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**National Council for
Geographic Education**

Three for Three

Week 33, Review Week 5

May 4, 2020

A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

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Here are the final Three for Threes of the 2019-2020 school year!

Please feel free to post these in your virtual classroom and/or to email me for the file in Google slide format, or for questions or clarifications.

Good luck to your students on May 12! *Trust that you have done the best you could in preparing them.* It is time for your little baby birds to fly! Regardless of what score your students earn on the exam, you have helped open their world in ways they never could have imagined just nine short months ago. That's an amazing achievement!!

Stay healthy and safe while enjoying your well-deserved summer break. I look forward to seeing you at the AP reading in 2021!

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 5: Scale Analysis



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

- ★ A. Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
- ★ B. Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.
- ★ C. Compare geographic characteristics and processes at various scales.
- ★ D. Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

Topics Suggested by the CED for Use With Skill 5: Scale Analysis



UNIT I: THINKING GEOGRAPHICALLY

7. Scales of Analysis

UNIT II: POPULATION & MIGRATION

(No topics in this unit are specifically targeted by the CED for teaching with skill 5.)

UNIT III: CULTURAL PATTERNS & PROCESSES

6. Contemporary Causes of Diffusion

UNIT IV: POLITICAL PATTERNS & PROCESSES

3. Political Power and Territoriality

9. Challenges to Sovereignty

5. The Function of Political Boundaries

10. Consequences of Centrifugal and Centripetal Forces

6. Internal Boundaries

UNIT V: AGRICULTURE & RURAL LAND USE PATTERNS & PROCESSES

8. Von Thunen Model

9. The Global System of Agriculture

UNIT VI: CITIES & URBAN LAND USE PATTERNS & PROCESSES

3. Cities and Globalization

UNIT VII: INDUSTRIAL & ECONOMIC DEVELOPMENT PATTERNS & PROCESSES

6. Trade and the World Economy

8. Sustainable Development



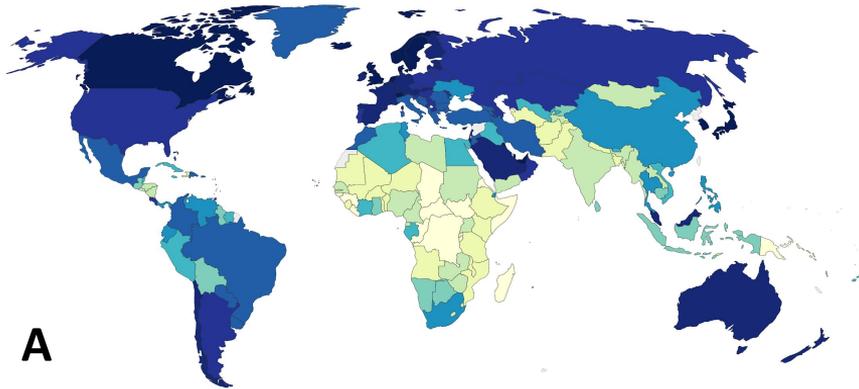
Skill 5A: Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

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

What scale of analysis is used in these two maps? HINT: While the map scale for Map A is global and for Map B is regional, the **scale of analysis** is the same for both.

Share of the population using the Internet, 2017

All individuals who have used the Internet in the last 3 months are counted as Internet users. The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.



A

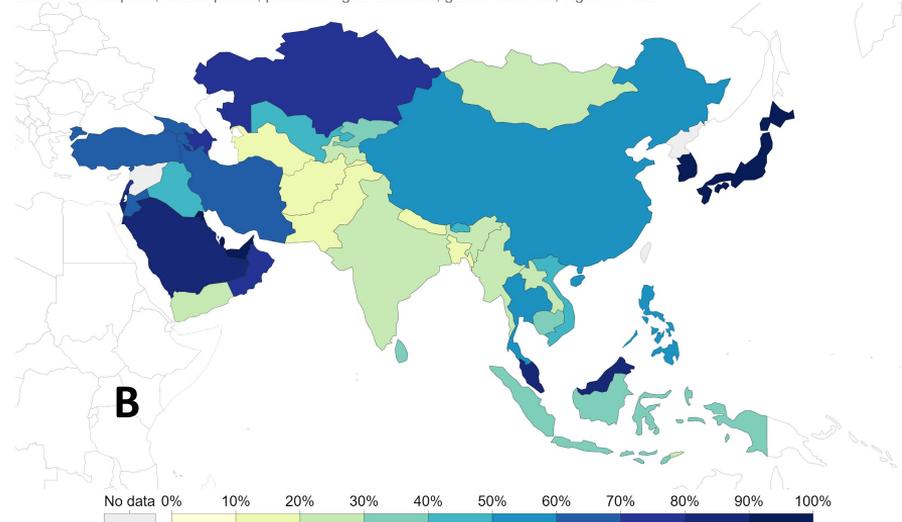


Source: World Bank

OurWorldInData.org/technology-adoption/ • CC BY

Share of the population using the Internet, 2017

All individuals who have used the Internet in the last 3 months are counted as Internet users. The Internet can be used via a computer, mobile phone, personal digital assistant, games machine, digital TV etc.



B



Source: World Bank

OurWorldInData.org/technology-adoption/ • CC BY



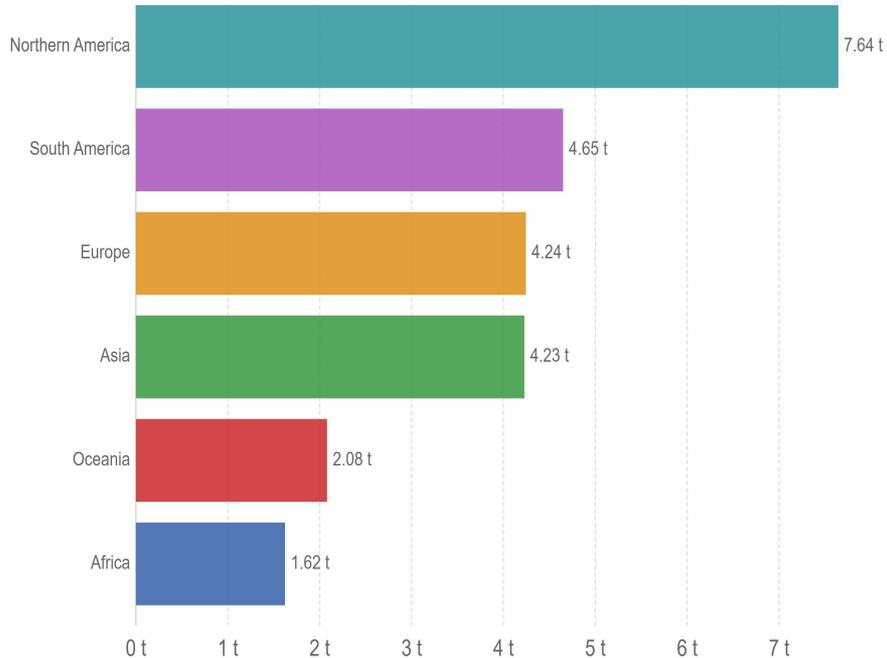
Skill 5A: Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

Let's try it with data about cereal yields.

What scale of analysis is used in each?

Cereal yield, 2018 **source A**

Cereal yields are measured in tonnes per hectare. Cereals include wheat, rice, maize, barley, oats, rye, millet, sorghum, buckwheat, and mixed grains.

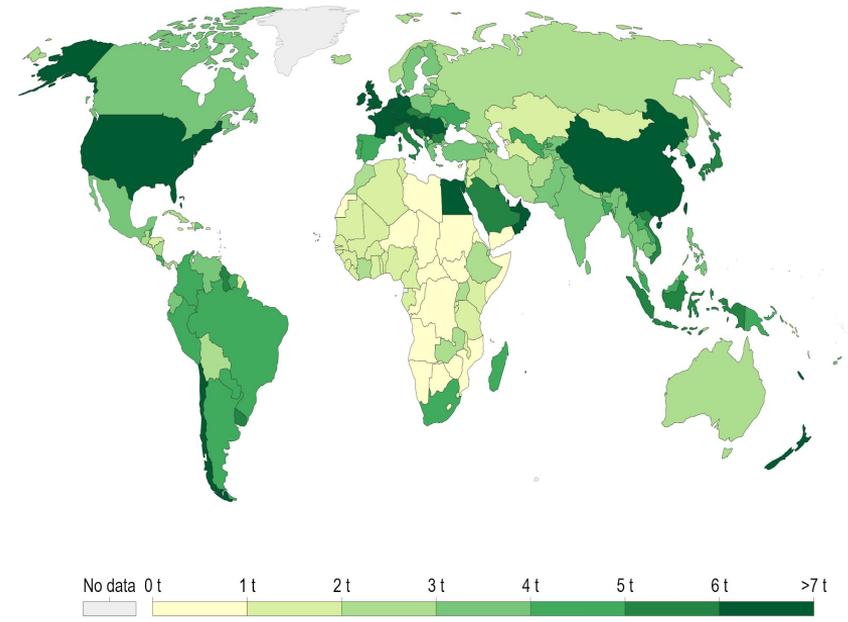


Source: UN Food and Agriculture Organization (FAO)

OurWorldInData.org/crop-yields • CC BY

Cereal yield, 2018 **source B**

Cereal yields are measured in tonnes per hectare. Cereals include wheat, rice, maize, barley, oats, rye, millet, sorghum, buckwheat, and mixed grains.



Source: UN Food and Agriculture Organization (FAO)

OurWorldInData.org/crop-yields • CC BY

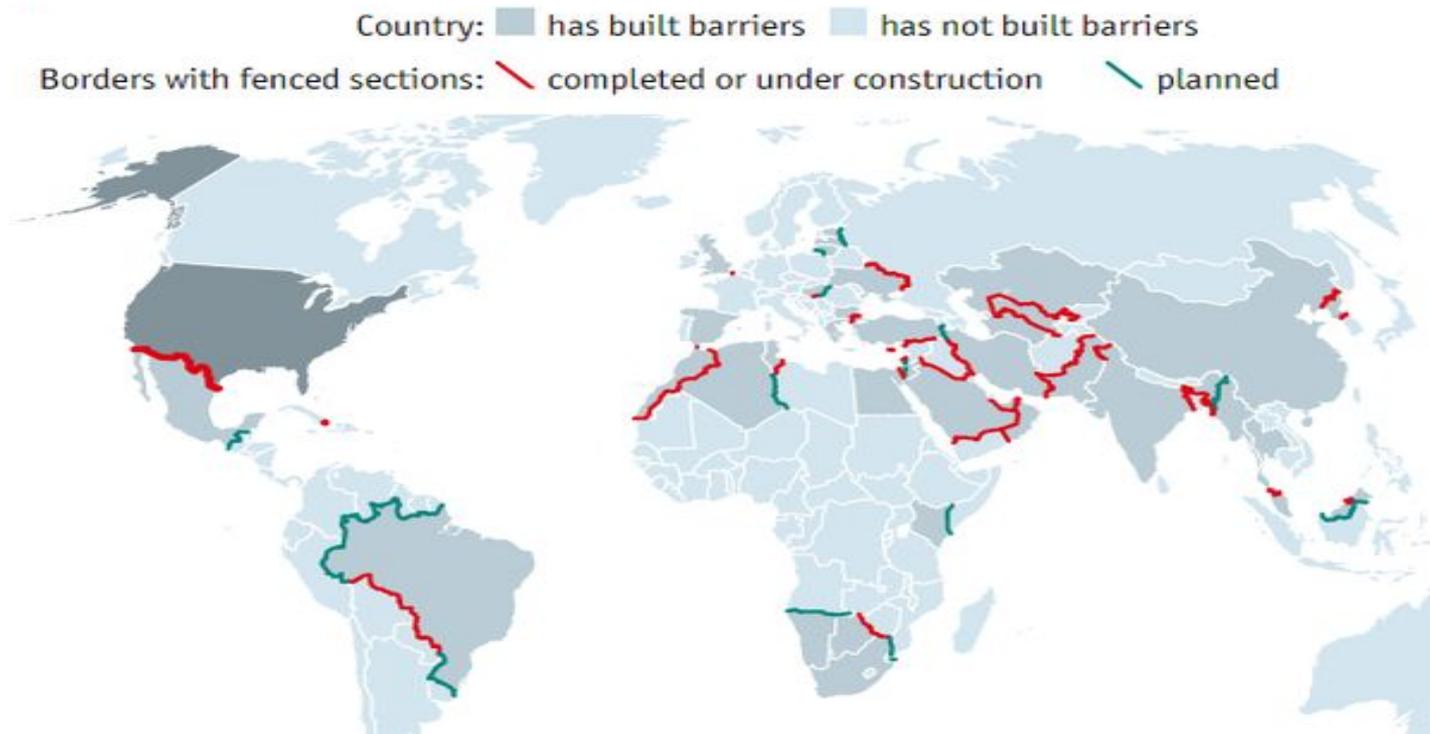




Skill 5B: Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

EXPLAINS means to provide reasons. Remember to use the word *because*. Let's examine the concept of boundaries at the global scale. Remember, the scale of analysis here is national because national borders are shown.

Explain why some countries build barriers on their borders.





Skill 5B: Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

EXPLAINS means to provide reasons. Remember to use the word *because*. Let's examine the concept of boundaries at the regional scale. Remember, the scale of analysis here is still national because national borders are shown, but we're focusing on examining barriers and borders in Europe.

Explain why some countries in the Schengen area have built barriers on their borders.

Country: has built barriers has not built barriers
Schengen area: has built barriers has not built barriers
Borders with fenced sections: completed or under construction planned

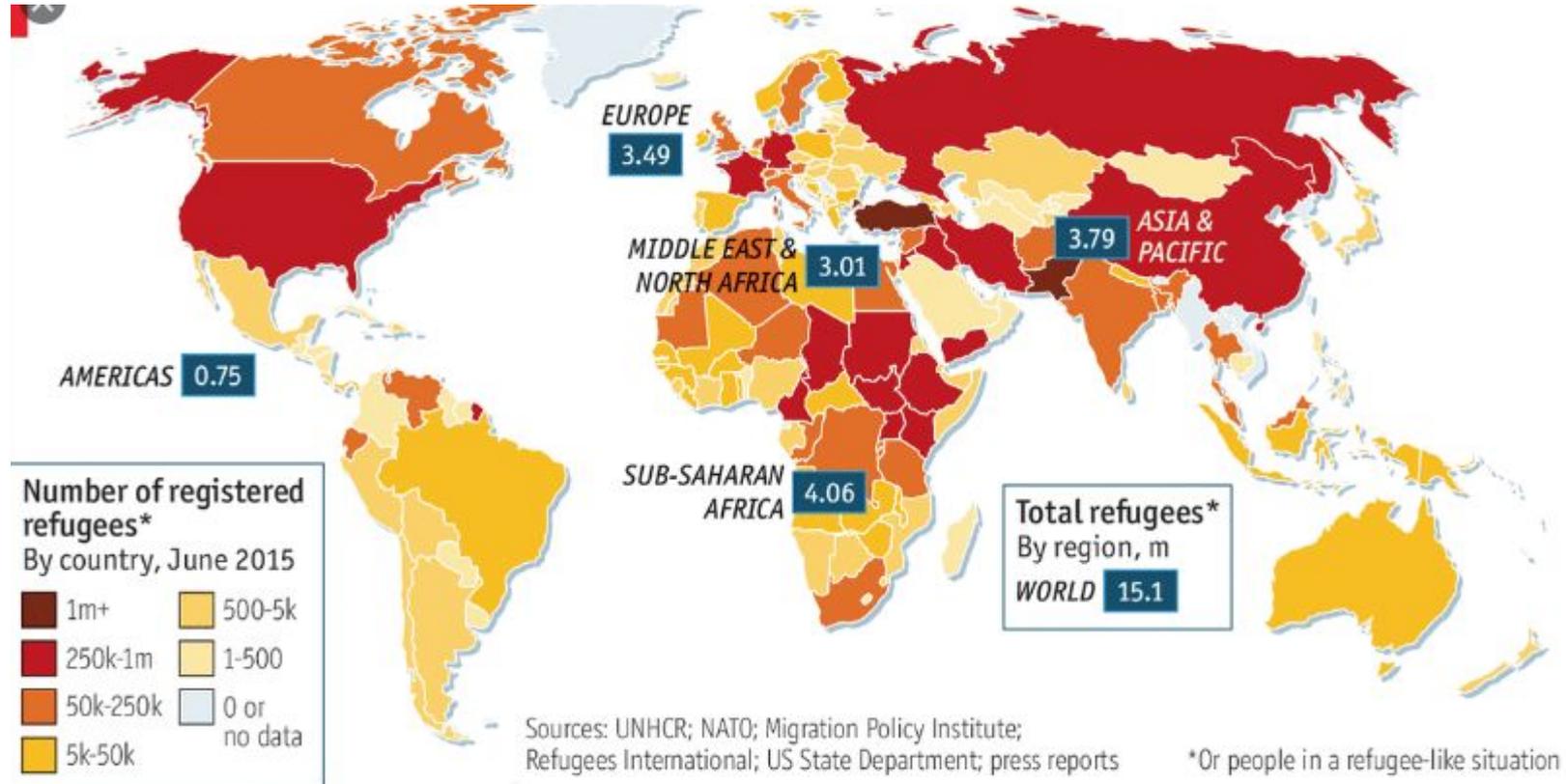




Skill 5C: Compare geographic characteristics and processes at various scales.

COMPARE asks you to describe similarities and differences.

Compare the number of refugees at the regional scale and the national scale.





Skill 5D: Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

This skill asks you to think about both the strengths & limitations of a geographic concept, process, model, or theory at different scales.

Explain the degree to which von Thunen’s model of agricultural location be used to understand strawberry production in the United States.

THINK ABOUT THE TASK:

Explain means you’ll be giving reasons.

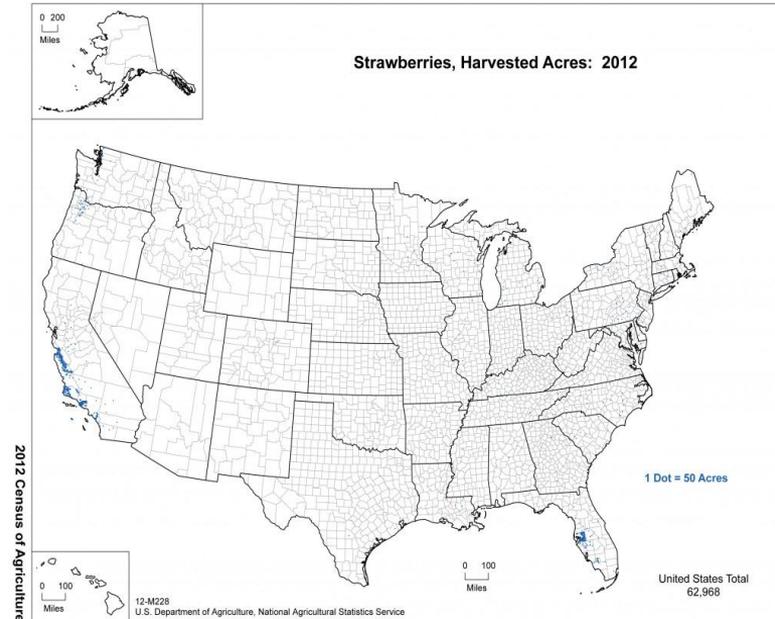
The degree to which means you’ll be considering both strengths & limitations in using von Thunen’s theory to explain strawberry production in the US.

CONSIDER:

What does von Thunen’s model say about where fruit is grown?

How is von Thunen’s model applicable to where strawberries are grown in the US? Use that info. to address strengths.

What is different about today that limit von Thunen’s usefulness in being able to predict where strawberries are grown? Use that information to address limitations.



IDEAS FOR SLIDES

SCALE is one of the most fundamental aspects of geographic thinking because geography examines the world through the lens of space. It is also one of the most challenging for students. Further complicating the concept are distinctions between cartographic scale, scale of analysis, and scale of inquiry. Due to the role scale plays in understanding geographic concepts, processes, models, and theories; the difficulty inherent in accessing accurate information related to it that can be Googled; and its frequent appearance in AP Classroom questions, I would not be surprised to see a question about it on the AP exam. An excellent resource for teacher professional development is a blog post that you can find at <http://www.thehumanimprint.com/?tag=scale>

source A: ourworldindata.org

source B: <https://infographics.economist.com/2015/fences/>

source C: *The Economist* 05/28/2016

source D: ourworldindata.org



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