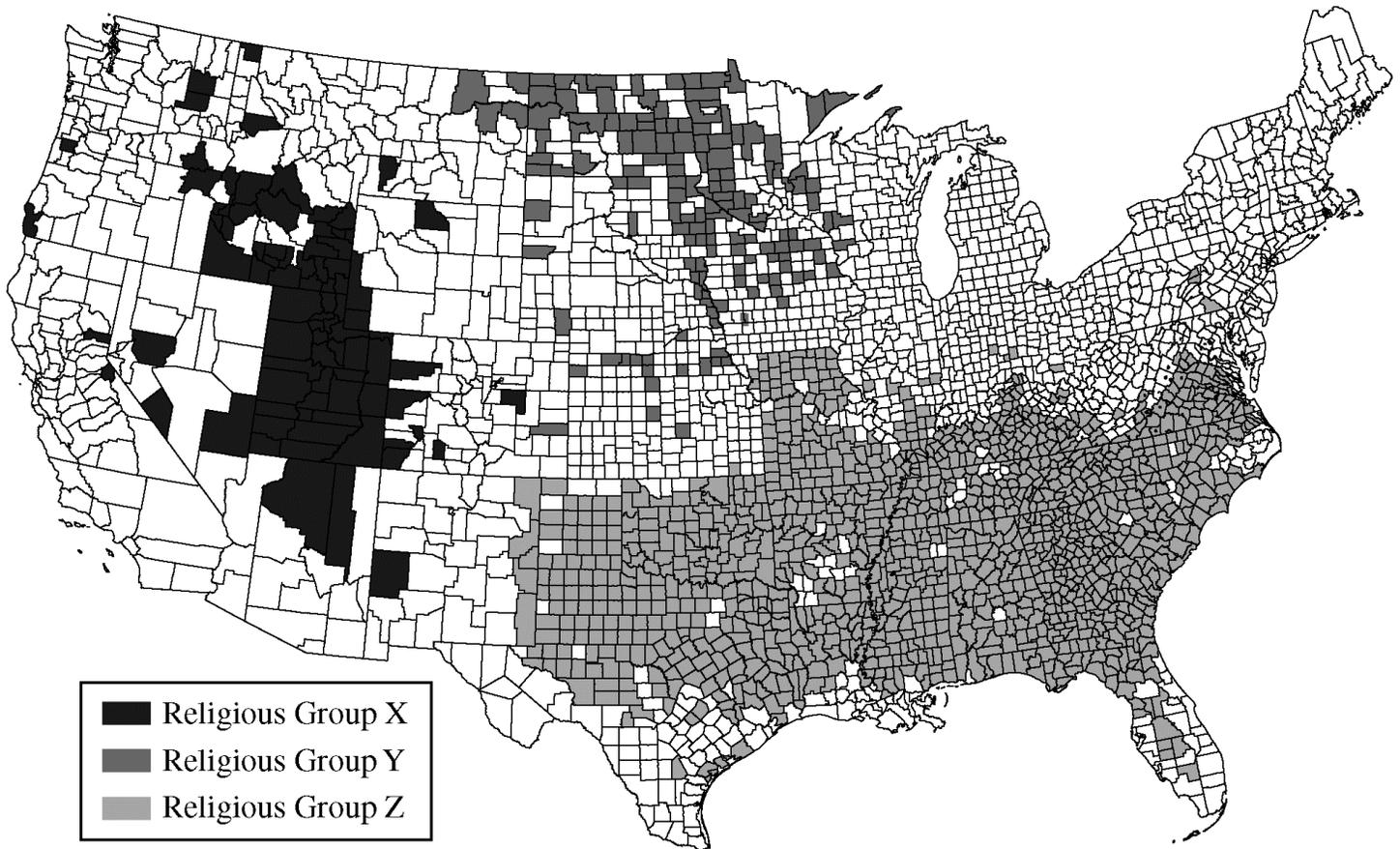
Note that this map was used in a FRQ on the 2009 APHG exam.

Teacher note - you will have to blackout or whiteout the legend box in the bottom corner or have students ignore when answering.

You can also use the map to have students practice the “explain the limitation” skill.

From the 2009 question, part C - Explain how the map as presented at this scale is an incomplete representation of the geography of religion in the United States.

PREDOMINANT CHURCH AFFILIATION BY COUNTY, 2000

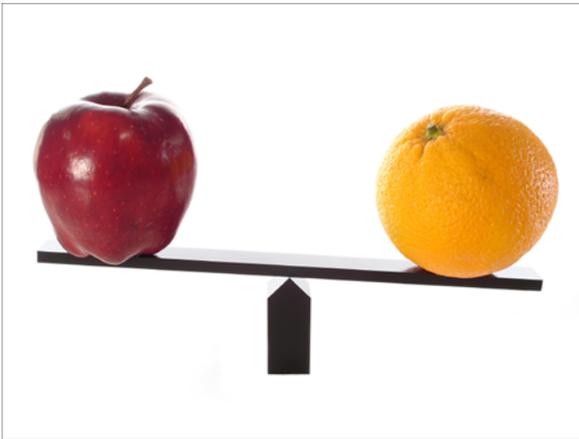


Question #3: Skill 5.C Compare geographic characteristics and processes at various scales. CED topics 4.9 & 4.10.

Students need to remember that compare asks you to look at **similarities** AND **differences**.

To take this one step further - when asked to compare the student should be able to provide a **description** or **explanation** of **similarities** and/or **differences**.

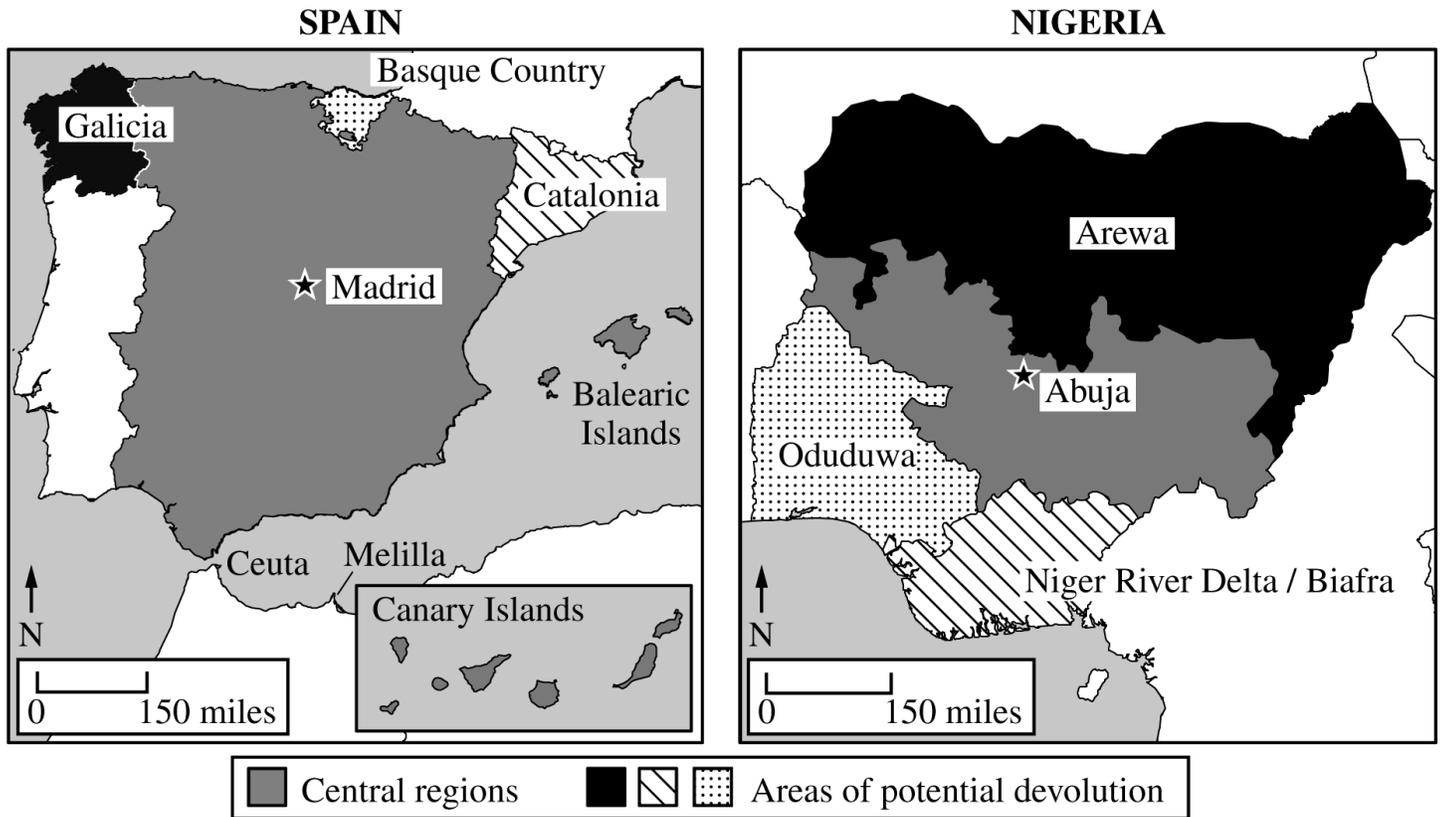
So for example, when looking at the following graphic, both of the items shown are fruits so that is how they are similar but there are likely MORE ways that these fruits have differences.



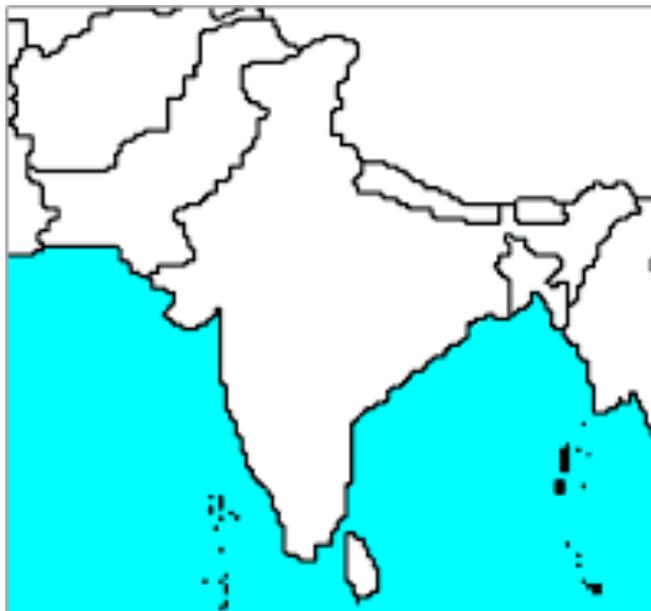
1. Using the map below, have students **explain** how political, economic, cultural, and technological changes have challenged state sovereignty at multiple scales of analysis.



2. Using the one image below as TWO INDIVIDUAL maps, taken from the 2019 APHG exam, have students **compare** how the concepts of centrifugal and centripetal forces apply at the specific/individual state scale.

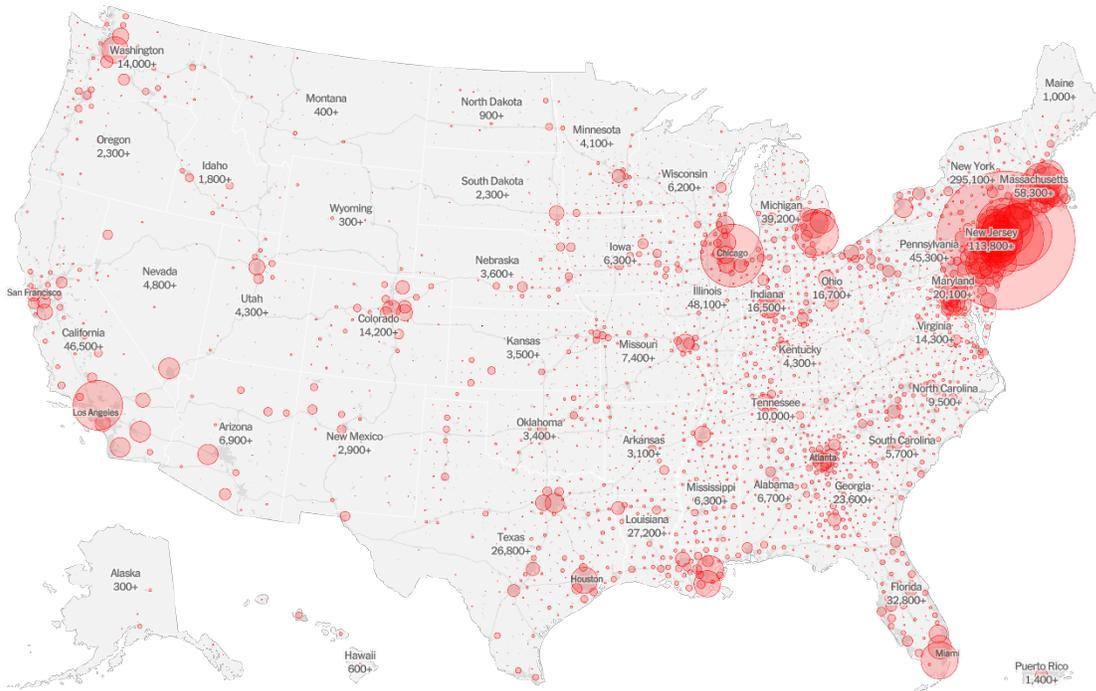


3. Using the map of South Asia shown below, have students **compare** how the concepts of centripetal and centrifugal forces effect the viability of any of the states shown. Note that this map is a bit more “zoomed out” so to speak than the map that was used on the 2006 APHG exam. So there are more countries for students to choose from.



Question #4: Skill 5.D Explain the degree to which a geographic concept, process, model or theory effectively explains geographic effects across various geographic scales. CED topic 4.5 & 5.9.

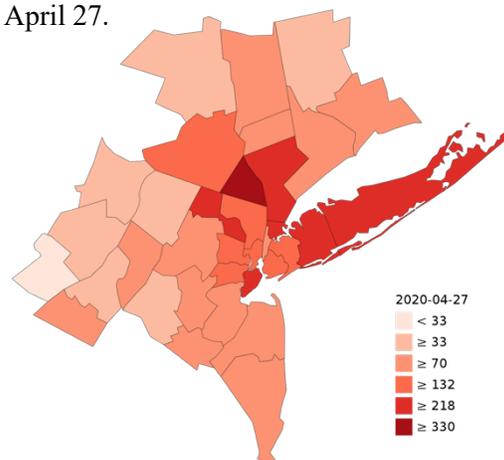
1. Have students **explain** the degree of effectiveness of using the following map of COVID-19 cases in the United States as of April 26 in relation to the impact the virus is having at different scales or economically, culturally, etc. Lots to talk about here. Know it won't be on the exam but going through the application of content and skills in relation to the CED cannot hurt.



Note: For total cases and deaths: Circles are sized by the number of people there who have tested positive, which may differ from where they contracted the illness. For per capita: Parts of a county with a population density lower than 10 people per square mile are not shaded. Sources: State and local health agencies and hospitals.

<https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

2. Have students **explain** the limitations of looking at a map such as the following map of per-Capita (10,000 population) Covid-19 cases in the NYC metro area as of April 27.



3. Have students look at the following two stimuli and **explain** the degree of the impact that gender empowerment has on the growth rates of development at a national scale.

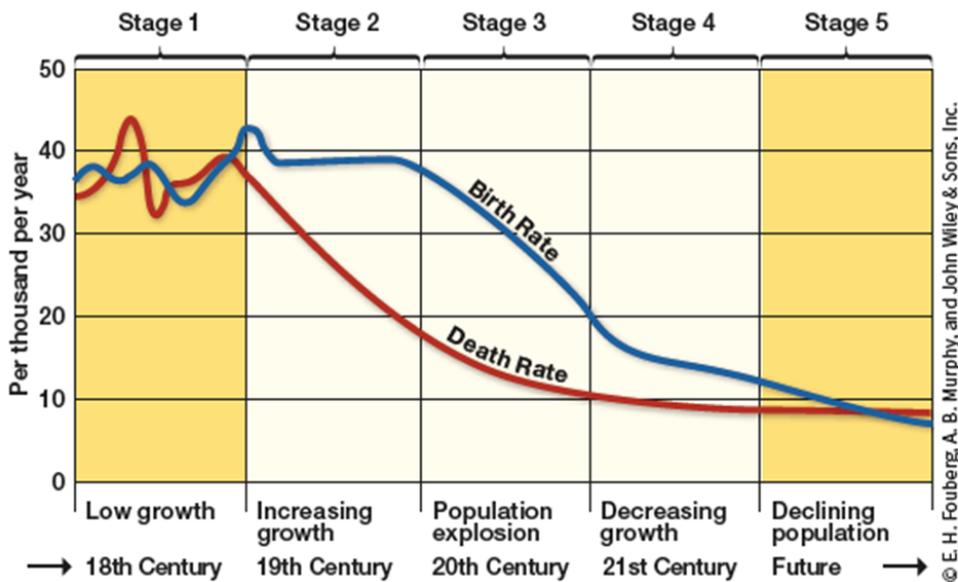


Assistance on a specific topic that might show up and can be looked at across multiple units:

Question #5: The Demographic Transition Model is a concept that always seems to appear on the APHG exam in many different contexts.

How might the task verbs describe, explain and compare be used as part of a question related to the DTM?

	Thinking Geographically	Culture	Political	Agriculture
DTM				



For Monday May 11:

Remind your students:

Both FRQs will take an authentic geographic situation or scenario and assesses students' ability to:

- Describe
- Explain
- Compare

And also to see if they can:

Apply geographic concepts, processes, or models, as they analyze geographic patterns, relationships, and outcomes in applied contexts.

Finally... students should be reminded to ...

- Use good geography vocabulary
- Use good geography terminology (e.g., adjacent, node, nested, nucleated, agglomerated, dispersed, zones, etc.)
- Always write in sentence form – Never write in bullets
- And if they think they wrote too much they probably did 😊

Especially our 9th graders!

This will be especially important this year as proper timing will be essential to success.

For more info on how the test will work please see the following e-mail and associated links from the CB which was e-mail to us on Tuesday, April 28.

Dear Colleague,

Additional information is now available to help guide you and your students through the exam day experience.

New Resources

- [2020 AP Testing Guide](#) (.pdf/10.9 MB): The guide, designed for educators to walk their students through test day, provides information about:
 - The AP Exam e-ticket
 - Five steps to take before test day
 - Understanding the test day experience
 - Exam scores, credit, and placement
- [2020 AP Exam Day Checklist](#) (.pdf/526 KB): Teachers should have their students complete this checklist for each exam they take and keep it next to them while testing.
- [Explainer Videos](#): New videos are available to give students quick, easily accessible information about their test day experience, what they need to do to prepare, exam security, and more. Explore the [playlist](#).