



**ncge**

**National Council for  
Geographic Education**

# *Three for Three*

Week 32, Review Week 4

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A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

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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.

# 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 4: Source Analysis



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

- ★ A. Identify the different types of information presented in visual sources.
- ★ B. Describe the spatial patterns presented in visual sources.
- ★ C. Explain patterns and trends in visual sources to draw conclusions.
- ★ D. Compare patterns and trends in visual sources to draw conclusions.
- ★ E. Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.
- ★ F. Explain possible limitations of visual sources provided.

# Topics Suggested by the CED for Use With Skill 4: Source Analysis



## UNIT I: THINKING GEOGRAPHICALLY

(No topics in this unit are specifically targeted by the CED for teaching with skill 4.)

## UNIT II: POPULATION & MIGRATION

(No topics in this unit are specifically targeted by the CED for teaching with skill 4.)

## UNIT III: CULTURAL PATTERNS & PROCESSES

1. Introduction to Culture
2. Cultural Landscapes
3. Cultural Patterns
7. Diffusion of Religion and Language

## UNIT IV: POLITICAL PATTERNS & PROCESSES

1. Introduction to Political Geography

## UNIT V: AGRICULTURE & RURAL LAND USE PATTERNS & PROCESSES

2. Settlement Patterns and Survey Methods
4. The Second Agricultural Revolution
11. Challenges of Contemporary Agriculture

## UNIT VI: CITIES & URBAN LAND USE PATTERNS & PROCESSES

10. Challenges of Urban Changes

## UNIT VII: INDUSTRIAL & ECONOMIC DEVELOPMENT PATTERNS & PROCESSES

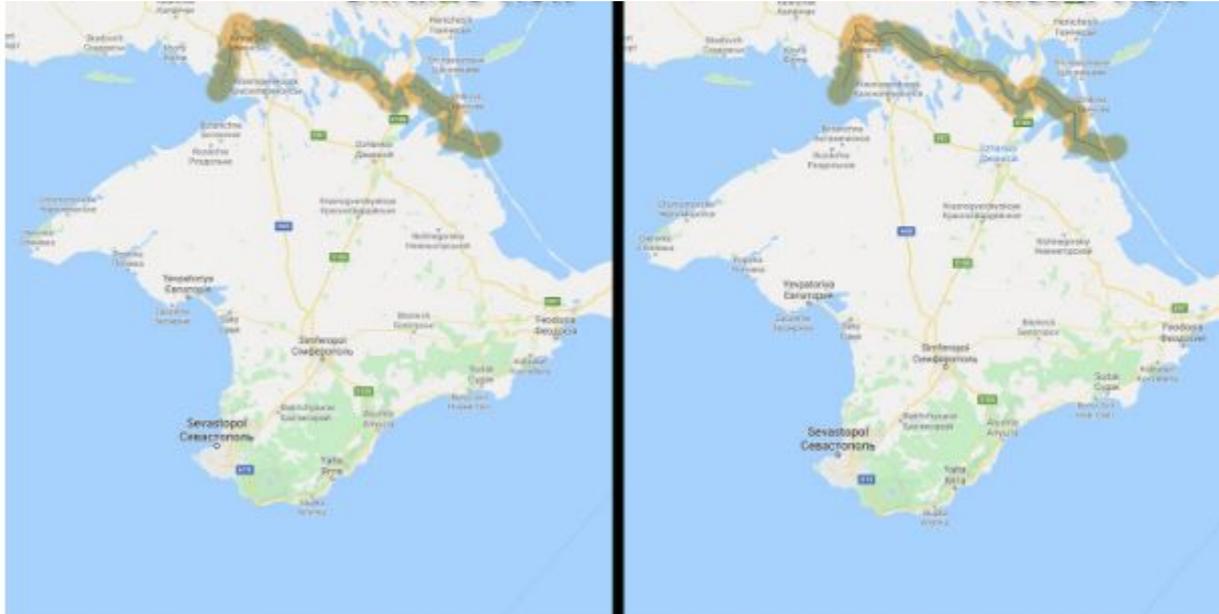
1. The Industrial Revolution
7. Changes as a Result of the World Economy



*Skill 4A: Identify the different types of information presented in visual sources.*

Skill 4A asks you to identify what the source shows.

The Google maps images below depict the Crimean peninsula. Identify what is indicated by the use of dashed lines in the map on the left and a solid line in the map on the right.





*Skill 4B: Describe the spatial patterns presented in visual sources.*

DESCRIBE means to use words to give a description of the characteristics or essential qualities of something. Give as many details as possible about the geographic patterns and processes reflected in the associated stimuli.

Describe characteristics of the cultural landscape as reflected by this photo of the Christian bypass outside of Mecca, Saudi Arabia.

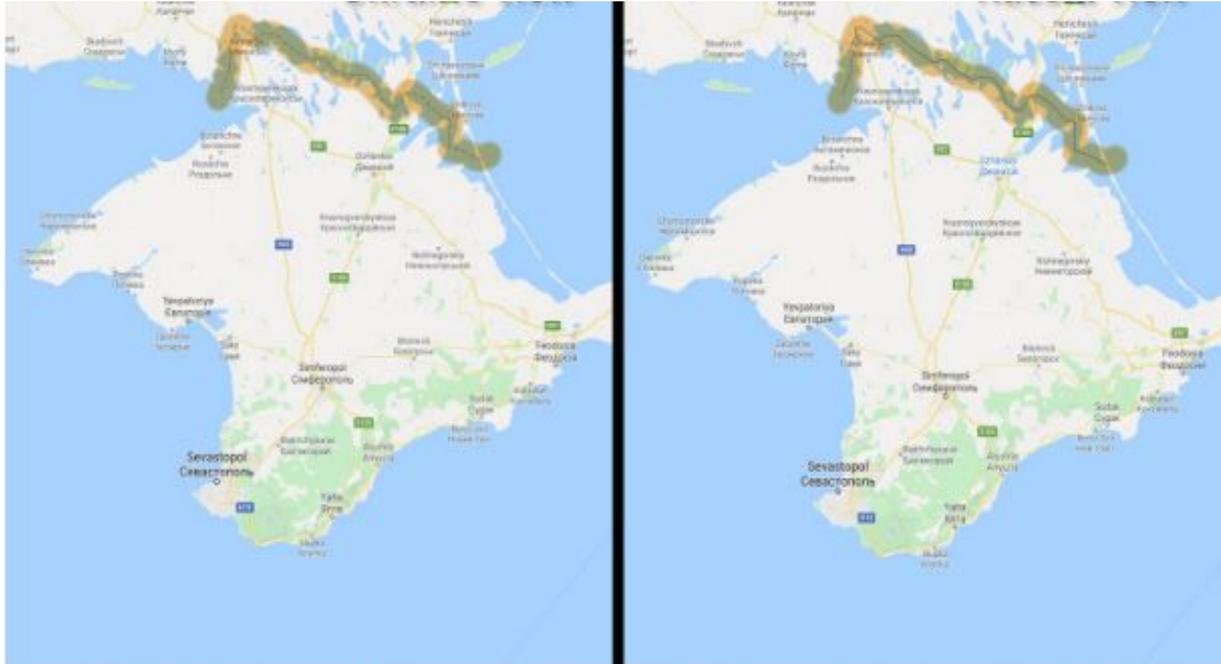




## Skill 4C: Explain patterns and trends in visual sources to draw conclusions.

**EXPLAIN** asks you give reasons for or make an accounting of. This means you're telling **WHY** or **HOW** and using the word *because*. Let's see how the question changes from *identify* to *explain* by using the same stimuli we used with skill A.

Explain why the border between the Crimean peninsula and Ukraine on Google maps is different depending on whether it is viewed from Ukraine, as on the left, or Russia, as on the right.



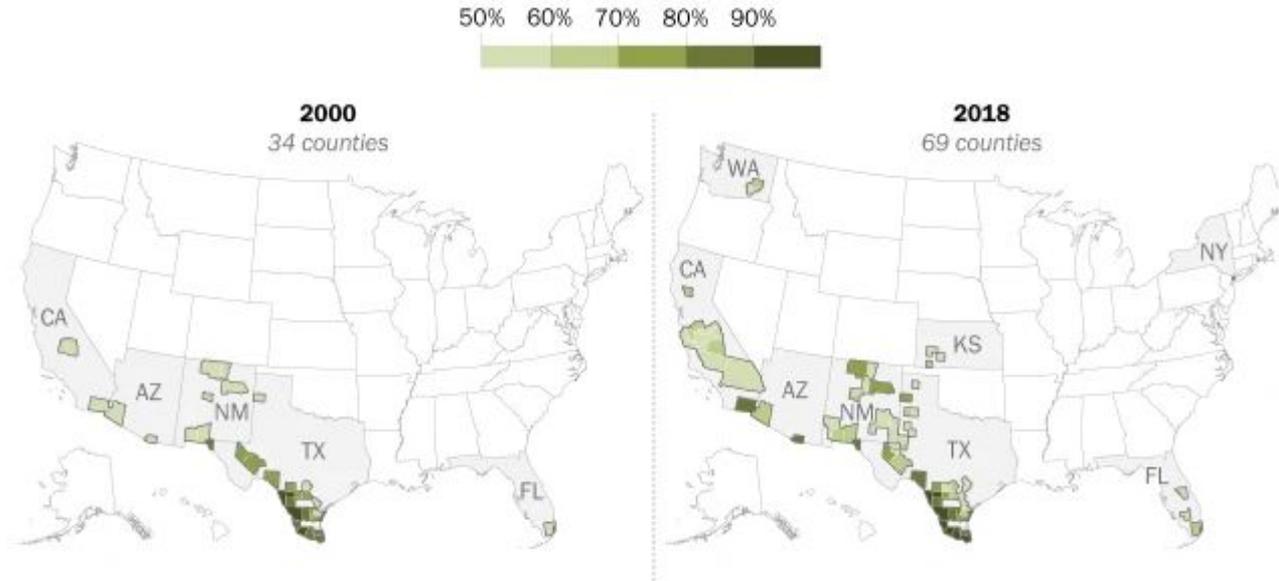


## Skill 4D: Compare patterns and trends in visual sources to draw conclusions.

Compare means to detail similarities and differences.

Compare the number of majority Hispanic counties in 2000 and 2018.

*Counties where Hispanic Americans account for more than 50% of the population in 2018*



Note: This analysis includes only counties with 10,000 or more residents in 2018. These counties account for 77% of the nation's 3,142 counties and 99% of the U.S. population.

Source: Pew Research Center analysis of 2000 decennial census and 2018 Census Bureau population estimates.

Skill 4E: Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.



This skill asks you to account for HOW or WHY the geographic principle or process is illustrated by the map, image, or landscape. Make sure you use the word *because*.

Explain how patterns of food production and consumption have been influenced by movements relating to individual food choice.



## Skill 3F: Explain possible limitations of visual sources provided.

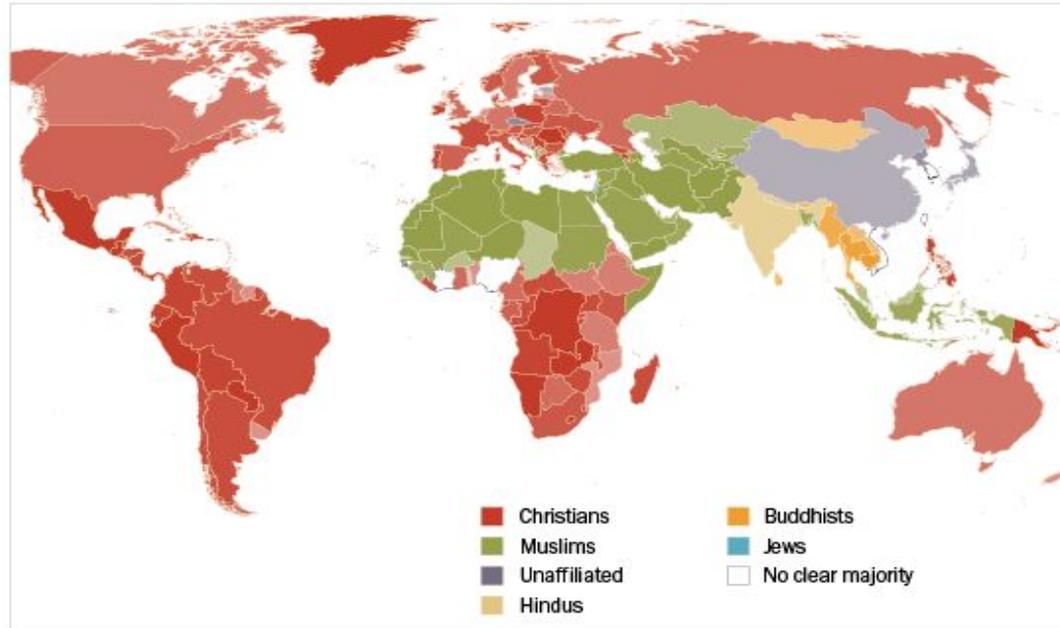


This skill asks you to think critically about what information is NOT included. Because you're being asked to explain, make sure you use the word *because* in your answer.

Explain two possible limitations of this map.

### Majority Religion, by Country

Countries are colored according to the majority religion. Darker shading represents a greater prevalence of the majority religion.



Nine countries have no clear religious majority: Guinea Bissau, Ivory Coast, Macau, Nigeria, Singapore, South Korea, Taiwan, Togo and Vietnam. There are no countries in which adherents of folk religions make up a clear majority. There are also no countries in which followers of other religions (such as Bahai's, Jains, Sikhs, Shintoists, Taoists, followers of Tenrikyo, Wiccans or Zoroastrians) make up a clear majority.

# 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 4. If you have questions, please feel free to email me at [laura.kmetz@gmail.com](mailto:laura.kmetz@gmail.com) or to post in the Facebook teachers group.

sources A & C (see suggested video):

<https://www.washingtonpost.com/technology/2020/02/14/google-maps-political-borders/>

source B: [https://commons.wikimedia.org/wiki/File:Christian\\_Bypass.jpg](https://commons.wikimedia.org/wiki/File:Christian_Bypass.jpg)

source D:

<https://www.pewresearch.org/fact-tank/2019/11/20/in-a-rising-number-of-u-s-counties-hispanic-and-black-americans-are-the-majority/>

source E: <https://blacksburgfarmersmarket.com/>

source for F: <https://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>; for an excellent explanation of the limitations associated with sources that attempt to depict global religious patterns (which is NOT the same as global scale of analysis), please see this article: <http://www.geocurrents.info/cultural-geography/religion/wikipedia-difficulties-mapping-world-religions-bizarre-map>

This video discusses how the view in Google maps changes depending on where the viewer is located: [Google maps changes disputed borders based on where you're searching from](#)



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