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**National Council for
Geographic Education**

Three for Three

Week 32, Review Week 3

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A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

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Students will use stimuli related to various units to answer all the questions related to reviewing content via skill 3.

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

AP Human Geography Course Skills



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

Skill 2/Spatial Relationships: Analyze geographic patterns, relationships, and outcomes in applied contexts.

Skill 3/Data Analysis: Analyze & interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill 4/Source Analysis: Analyze & interpret qualitative geographic information in maps, images, and landscapes.

Skill 5/Scale Analysis: Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

Skill 3: Data Analysis



Skill 3: Analyze & interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

- ★ A. Identify the different types of data presented in maps and in quantitative geospatial data.
- ★ B. Describe spatial patterns presented in maps and in quantitative and geospatial data.
- ★ C. Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- ★ D. Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.
- ★ E. Explain what the data imply or illustrate about geographic principles, processes, behaviors, and outcomes.
- ★ F. Explain possible limitations of data provided.

Topics Suggested by the CED for Use With Skill 3: Data Analysis



UNIT I: THINKING GEOGRAPHICALLY

1. Introduction to Maps
2. Geographic Data
3. The Power of Geographic Data
4. Spatial Concepts

UNIT II: POPULATION & MIGRATION

1. Population Distribution
4. Population Dynamics
5. The Demographic Transition Model
8. Women and Demographic Change

UNIT III: CULTURAL PATTERNS & PROCESSES

(No topics in this unit are specifically targeted by the CED for teaching with skill 3.)

UNIT IV: POLITICAL PATTERNS & PROCESSES

2. Political Processes
8. Defining Devolutionary Factors

UNIT V: AGRICULTURE & RURAL LAND USE PATTERNS & PROCESSES

12. Women in Agriculture

UNIT VI: CITIES & URBAN LAND USE PATTERNS & PROCESSES

6. Density and Land Use
7. Infrastructure
9. Urban Data

UNIT VII: INDUSTRIAL & ECONOMIC DEVELOPMENT PATTERNS & PROCESSES

3. Measures of Development
4. Women and Economic Development



Skill 3A: Identify the different types of data presented in maps and in quantitative geospatial data.

Skill 3A asks you to identify what data shows.

Identify three types of demographic data that could be mapped based on results from the United States 2020 census.

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? Print name below.

First Name MI

Last Name(s)

6. What is Person 1's sex? Mark ONE box.

Male Female

7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Age on April 1, 2020 years

Print numbers in boxes.

Month Day Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin

Yes, Mexican, Mexican Am., Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.

9. What is Person 1's race?

Mark one or more boxes AND print origins.

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow, Inupiat Traditional Government, Nome Eskimo Community, etc.

Chinese Vietnamese Native Hawaiian

Filipino Korean Samoan

Asian Indian Japanese Chamorro

Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.

Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.

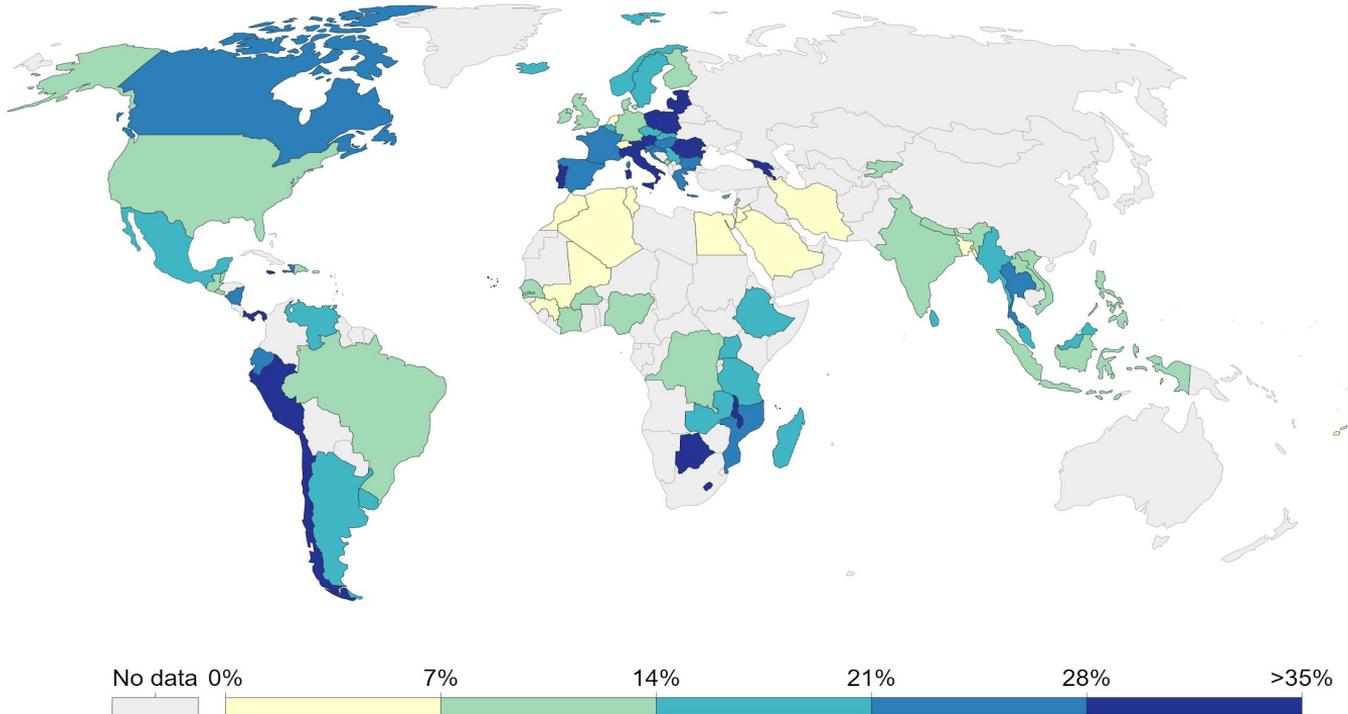
Some other race – Print race or origin.



Skill 3B: Describe spatial patterns presented in maps and in quantitative and geospatial data.

DESCRIBE means to use words to give a description of the characteristics or essential qualities of something.

Describe regional patterns of female ownership of agricultural land.





Skill 3C: Explain patterns and trends in maps and in quantitative & geospatial data to draw conclusions.

EXPLAIN asks you give reasons for or make an accounting of. This means you're telling **WHY** or **HOW** and using the word *because*.

Explain changes in land use in the Amazon between 2001 (left) and 2019 (right) near Yurimaguas, Peru (outlined) as seen in satellite imagery.

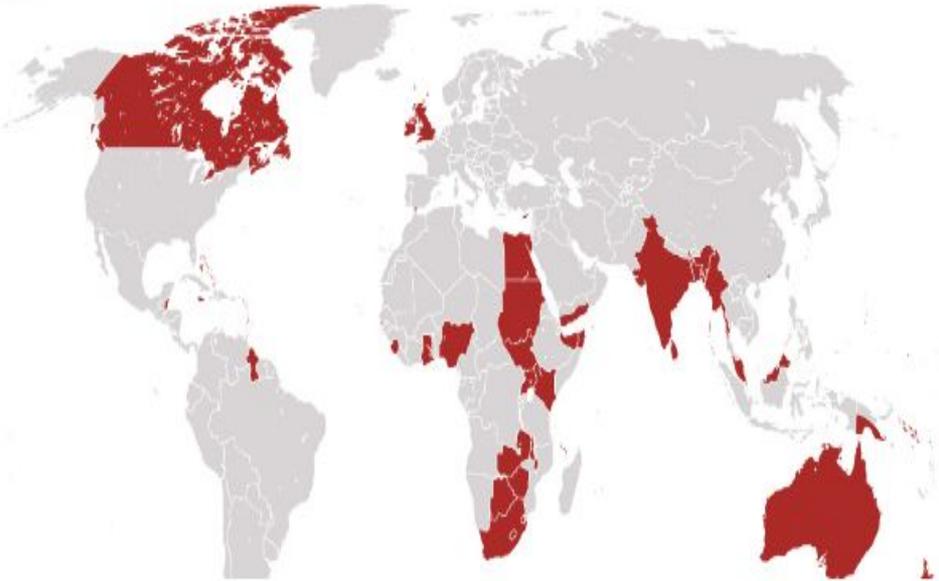


Skill 3D: Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.



Compare the maps of British territories to draw a conclusion about self-determination and independence movements as illustrated by the size of the British Empire between 1901 and 1959.

1901



1959



Skill 3E: Explain what the data imply or illustrate about geographic principles, processes, behaviors, and outcomes.

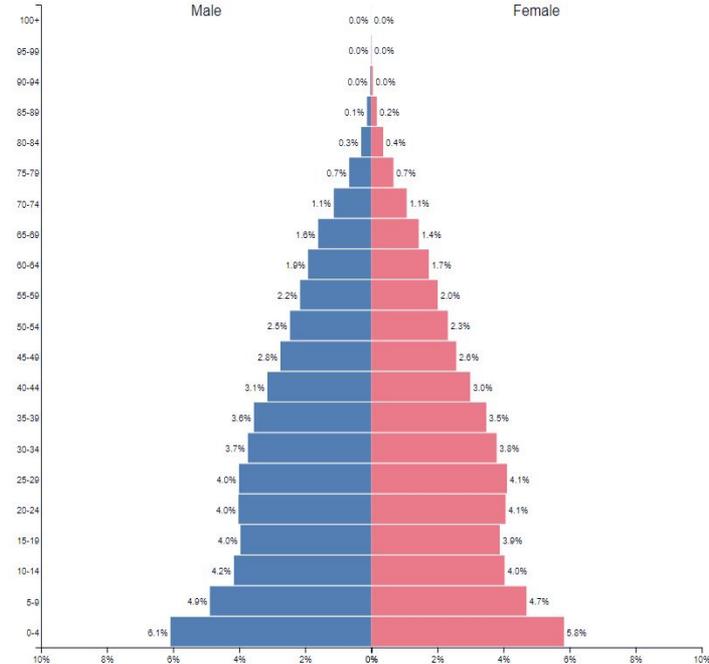


This skill asks you to account for HOW or WHY the geographic principle or process is implied or illustrated by the data.

Explain how changing roles for women have affected fertility rates in Canada over time.

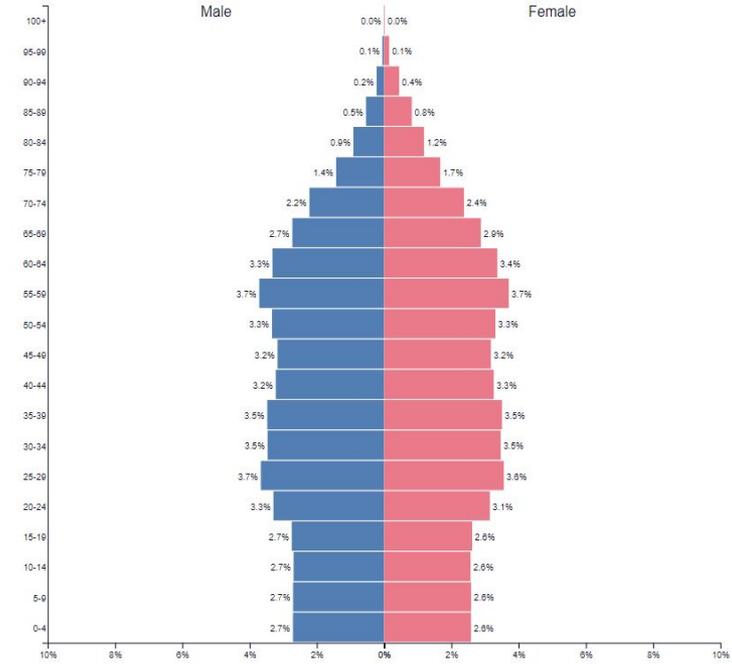
Canada ▼
1950

Population: 13,733,398



Canada ▼
2019

Population: 37,411,038



Skill 3F: Explain possible limitations of data provided.

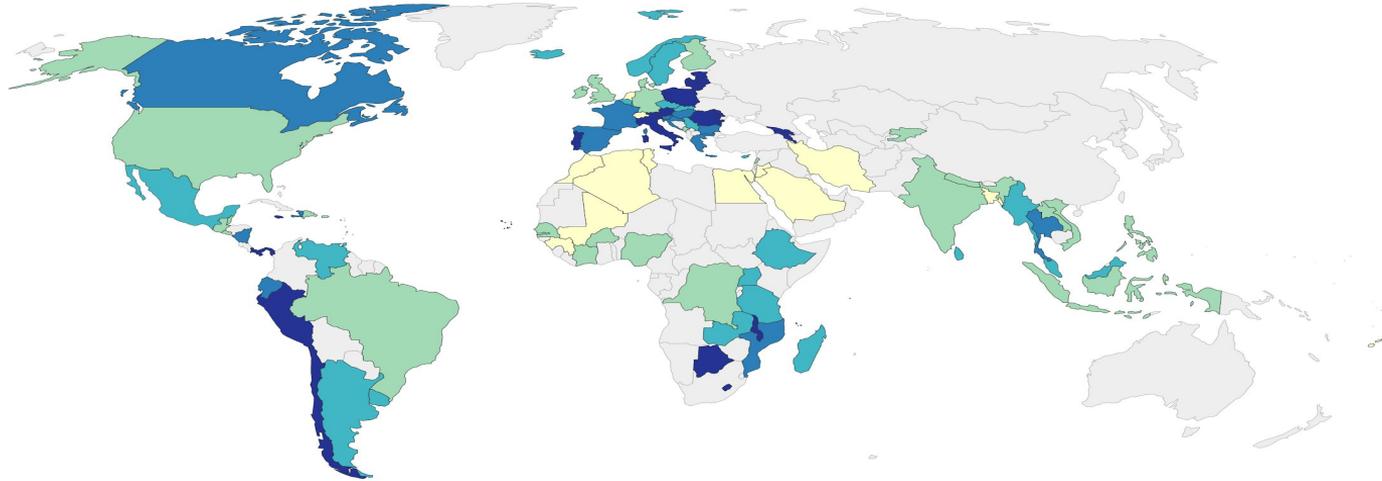
This skill asks you to think critically about what data is included.



Let's look more carefully at the data presented in the activity for skill 3B. According to the explanatory text beneath the title and the note at the bottom, what are possible limitations we must consider when using the data to draw conclusions about the share of agricultural landowners who are female?

Share of agricultural landowners who are female

Share of female agricultural landowners among all landowners. Landowner are those that own land solely or jointly with someone inside or outside the household.



Source: FAO Gender and Land Rights Database

Note: Note that due to poor data availability, the year of measurement varies between countries (whilst most countries are represented in 2010-11, some extend to 1993).

OurWorldInData.org/employment-in-agriculture • CC BY

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 3. If you have questions, please feel free to email me at laura.kmetz@gmail.com or to post in the Facebook teachers group.

3A source:

<https://www2.census.gov/programs-surveys/decennial/2020/technical-documentation/questionnaires-and-instructions/questionnaires/2020-informational-questionnaire.pdf>

3B & F source: <https://ourworldindata.org/employment-in-agriculture>

3C source: <https://earthobservatory.nasa.gov/images/145988/tracking-amazon-deforestation-from-above>

3D source: <https://www.washingtonpost.com/news/worldviews/wp/2015/09/08/map-the-rise-and-fall-of-the-british-empire/>

3E source: <https://www.populationpyramid.net/pakistan/2019/>



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