



**ncge**  
National Council for  
Geographic Education

# Three for Three

**Week 2 , Unit 1 Thinking Geographically**

**August 24, 2020**

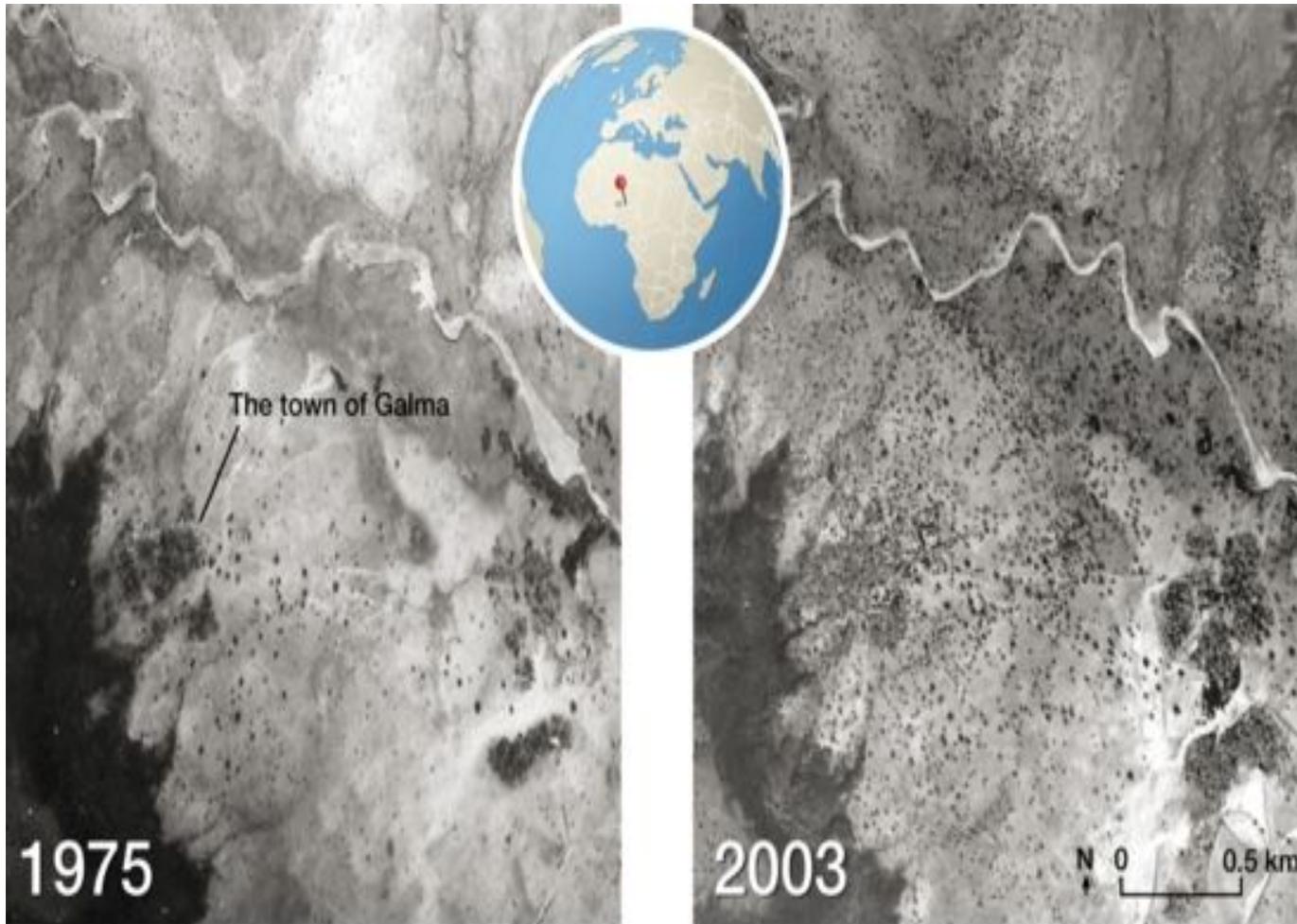
**A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES**

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If you want to post the pdf in your LMS without the “ideas for slides” page, you can use something like the Chrome extension *Smallpdf* to remove the pages you don’t want to post.

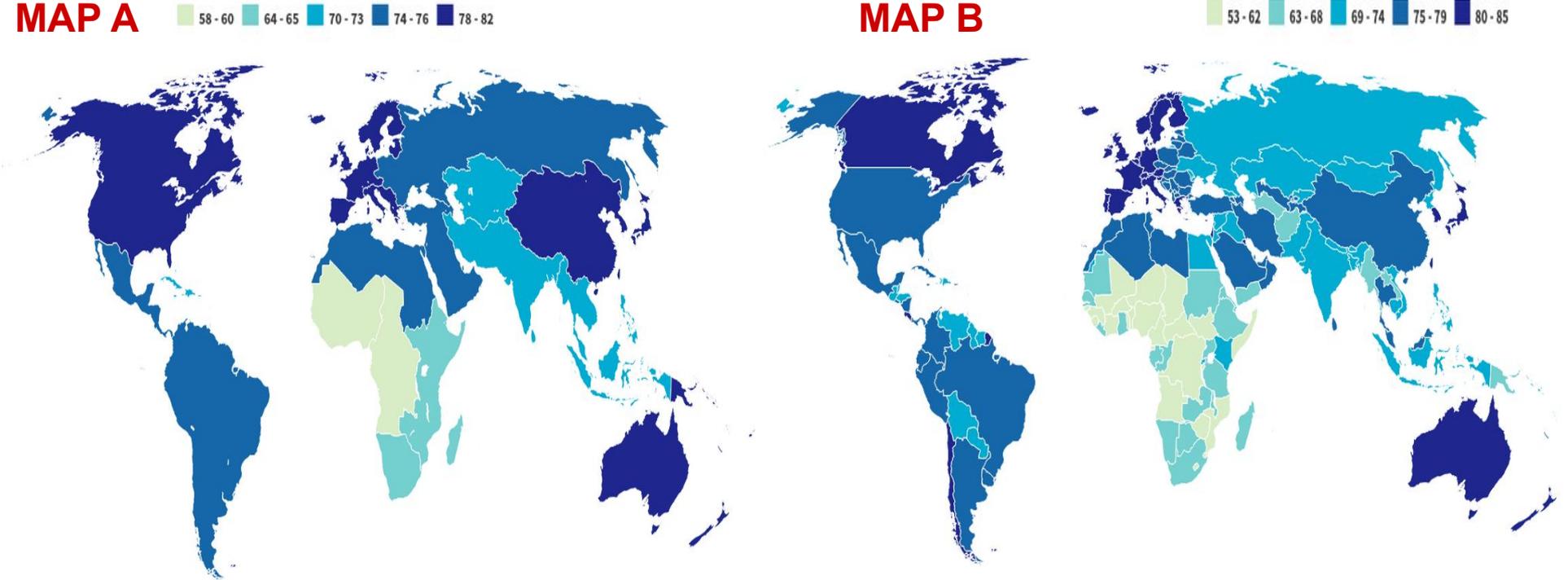
If you have any suggestions as to how I can make the Three for Threes more useful for you and your students, or if you have any questions, please feel free to email me at [laura.kmetz@gmail.com](mailto:laura.kmetz@gmail.com).

# 1.5 Human-Environmental Interaction



1. Identify the region according to the inset map in which the “Great Green Wall” is being constructed.
2. Describe how the number of trees, which appear as dots in the images, has changed in this area between 1975 and 2003.
3. Explain how the reforestation of the Sahel is an example of environmental possibilism.

# 1.6 Scales of Analysis



1. Compare the scale of analysis of Map A to that of Map B.
2. Explain how the scale of analysis of Africa in Map B reveals variations in data that are not present in Map A.
3. Describe the advantages of aggregating data at the regional scale of analysis.

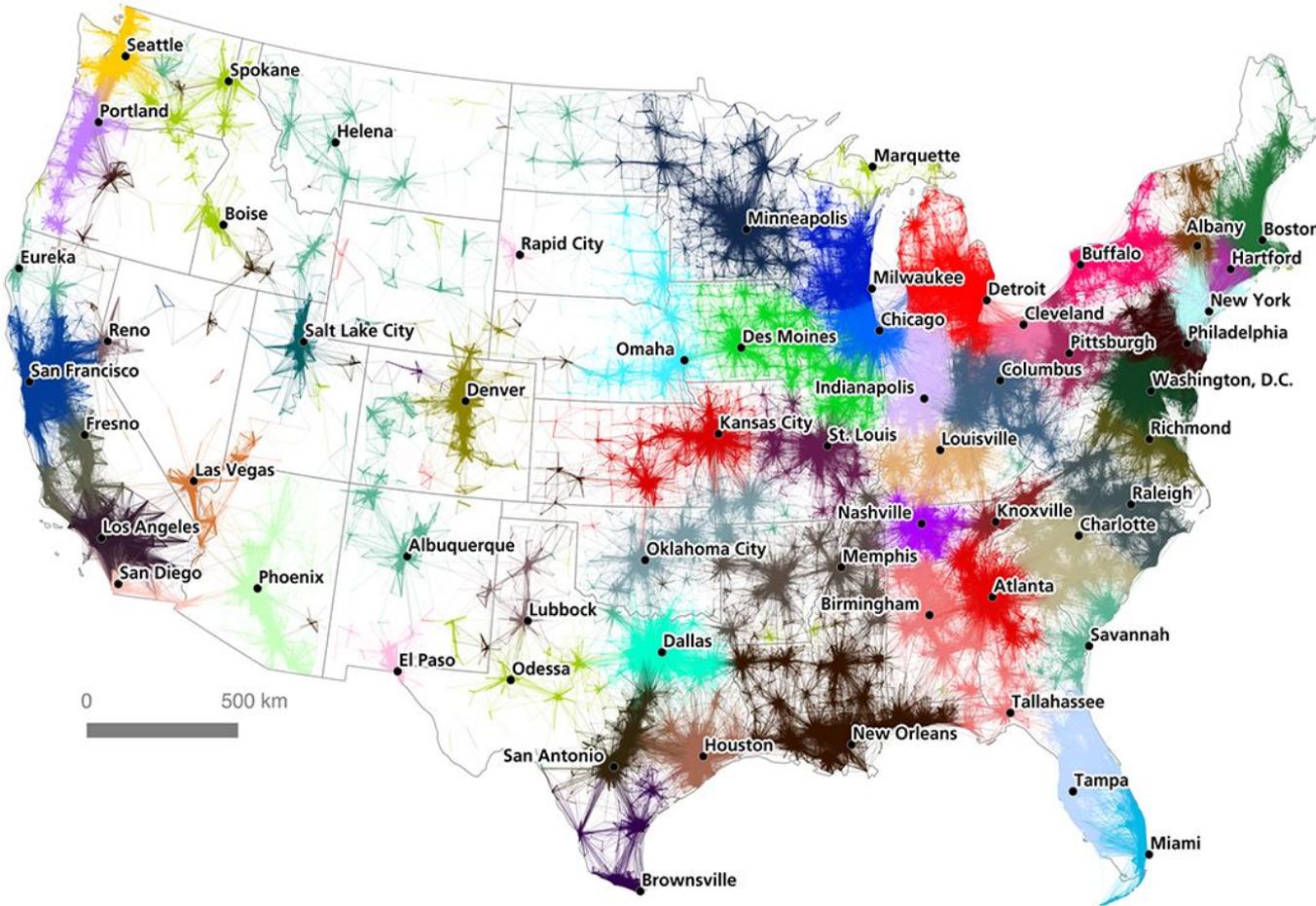
# 1.7 Regional Analysis

*Geographer Garrett Nelson & urban analyst Alasdair Rae analyzed four million work commutes between census tracts to generate this map.*

1. Explain the type of region represented by state boundaries.

2. Explain which type of region is represented by the colors indicating commutes to major cities, such as the purple having Hartford, CT close to its center.

3. Identify a region of the country that experiences the most overlap between state and commuter boundaries and explain why this is the case.



## TEACHING NOTES

**SLIDE 1:** The Great Green Wall being built in the Sahel is a concept related to all course units. An overview of the wall is at [www.greatgreenwall.org](http://www.greatgreenwall.org), and an excellent discussion of the Great Green Wall can be found at <https://www.smithsonianmag.com/science-nature/great-green-wall-stop-desertification-not-so-much-180960171/>. Suggested answers: 1) Africa (at a minimum; the most specific, and best, answer is the Sahel, the area bordering the southern edge of the Sahara Desert in northern Africa, but students need to be taught the content and how to answer FRQs in order to reach this level of response); 2) Many more trees can be seen in all areas in the image in 2003 than were present in 1975. 3) Geographic possibilism is the idea that people may be constrained to a certain extent by the physical environment but that technology and innovation can be used to adapt to, and even overcome, these challenges. In order to combat the desertification of the area just south of the Sahara, people have been managing the land differently, including planting trees.

**SLIDE 2:** Skill 5 in the CED, scale analysis, is fundamental to geographic thinking. Students must understand and apply concepts related to scale to be successful on the exam (see the CED for more info). Students may need help understanding that the white lines in Map A depict regional borders based on political boundaries (so the lime green represents two regions, West & Central Africa, not one). Suggested answers: 1) Map A presents data aggregated by region, such as North Africa and West Africa, so the map uses the regional scale of analysis. Map B presents data aggregated by country, such as Morocco and South Sudan, so it uses the national scale of analysis. 2) Map B uses a national scale of analysis, meaning the viewer can see the average life expectancy in each individual country in Africa. Because the life expectancy varies widely across the continent, this is a much more complete depiction of life expectancy in the region. At the national scale of analysis, the viewer can see that life expectancy in Algeria and Morocco is in the upper 70s, approximately the same as in the US; 3) Aggregating data at the regional level can be more efficient. It enables the viewer to see patterns and determine processes that may be affecting a particular location more readily than examining data aggregated at smaller scales. (Accept all reasonable responses.)

**SLIDE 3:** All of the essential knowledge in 1.7 can be taught while discussing this slide with students. You can also review several unit 1 topics with it; feel free to email me for help if you would like more specific direction! You may wish to use this article: <https://www.washingtonpost.com/news/wonk/wp/2016/12/12/the-radical-new-map-that-would-really-reflect-life-in-the-u-s/>. If you can't read the article yourself, reading about the map at the source linked below will be very helpful. Suggested answers: 1) formal; the boundaries between states are uniform; for example, laws, taxes, etc applying to people in Illinois apply to people throughout the state; 2) functional; these colors are used to distinguish between cities to which people in different areas are commuting, so the colors indicate the shared transportation networks to urban areas in which people are working; 3) Northeast (others may be possible depending on reasoning) because, in general, the states are smaller and there's a higher population density.

### SOURCES:

slide 1: image from <https://www.grida.no/resources/7314>

slide 2: <https://www.prb.org/international/indicator/life-expectancy-birth-total/map/country>

slide 3: <https://www.visualcapitalist.com/mapping-us-megaregions/>

About the National Council for Geographic Education: The National Council for Geographic Education is a nonprofit membership organization that works to strengthen the quality and effectiveness of geography teaching and learning. We provide a global forum for educators of all levels to exchange ideas and engage in professional learning opportunities to improve their geography teaching practice. We provide the organizational structure needed to advance research in geography education. We publish journals, the National Geography Standards, and a variety of materials for diffusing research and best practices on geography education. We recognize exceptional educators and supporters in geography education. We lead and support a variety of educational and creative programs to support our members and advance global literacy. Got questions? Email us at [ncge@ncge.org](mailto:ncge@ncge.org)

