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**National Council for
Geographic Education**

Three for Three

Week 30, Review Week 1

April 6, 2020

A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

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Much of the content in this week's Three for Threes is based on the expert work of Ken Keller in this week's bell ringers. As is always the case in the Three for Threes, *you* refers to students. Please feel free to post these in your virtual classroom.

On a personal note, feel free to email me for the file in Google slide format, or for questions or clarifications. I intend to use these in my own classroom and to collect student work via Google form. Let me know if you have other ideas about how to use them or how to make them more helpful for you in the future.

Ken & I hope you and your family are healthy and safe!

Skill 1: Concepts & Processes



Skill 1: Analyze geographic theories, approaches, concepts, processes, or models in theoretical & applied contexts.

- ★ A. Describe geographic concepts, processes, models, & theories.
- ★ B. Explain geographic concepts, processes, models, & theories.
- ★ C. Compare geographic concepts, processes, models, & theories.
- ★ D. Describe a relevant geographic concept, process, model, or theory in a specified context.
- ★ E. Explain the strengths, weaknesses, & limitations of different geographic models & theories in a specified context.

Topics Suggested by the CED for Use With Skill 1: Concepts & Processes

UNIT I: THINKING GEOGRAPHICALLY

1. Human-Environmental Interaction
7. Regional Analysis



UNIT II: POPULATION & MIGRATION

11. Forced & Voluntary Migration

UNIT III: CULTURAL PATTERNS & PROCESSES

4. Types of Diffusion

UNIT IV: POLITICAL PATTERNS & PROCESSES

4. Defining Political Boundaries

UNIT V: AGRICULTURE & RURAL LAND USE PATTERNS & PROCESSES

(No topics in this unit are specifically targeted by the CED for teaching with skill 1.)

UNIT VI: CITIES & URBAN LAND USE PATTERNS & PROCESSES

5. Internal Structure of Cities

UNIT VII: INDUSTRIAL & ECONOMIC DEVELOPMENT PATTERNS & PROCESSES

5. Theories of Development

Skill 1A: Describe geographic concepts, processes, models, & theories.



DESCRIBE means to provide relevant, specific qualities, characteristics, and events. Choose FIVE geographic concepts, processes, models, or theories (mix & match) that you need to review and describe them. Need ideas? You could describe...

1. the process of rural to urban migration
2. the process of defining political boundaries
3. the concept of environmental determinism
4. the concept of geographic regions
5. the epidemiological transition model
6. the Von Thunen model
7. Malthusian theory
8. world systems theory

Skill 1B: Explain geographic concepts, processes, models, & theories.



EXPLAIN means to tell **HOW** or **WHY**. A good test is to make sure that you've included the word *because*. Using five of the examples below, or examples of your own choosing, tell **HOW** or **WHY** that process occurs or the concept/model/theory exists.

1. the process of rural to urban migration
2. the process of defining political boundaries
3. the concept of environmental determinism
4. the concept of geographic regions
5. the epidemiological transition model
6. the Von Thunen model
7. Malthusian theory
8. world systems theory

Skill 1C: Compare geographic concepts, processes, models, & theories.

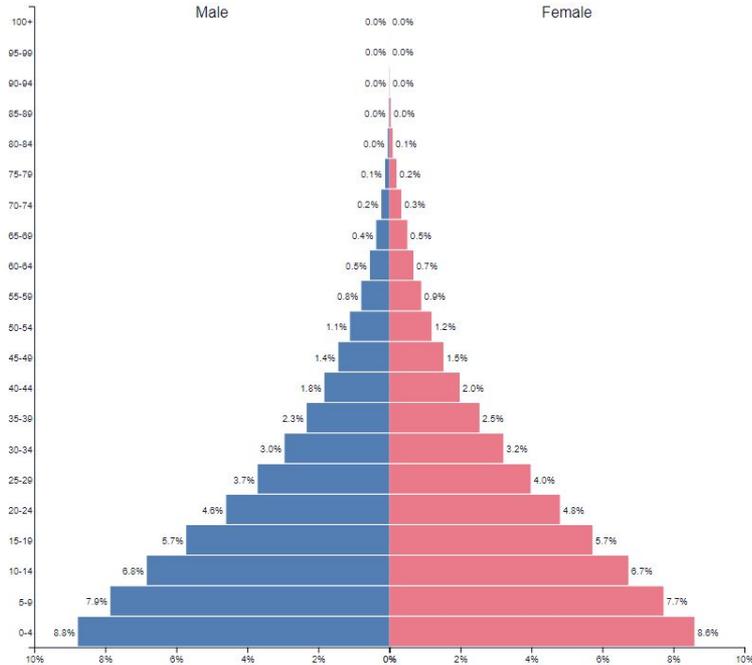


COMPARE asks you to describe and explain the similarities and/or differences between two concepts, processes, models, or theories.

Compare the dependency ratios of Uganda and Japan.

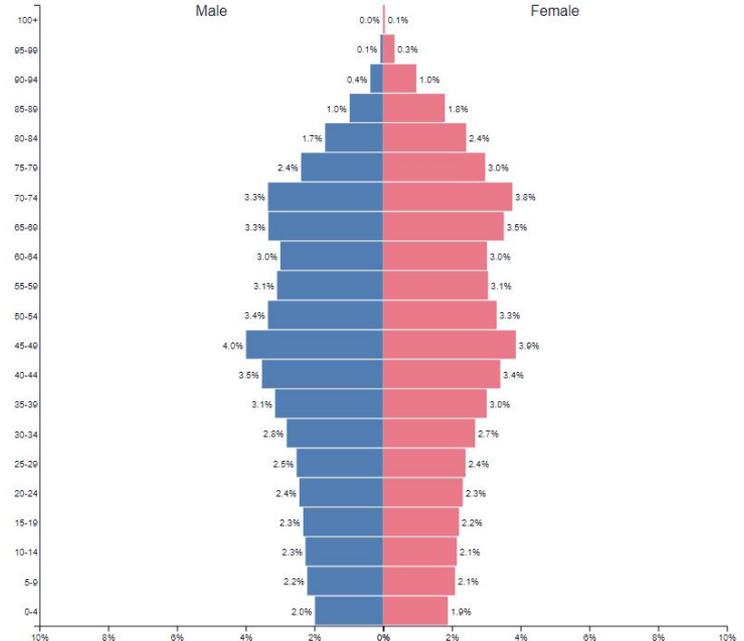
Uganda ▼
2019

Population: 44,269,587



Japan ▼
2019

Population: 126,860,299



Skill 1D: Describe a relevant geographic concept, process, model, or theory in a specified context.



Think of this as being able to describe a geographic concept, process, model, or theory (skill 1.A) but within a particular context. Not only will you describe the concept, process, model, or theory, but you will also use the context to elaborate on your description. Try it out by describing:

1. the concept of contagious diffusion of slang
2. the process of migration from New Orleans after Hurricane Katrina
3. commuting patterns in your city according to the gravity model

Skill 1E: Explain the strengths, weaknesses, & limitations of different geographic models & theories in a specified context.



This skill enables you to show off how studying geography has helped you to think critically about various models & theories. *Strengths* of a model/theory are its enduring validity. From our 21st century perspective, how is this model/theory still relevant? *Weaknesses* or *limitations* of a model/theory are things the creator didn't or couldn't consider at the time the model/theory was created. So let's try it out with the von Thunen model of agricultural land use.

1. What are three strengths of the von Thunen model of agricultural land use? In other words, how is von Thunen's model still relevant to people living in the 21st century?
2. What are three weaknesses or limitations of the von Thunen model? In other words, what conditions since he created the model make it less relevant or applicable to us today?

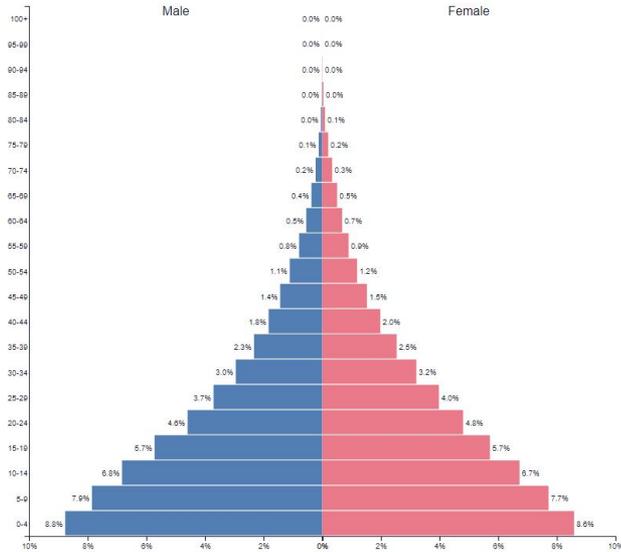
Putting it All Together

Skill 1: Concepts & Processes



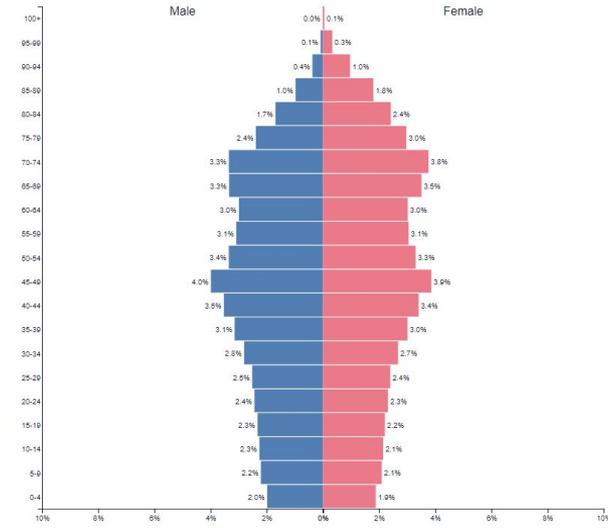
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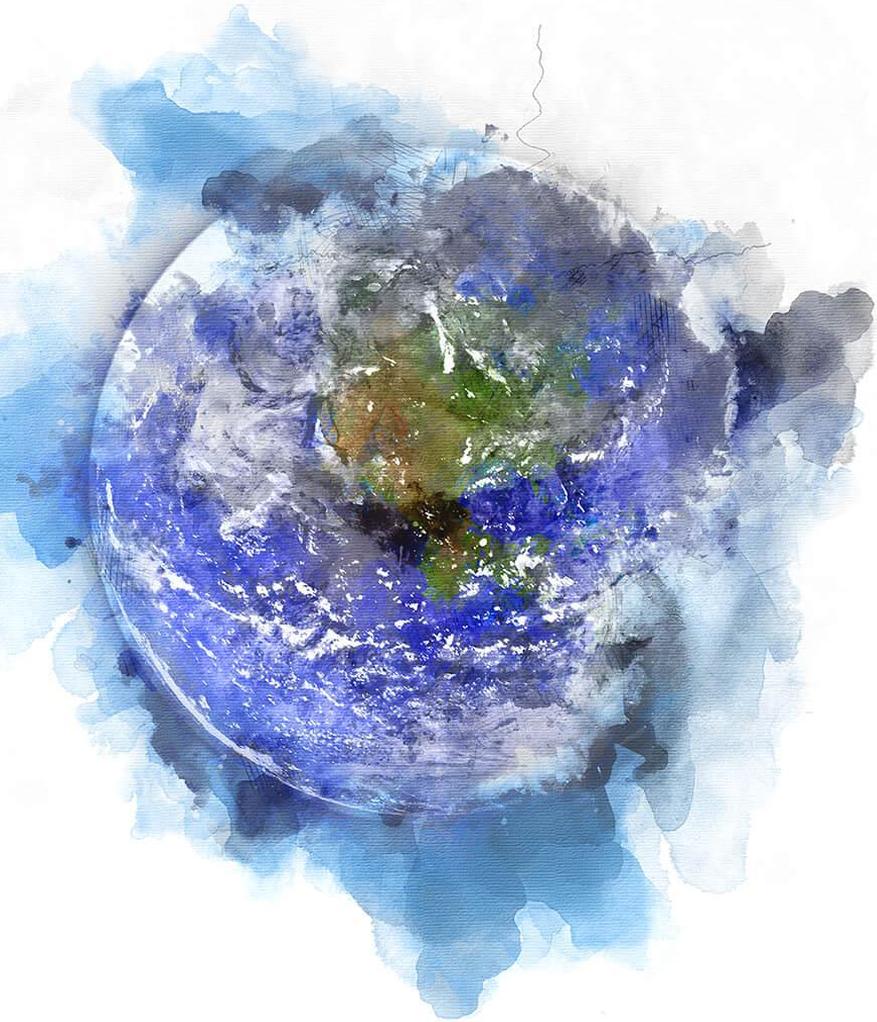
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- Describe dependency ratio.
- Explain the difference between an elderly dependency ratio and a youth dependency ratio.
- Compare dependency ratios in Uganda and Japan.
- Describe how a high elderly dependency ratio can affect services in more developed countries.
- Explain the limitations of using the dependency ratio to predict the level of economic development of a country.

IDEAS FOR SLIDES

Please see this week's bell ringers and my notes on the first slide for considerations in using these in your classroom and teaching your students to master Skill 1. If you have questions, please feel free to email me at laura.kmetz@gmail.com or to post in the Facebook teachers group.



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