



## APHG Bell Ringers

For the week of April 27, 2020

**IMPORTANT INFORMATION REGARDING BELL RINGERS AND THREE FOR THREE FOR REST OF THIS EXAM YEAR. STARTING WITH THE WEEK OF APRIL 6, THROUGH THE ADMINISTRATION OF THE EXAM, THE BELL RINGERS AND THREE FOR THREES WILL RELATE TO ONE OF EACH OF THE COURSE SKILLS AS OUTLINED IN THE COURSE AND EXAM DESCRIPTION (CED).**

**I HAVE REFERENCED PRIOR BELL RINGERS AND WHERE YOU CAN FIND SPECIFIC TOPICS AND RESOURCES WHERE APPROPRIATE 😊**

**AS ALWAYS, PLEASE LET LAURA AND I KNOW IF THERE IS ANYTHING OF A SPECIFIC NATURE YOU WOULD LIKE FOR US TO COVER. MANY THANKS FOR YOUR CONTINUED SUPPORT. WE WILL ALL GET THROUGH THIS “DIGITAL/VIRTUAL TWILIGHT ZONE” TOGETHER! KK**

**\*Skill Category 4 – Source Analysis. Analyze and interpret qualitative geographic information represented in maps, tables charts, graphs, satellite images, and infographics.**

**\*BE ADVISED THAT THERE ARE SIX SKILLS IDENTIFIED IN SKILL CATEGORY 4.**

**LIKewise, IF YOU ARE NOT AWARE, THE CB HAS BEEN PROVIDING REVIEW VIDEOS FOR TEACHERS AND OUR STUDENTS TO WATCH. BEGINNING LAST TUESDAY, 4/21, AND OVER A FIVE-DAY PERIOD THESE VIDEOS RELATE TO THE FIVE SKILL CATEGORIES AND HOW THEY CONNECT TO UNIT CONTENT. THE LINK TO ALL THESE REVIEW VIDEOS, CONTENT AND THOSE REFERENCED ABOVE CAN BE FOUND @**

**<https://www.youtube.com/playlist?list=PLoGgviqq4847gGLvmfXPT5pYZRqBsqLN&app=desktop>**

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**\*Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry. ESPECIALLY WHEN THEY ENCOUNTER THE TASK VERB EXPLAIN. AND SIGNIFICANTLY FOR THIS YEAR’S EXAM, THE ASSOCIATED “WHY, BECAUSE” RESPONSE STRATEGY THEY SHOULD BE TRYING TO USE 😊**

**Question #1: SKILL 4.A IDENTIFY the different types of information presented in visual sources. CED topic 3.1**

Have students IDENTIFY the different types of information presented in the thousands of photos they can look through @ <https://www.greatmirror.com/>. Curated by Bret Wallach at the University of Oklahoma this set of photos is an excellent resource for cultural landscape analysis.

**Question #2: SKILL 4.B Describe the spatial patterns presented in visual sources. CED topic 3.2**

So now we're going to use the same cultural landscape photos from The Great Mirror website noted above and students will dig a little deeper. No longer are they just identifying what they are seeing but now they are describing what they are seeing. Sample FRQ: Describe the landscape features and land and resource use. How and why do these photos reflect the cultural beliefs and identities of the people who occupy that space?

**Taken from the CED, Topic 3.2:**

**Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.**

**Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society.**

Ask students to: (some of these places in the following photos might look familiar to APHG Readers and since we can't be there this year....)

DESCRIBE the spatial pattern represented by these photos taken in Cincinnati, OH





Former German neighborhood and street signs have changed to historical events.



Former German Protestant Church is now a craft brewery and restaurant (Taft Ale House)

Some assistance on how to analyze the characteristics of a landscape:

Donald Meinig's ten versions of the same scene @

<https://www.behance.net/gallery/69826687/Ten-Versions-of-the-Same-Scene>

Pierce Lewis' axioms to reading the Cultural Landscape @

<http://landscapeandurbanism.blogspot.com/2011/07/source-axioms-for-reading-landscape.html>

**Question #3: Skill 4.C Explain patterns and trends in visual sources to draw conclusions. CED topic 3.3**

**AS A REMINDER - with the explain prompt it is important for students to answer BOTH the why and the because. It's basically a two-part question when they see the task verb explain. Students might also be asked to explain the degree that something is accurate or to explain the limitations of what they are looking at.**

**Here's a helpful review graphic on centripetal and centrifugal forces which is are terms you want to students to be able to APPLY.**



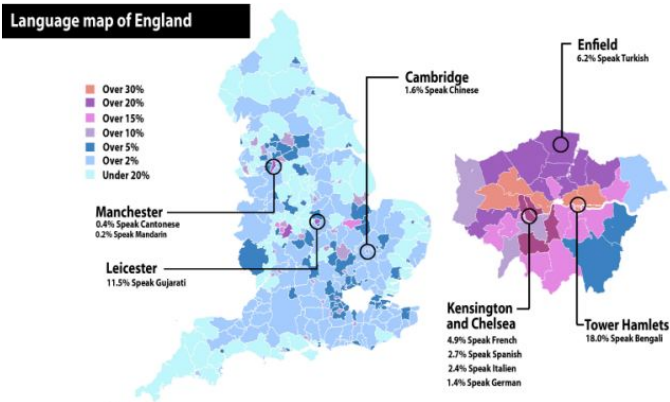
Using the following visual sources have students:

\*EXPLAIN how language, ethnicity, and religion are factors in creating **centripetal and centrifugal** forces.

\*Remind students that they should be paying attention to the scale of analysis that is shown in the map as well.



Great example !



Impact of immigration?

And if you didn't get enough of this on last year's exam:



And you can find these colored dot ethnicity maps of any U.S. city by doing a google search for ethnicity maps.

What conclusions can be drawn by looking at these?



Map of race and ethnicity in Atlanta

- white
- black
- Hispanic (of any race)
- Asian

**Question #4: Skill 4.D Compare patterns and trends in sources to draw conclusions. CED topic 5.2**

**REMINDER THAT THE THREE TASK VERBS WE WILL MOST LIKELY SEE ON THIS YEAR'S EXAM ARE DESCRIBE, EXPLAIN AND COMPARE. I KNOW THAT THERE NEEDED TO BE SOME CLARIFICATION ON THIS BASED ON INFORMATION PRESENTED IN WEBINARS AND THE LIKE LAST WEEK. APPLY IS NOT A SEPARATE TASK VERB BUT STUDENTS WILL BE REQUIRED TO APPLY GEOGRAPHIC CONCEPTS WITHIN THEIR FRQ RESPONSES.**

Have students COMPARE the patterns they observe from looking at and comparing rural settlement patterns such as clustered, dispersed, or linear. And by comparing rural survey methods which include metes and bounds, township and range, and long lot. IN ADDITION, looking at the specific types of agricultural practices that SHAPE these settlement patterns and survey methods.

Question set/questions #3 thru 5 in the practice MCQ in our new CED (pgs.162-163) connect back to this skill. AND EVEN THOUGH STUDENTS WILL NOT BE ASKED MCQS ON THIS YEAR'S EXAM, HAVING THAT MASTERY OF CONTENT WILL SURELY BE HELPFUL TO THEM!

Thanks to the Mansfield, TX APHG teachers for putting together this excellent overview and summary on CED topic 5.2:

<http://schools.misd.org/page/open/42999/0/Topic%205.2%20Settlement%20Patterns%20and%20Survey%20Methods.pdf>

Charts and maps on where different crops are grown and animals raised in the United States from the National Agricultural Statistical Service (NASS) @ [https://www.nass.usda.gov/Charts\\_and\\_Maps/](https://www.nass.usda.gov/Charts_and_Maps/)

**Question #5: Skill 4.E Explain how maps, images and landscapes illustrate or relate to geographic principles, processes, and outcomes. CED topic 3.7**

Have students look at the following maps, images and landscapes and EXPLAIN what factors have led to the DIFFUSION of religions and languages (geographic content – that's why MCQs can help them.)

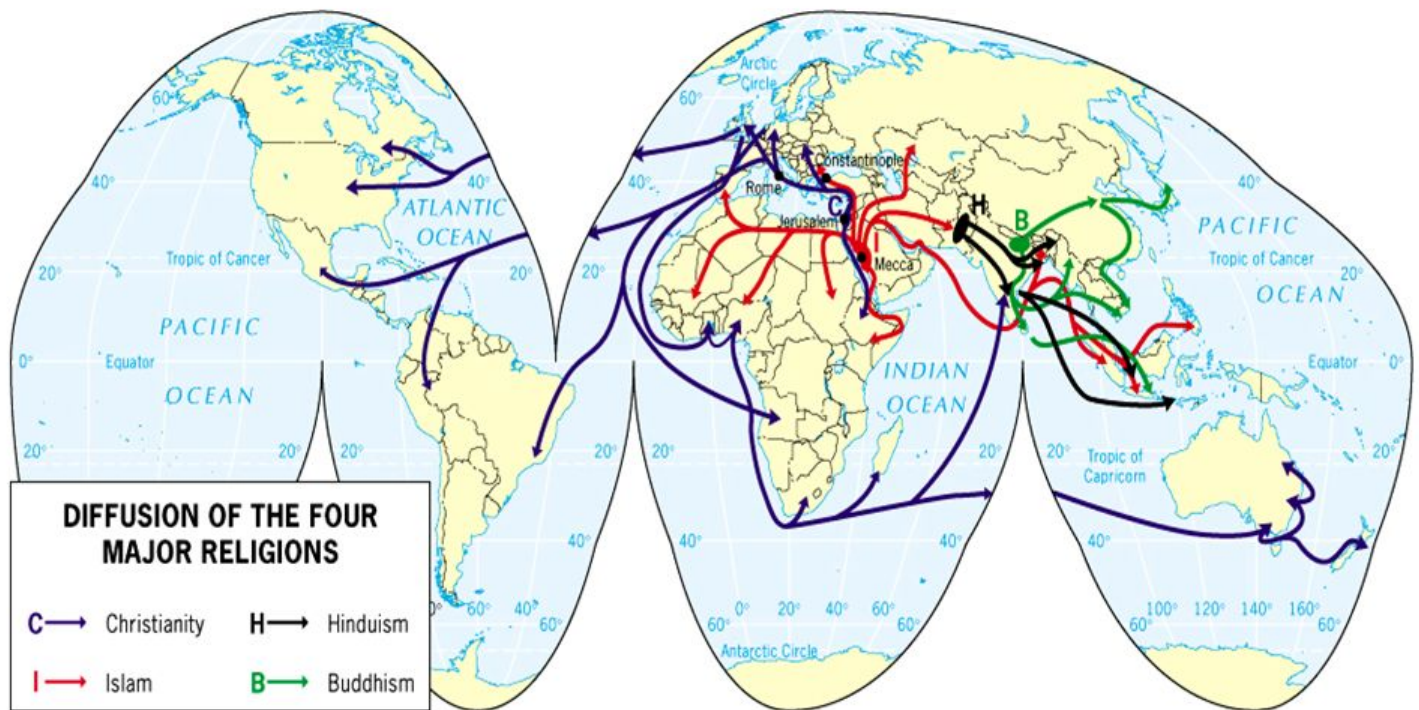
Likewise, a lot of us teach types of diffusion in unit I so you might need to go back in time so to speak to review diffusion with your students.



A McDonalds in St. Petersburg, Russia. Stimulus Diffusion -

NEXT - Map of the diffusion of four major world religions?

The diffusion of religion throughout the world has been caused by a variety of factors including migration, missionary work, trade, and war. Followers are usually born into these religions. Sometimes close contact and differences in beliefs have resulted in conflict between religious groups.



Will the diffusion pattern be different if the religion is universalizing or ethnic?

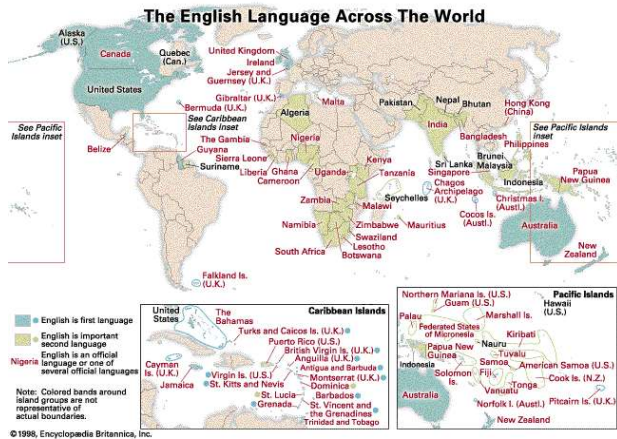
NEXT – Religious Cultural Landscapes.

Explain the diffusion of Christianity across Europe. Islam in Spain.



NEXT – EXPLAIN the diffusion of the English language

You could do this with toponyms/place names as well!



**Question #6: Skill 4.F EXPLAIN possible limitations of the visual sources provided. CED 7.7. Changes in the World Economy. Even though this will not be tested specifically this year, the following will be a good way for students to practice how to EXPLAIN possible limitations of a visual source and also how these changes can be seen at different scales of analysis.**

**From CED: Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.**

For example, take a look at the picture of Just in Time delivery within the auto industry.

Have students explain the limitations of using this map below which is related to just in time delivery when looking at the location of industry on an international scale.



OR this map on Toyota's global production:

