

**AMSCO®**

**ADVANCED PLACEMENT® EDITION**

# HUMAN GEOGRAPHY

**DAVID PALMER**  
Senior Consultant

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*AMSCO® Advanced Placement® United States History*.

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# Preface

This edition of *AMSCO® Advanced Placement® Human Geography* provides a concise narrative, skills instruction and practice, multiple-choice questions, free-response questions, and essential questions designed to help students understand the significant content and develop the vital skills needed to master the subject. It can be used in classes as either the core textbook or along with other resources.

For teachers, a teacher resource with answers to all questions in the student edition and new justice and race content is available from the publisher.

As of its publication, *AMSCO® Advanced Placement® Human Geography* was up to date with all standards and guidelines published by the College Board. For the latest information on AP® Human Geography courses and the exam, check the human geography section of [apcentral.collegeboard.com](http://apcentral.collegeboard.com) and [advancesinap.collegeboard.org](http://advancesinap.collegeboard.org).





# Introduction

## Studying Advanced Placement® Human Geography

The AP® Human Geography course has grown dramatically since it was first introduced in 2001. These are some of the reasons students give for enrolling in AP® courses:

- Evidence that the student has the ability to succeed as an undergraduate
- Increased eligibility for scholarships
- Evidence that taking AP® courses strengthens a college application
- Opportunity to save on college expenses by earning college credit
- Opportunity to test out of introductory college courses
- Evidence that AP® students have better college graduation rates
- Enrichment of the AP® student's high school experience

Because geography is often taught as part of more general social studies courses rather than as a discrete subject, you might feel you have not had much specific instruction in it. And for many students, AP® Human Geography is their first course at the advanced placement level, so it can appear very challenging. This introduction will help you understand the structure of the exam and the content of the course.

## Overview of the AP® Human Geography Exam

The AP® Human Geography exam assesses understanding of geographic skills, concepts, and principles. It also looks at knowledge of foundational geographic facts and domain-specific vocabulary. Questions on the exam check a student's ability to apply spatial concepts, spatial relationships, scale analysis, data analysis, and visual landscape analysis to a variety of geographic contexts and scenarios. Every question on the exam measures a specific geographic skill and specific content learning objective. Checking for knowledge of the tools and methods used by geographers is also part of the exam. Importantly, part of the exam will assess your ability to use your understanding of the world's geography to analyze or illustrate geographic concepts in the real world. The exam consists of two parts.

ORGANIZATION OF THE AP® HUMAN GEOGRAPHY EXAM				
Section	Question Type	Number of Questions	Percentage of Total Exam Score	Timing
I	Multiple-Choice	60	50%	60 minutes
II	Free-Response	3	50%	75 minutes



Each component will be described in this introduction. AP<sup>®</sup> examinations, including the Human Geography exam, score student performance on a five-point scale. The following descriptions are used regarding the College Board's recommendation of a student's performance on the exam:

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

Another way to think about exam scores is to compare them to the performance of a college student:

- A score of 5 indicates the equivalent of earning a grade of A in a college human geography course.
- A score of 4 is equivalent to a grade of A-, B+, or B.
- A score of 3 is equivalent to a grade of B-, C+, or C.

An AP<sup>®</sup> score of 3 or higher is usually considered evidence that a student has demonstrated proficiency with the material covered in an introductory college course in human geography.

## **The AP<sup>®</sup> Exam Compared to Classroom Tests**

AP<sup>®</sup> exams are prepared differently from typical classroom tests prepared by a teacher. Teachers select questions to assess whether you have learned the materials that they have taught you. A teacher knows what you read, heard, practiced, and experienced in your course of study and creates a test that addresses those things specifically. Although you may not always know the answer on a test in your classroom, you most likely realize that it was something that had been covered in the reading or classroom activities.

The AP<sup>®</sup> test is different. It is prepared by a team of college professors and high school teachers from across the country. Because one single exam cannot assess every aspect of human geography, the team makes decisions about what material will be addressed on the test and how it will be presented.

In addition, the AP<sup>®</sup> exam is designed to be more difficult than tests used in classrooms. A teacher is pleased to see all students demonstrate understanding by performing well on a test. In contrast, the AP<sup>®</sup> test is designed so that it can distinguish students who are better prepared from those who are still attempting to master the material. You should not be surprised if you find that many of the questions seem more difficult than you expected. But you should not necessarily be worried because of this. Many other well-prepared students will experience the same feeling. The test writers do not expect that students will do as well on this exam as they do in their own classrooms. Finally, the AP<sup>®</sup> exam is scored differently than a classroom test. The cutoffs for the different



scores vary a little each year depending on how well a control group of college students enrolled in introductory human geography courses who also took the test did. You may feel like you performed poorly on the exam and still receive a score of 5. Much depends on how your performance on the exam compares to that of others who also take it.

## Organization of This Book

This book contains the following elements:

- *Course Introduction:* This introduction surveys the type of information covered in an AP<sup>®</sup> Human Geography course and that is tested on the exam.
- *Unit Introduction:* Each of the seven units in the book begins with a list of the chapters in the unit, an overview of the content, and a list of the essential understandings that are covered in the unit. The introduction to Unit 1 has been expanded to highlight the skills needed in AP<sup>®</sup> Human Geography. These are the Course Skills taken from the College Board's CED and are critical to your success on the national exam.
- *Chapter Narrative:* The 20 chapters are organized by topics that correspond to the course and exam description developed by the College Board. Each will present you with key terms, concepts, and geographic models of the topic. Additionally, you will find examples and scenarios from the real world that illustrate key concepts and skills.
- *Reflect on the Essential Question:* Each topic opens with a broad question based on a course learning objective that is then addressed by the content within that topic. These questions are repeated at the end of each topic to provide you an opportunity to answer them and strengthen your understanding important content.
- *Key Terms:* At the end of each chapter is a summative list of the vocabulary terms identified in the chapter narrative. Familiarity with these terms will be an important part of your success in understanding AP<sup>®</sup> Human Geography.
- *Geographic Perspectives:* This feature at the end of each chapter focuses on how geographers approach a topic by highlighting the spatial perspective that is distinctive to the field.
- *Think as a Geographer:* This feature at the end of each chapter builds one of the skills used by geographers, such as interpreting maps, understanding networks, recognizing scales of analysis, and defining regions.
- *Multiple-Choice Questions:* Each chapter is followed by seven multiple-choice items that you can use to review the chapter and check your understanding.



- *Free-Response Question:* A sample free-response question is included with every chapter. These are written to mirror the questions on the AP® exam. You should be able to answer them based on the content of this book.
- *Connecting Course Skills and Content:* At the end of each unit is a two-part feature dedicated to helping students apply geographic skills and improve writing.
  - *Applying Geographic Skills:* This skill-focused feature at the end of each unit asks student to apply specific geographic skills to the content and stimuli of the book.
  - *Write as a Geographer:* This feature at the end of each unit focuses on one of the writing skills needed to answer a free-response question on the AP® exam.
- *Practice Exam:* A complete practice examination, modeled on the AP® exam, follows the final chapter.
- *Index:* The index is useful for locating coverage of key terms and topics for review.

A separate Teacher Resource with multiple-choice answers, free-response rubrics, and feature sample answers is available for teachers and other authorized users of the book and can be accessed through the publisher’s website.

## The Study of AP® Human Geography

Geographers, like historians, economists, sociologists, and others, study human behavior and relationships. What makes geographers distinctive from these other groups is that they use a set of skills that emphasize spatial thinking. Spatial thinking is a way of looking at things “in space,” which means understanding the location and distribution of things in terms of their relationship to other things.

Location, then, is at the heart of all geographic understanding. The thinking skills used by geographers help them understand why things and people are where they are, and why the location of an item or of people with particular traits is important.

Through the study of human geography, you will develop a set of skills that will enable you to think spatially. The AP® Human Geography test contains questions in both the multiple-choice and free-response sections that will attempt to assess how well a student can use these skills to analyze geographic information and think spatially. The course material can be broken down into three “big ideas” and a variety of key skills.

### **Big Ideas**

The following Big Ideas are the foundation of AP® Human Geography. You will use these throughout the course to understand key concepts. Each unit introduction in this book has a series of Big Ideas from the College Board that are specific to the content of that unit.



1. *Patterns and Spatial Organization (PSO)*: Spatial patterns and organization of society are arranged according to cultural, economic, historical, and political factors.
2. *Impacts and Interactions (IMP)*: Complex cause and effect relationships exist among people, their environments, and historical and contemporary actions.
3. *Spatial Process and Societal Change (SPS)*: A spatial perspective that focuses on the ways phenomena are related to one another, which in turn allows for the examination of human organization and its environmental consequences.

## Essential Skills of Geographers

The AP® Human Geography exam will require students to not only learn the content and discipline-specific language of the course, but to also apply a set of essential skills to demonstrate their understanding of human geography. Below is a list of the five skills the College Board has determined are essential to student success in this course. (See the introduction of Unit 1 for an in-depth analysis of each skill.)

AP® HUMAN GEOGRAPHY COURSE SKILLS	
Skill Category	Description
Concepts and Processes	Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.
Spatial Relationships	Analyze geographic patterns, relationships, and outcomes in applied contexts.
Data Analysis	Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.
Source Analysis	Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.
Scale Analysis	Analyze geographic theories, approaches, concepts, processes and models across geographic scales to explain spatial relationships.

Source: AP® Human Geography Course and Exam Description. Effective Fall 2020. (College Board).

## Course Content

The AP® Human Geography course is divided into seven broad topics:

- *Thinking Geographically*: Geographers seek to understand the world through spatial analysis. They use location, distance, scale, and pattern to examine the distributions, what causes them, and what results they have. Students of human geography learn to examine the changing interrelationships between places, human-environment interactions, and the evolution of landscapes. Geographers often use the information



provided by historians, biologists, and other scholars, yet the perspective of a geographer is distinctive because it focuses on spatial organization.

- *Population and Migration Patterns and Processes:* Critical to human geography is the human population. Geographers seek to understand the distribution of people on earth, why people decide to live where they do, why they migrate from one place to another, and the effects of migration. The demographic characteristics of populations, such as their birth rates, death rates, and life expectancy, are key to understanding population change.
- *Cultural Patterns and Processes:* The languages, religions, and ethnicities of people vary tremendously. The regional patterns exhibited by these elements of culture are part of human geography. Geographers study conflict, cooperation, cultural exchange, and cultural evolution. In recent years, gender and the cultural role it plays in the spatial distribution of human activities has become a greater component of human geography.
- *Political Patterns and Processes:* People divide the world into political units, such as countries, cities, and neighborhoods. Geographers are interested in how units at each scale evolved and how they function both internally and with each other. Political geography examines the forces that create and strengthen countries as well as those that work to tear them apart.
- *Agriculture and Rural Land-Use Patterns and Processes:* Food is central to all human life. Hence, human geographers examine questions relating to how people grow, process, and consume food. Key issues include how and why the techniques and purposes of farmers vary by region and why farmers decide to grow certain crops in certain places. Geographers study the impact of modern food production on the population, the environment, rural landscapes, and society in general.
- *Cities and Urban Land-Use Patterns and Processes:* Geographers study why cities are where they are and how those reasons continue to evolve. They develop models to explain the spatial organization within cities that determine which regions are business districts, cultural zones, residential areas, and manufacturing zones. These models can help explain how urban areas vary from country to country.
- *Industrial and Economic Development Patterns and Processes:* The distribution of manufacturing facilities, the reasons why certain industries locate where they do, and how those reasons evolve are essential to understanding the geography of industry. Geographers analyze where resources are located, how people use them, and the impact of resource use on the environment, as well as how sectors of the economy change over time. Large questions include sustainability, economic and social development and how people respond to economic inequality and the growing economic interdependence in the world.



These topics can be learned in any sequence and subdivided in several ways. This book is organized into units, chapters, and specific topics based on the seven broad categories above.

## The AP<sup>®</sup> Exam Questions

The Course and Exam Description describes both the content of AP<sup>®</sup> Human Geography and the basic skills you need to develop. Every question will assess a skill and a geographic concept.

### ***Answering the Multiple-Choice Questions***

The AP<sup>®</sup> Human Geography exam includes 60 multiple-choice questions, which students have 60 minutes to answer. This portion of the exam accounts for 50 percent of a student's score. Each question will consist of a stem that can be either a question or statement and will have five possible choices. One choice is correct, and the others are distractors, or incorrect choices, that are often plausible.

**Analyzing the Stimulus** A graphic stimulus, such as a map, chart, graph, or photograph will be referenced in 30 to 40 percent of the multiple-choice questions on the exam. Take a moment to read the question, refer to the graphic, and then reread the question. Be careful to look at elements of the graphic that may be important:

- *Maps:* Check the scale of the data being represented. Is it showing a local community? a state or province? a country? Look at all information given to you in the map legend. If the map includes a title, it will probably also give you information you can use in answering the question.
- *Graphs:* Check each axis of any graph. Notice where each begins and ends. For example, does the axis go from 0 to 2,000, or did it begin at 1,200 and then end at 2,000? If an axis denotes a time period using years, notice the time period it covers. How big are the intervals or increments between elements on the axes?
- *Photographs:* Clues to interpreting a photograph might not be obvious but look closely for them. One strategy is to examine the photograph systematically in quarters—top left, bottom left, bottom right, top right—so that you don't miss anything.
- *Tables and Charts:* As with other types of graphics, note carefully titles and any words on the chart. Details such as the geographic scale, units of measurement, and the regions that are included or excluded can give you clues or information that you can use.

Only some multiple-choice questions will have a graphic stimulus. Read them carefully. If, as you are reading the stem, your eyes glance at the choices and you see what you believe is the correct answer, finish reading the question before you select it. Information given at the end of the stem may reverse any initial interpretation of the question itself. Always note if specific time periods or geographic regions are part of the question.



**Tips on Making a Choice** You will often know the right answer to a question quickly and with confidence, but sometimes you will not. Here are a few suggestions to help when you are uncertain about an answer.

HOW TO ANSWER CHALLENGING QUESTIONS	
Advice	Rationale
Answer every question	Your score will be based on how many correct answers you give. Unlike some standardized tests, the AP® Human Geography exam does not penalize for a wrong answer, so you should make your best guess if you are not confident in the answer.
Apply what you know	If a question asks about a specific place or situation that you have not studied, focus on the general concept, such as sustainability or distance decay, that the question addresses. Use what you know to determine the most reasonable answer.
Move forward	<p>Since you have 60 minutes to answer 60 questions, you can spend an average of 60 seconds on each question. If you find a question difficult, guess the answer, note the question’s number, and return to it if you have time at the end.</p> <p>Note: If taking the AP® exam in a digital format you will not be able to return to a previous question.</p>

**Recommended Activities** Answering multiple-choice questions is a powerful way to review content and practice skills. Each chapter in this book presents several multiple-choice items to help you check your understanding of important concepts in AP® Human Geography. Often the questions include a map, diagram, chart, photo, or other source that you need to analyze in order to determine the best answer to the question.

## Answering the Free-Response Questions (FRQ)

There are three free-response questions on Section II of the AP® Human Geography exam. The first free-response question will not have a stimulus. The second question will have one stimulus and the third question will have two stimuli. Each FRQ will typically include seven parts, lettered A through G with each part worth one point, for a total of seven points.

You are expected to answer all three questions in 75 minutes. That means you have an average of 25 minutes per question. However, you can divide this block of time in any way you would like, spending more time on one particular question and less time on another. You will be scored based solely on the quality of the content of your response. Try to use correct grammar so that you make your ideas clear, but you will not be penalized for grammatical errors.

Note: If taking the exam online you will not be able to move back and forth between questions.



**Composing Your Response** The free-response questions used on the AP® Human Geography exam are sometimes called *constructed response items*. Remember each FRQ is equally weighted on the exam. This type of question consists of a statement or short, topical introduction followed by a series of seven related questions or response prompts each worth one point. Each chapter in this book ends with a free-response question.

Your response should be written in prose rather than as an outline or a bulleted list. The format, or construction, of your response should reflect the verb used in the question and the required geographic content and skills.

An effective method for answering the questions is to label each part of your answer. That is, when you are answering part A of the question, label it “A” in your test book. Then label “B,” etc. Within each labeled portion of your response, you may still want to use paragraphing to provide clarity to your writing. If you take the exam digitally follow the same structure in your response.

**Analyzing the Question** The stem of the free-response question sets up parameters for your response. You can often think of it as a sort of introduction to your answer. You do not need to restate, rephrase, or incorporate the stem in your answer. Pay attention to any limitations it places on you. Make note of any dates or time periods indicated in the question. Some questions may require you to consider a specific period, such as “in recent decades” or “after 1950.” Evidence in your response that falls out of these historical periods will not be counted, even if it otherwise supports your point. Notice if you are required to provide evidence or examples from specific world regions. As with time periods, information provided from other regions cannot be counted toward your score. The use of world regions on the AP® Human Geography exam is discussed in Chapter 2, Topic 1.7 of this book.

Many previous questions have asked for information from one or more specific categories. Generally, these are economic, social/cultural, political, environmental, and demographic. Your response should clearly relate to the category or categories indicated in the question. The chart below gives you more specific examples to think about in each category.

ORGANIZING CONTENT TO ANSWER QUESTIONS	
Category	Examples
Economic	<ul style="list-style-type: none"><li>▪ Levels of development</li><li>▪ Wealth and poverty</li><li>▪ Employment and types of jobs</li><li>▪ Structure and sectors of the economy</li></ul>
Social/Cultural	<ul style="list-style-type: none"><li>▪ Language, religion, and ethnicity</li><li>▪ Gender and age roles</li><li>▪ Cultural perspectives and views</li><li>▪ Health, education, and welfare</li></ul>



ORGANIZING CONTENT TO ANSWER QUESTIONS	
<b>Political</b>	<ul style="list-style-type: none"> <li>▪ Government structure</li> <li>▪ International relationships</li> <li>▪ Laws, policies, and legal systems</li> </ul>
<b>Environmental</b>	<ul style="list-style-type: none"> <li>▪ The physical environment, such as landforms</li> <li>▪ The natural environment, such as plants and animals</li> <li>▪ Climate</li> <li>▪ Pollution and resources</li> </ul>
<b>Demographic</b>	<ul style="list-style-type: none"> <li>▪ Total population, age structure and density</li> <li>▪ Births, deaths, natural increase, fertility rate, infant mortality, and life expectancy</li> <li>▪ Migration, immigration, and emigration</li> </ul>

**Task Verbs** The key words in a question's prompts that indicate what you are to do are known as *task verbs*. The ones that will be used most often on the exam are shown in the chart below.

RESPONDING TO VERBS USED IN PROMPTS		
Task Verb	Definition	Expectation
<b>Identify</b>	To state a clear, concise, specific answer	Often a single and well-written sentence is sufficient, but you can add clarifying details. However, do not contradict or add confusion to your original answer.
<b>Define</b>	To give the precise meaning or the basic qualities of something	Provide a concrete, real-world example to strengthen a definition.
<b>Describe</b>	To provide a representation in words	Provide the attributes or characteristics of a concept, process, model, or theory.
<b>Explain</b>	To give an account or add details as to why or how processes, outcomes, relationships, or patterns occurred	Offer reasons, evidence, or examples to make an idea plainly understood or state how a process occurs.
<b>Compare</b>	To describe or explain similarities and/or differences	Provide a description or explanation of similarities and/or differences between two things, stimuli, or concepts.

If a prompt asks you to describe, explain, or compare, you will probably need to write approximately one paragraph for each part of the question. Your first sentence should be a clear claim about what you think is the correct answer. Then support this claim with evidence, examples, and clear reasoning. This paragraph should be three to five sentences.

For compare answers, you need to look for similarities and differences within the items being compared. Since the focus is on comparison, write about



both concepts, not one just one. Failure to discuss both concepts specifically results in no points awarded. Support your comparisons with evidence and examples.

The structure of a compare difference claim is: “Concept A is different than concept B because concept A . . . while concept B . . . .” Then continue with evidence and examples to support your claim using both concepts. Follow this format for a compare a similarity claim also.

**Questions with Qualitative or Quantitative Sources** Free-response questions might contain a stimulus such as a graph, table, photograph, or map. If there is more than one graphic, you will be asked to compare the graphics. *Quantitative sources* include data (numbers), while *qualitative sources* do not use numbers.

As with the graphics in multiple-choice questions, take time to examine and analyze the prompt carefully. Understand how the graphic relates to the question prompt itself. Some parts of the free-response question might relate directly to the graphic, while others might be linked more generally by the concept. You don’t need to refer to the graphic in those parts of your response. On the other hand, when you answer the parts of the question that relate to the graphic, you should clearly link your response to evidence in the graphic. See the Unit 1 Introduction and Topics 1.2 and 6.9 for more details.

**Questions About Geographic Models** Free-response questions often ask about one or more geographic models and will be discussed in more detail in Chapter 1. You should be able to comment on the models in several ways:

- *Analyze the model.* You should identify the various elements of the model, understand the role each plays in the model, and know how the model is applied in real-world contexts or scenarios.
- *Evaluate the model.* Geographic models rarely describe or predict reality perfectly for several reasons. Be aware of the times and places in which models were developed so that you can explain why a model might or might not be useful in specific situations. Be aware of the strengths, weaknesses, and limitations of models and theories.

**Questions Requiring Examples** Many of the free-response questions on the AP® Human Geography exam ask you to supply examples or reasons to illustrate or explain a concept. To answer these questions, begin by brainstorming a list of several ideas and selecting the best ones to include in your answer. Provide exactly the number of examples called for in the prompt. You will not get full credit if you provide too few examples. You will waste time if you provide extra examples. Always put your best example first in your response.

Some questions require you to examine two sides of an issue. You might be asked to give both a positive and negative impact of a certain process or trend. Many of the topics studied in geography are complex and can be understood from multiple perspectives. What one person considers a positive, another might view as a negative. Practice seeing topics from opposing viewpoints.



A question may ask that you provide evidence for a concept from a specific category of information, such as economic, social, cultural, political, demographic, or environmental. For example, you could be asked to describe one social impact and one environmental impact of the rise of industrialization in China and Southeast Asia. A social impact could be changing roles for women. An environmental impact could be increasing air pollution. Follow up your claims with specific details, explanations, and/or evidence.

**General Writing Advice** The principles of good writing that you have learned in school will help you write a good answer to a free-response question:

- *Plan your time.* Take time to plan your answer before you begin writing. A few minutes taken for brainstorming your ideas, selecting good examples, and organizing your response is time well spent.
- *Consider whether to include introductions and conclusions.* You do not need to restate the prompt or write an introduction to your answer. Conclusions are also not necessary. If you choose to write them, information contained in them that responds correctly to the prompt will be considered as part of your answer.
- *Make changes.* If you think of something you would like to add to part A (or B, or another part) of your response but you have already moved on to another part, simply add it and indicate which part of your response it belongs in with a label or arrow. If you write something that you decide you do not want included in your response, draw a line through it and it will not be scored.
- *Do not let grammar, spelling, and handwriting limit you.* Your answer to a free-response question will not be graded on grammar, spelling, or handwriting. So, think of it as a rough draft. Try to use correct grammar, spell words as best you can, and write legibly so that readers understand what you are saying. But focus on the geographic content and skills, not on these other concerns.

**Evaluation of Your Answer** Your answer to a free-response question will be graded using scoring guidelines that are sometimes called a single-point rubric. Each is designed to relate to one specific free-response question on the exam.

This type of rubric identifies what correct responses to the writing prompt include and how many points they are worth. When your response is scored, the scorer will look for particular information that has been predetermined to be correct.

At least one map will appear in the set of FRQs. None of the questions are intended to be easier or harder than the others, and none matter more than any other to the overall score.

**Recommended Activities** As with the multiple-choice questions, you should practice writing answers to free-response items. Each chapter in this book contains one that is clearly related to the material contained within the



chapter. Each unit concludes with a writing activity that draws upon content from that entire unit and will help you sharpen your writing skills.

Free-response questions from previous AP® exams are available online. If you choose to practice with these, be aware that many of them are meant to cut across the various major topics in the course. Therefore, you may see parts of questions that you have not studied yet. Using the accompanying online scoring guides as a study and review tool is also very helpful.

## Effective Review Strategies

Use every possible way to make the material your own—read it, take notes on it, talk about it, create visualizations of it, and relate the ideas in this book to your prior experience and learning. In other words, think about how it connects to ideas in your other courses and to your personal life experiences. The following approaches will help you accomplish this goal:

- *Form a weekly study group.* Use the Essential Question from each Topic as the starting point for your discussion, focusing on how the material you learned during the week helps to answer that question. Ask questions about anything you do not understand. The weekly meetings ensure that you will prepare on a regular basis, and they also give you a chance to speak about and listen to the concepts you are learning in addition to reading and writing about them.
- *Work collaboratively.* Work with a study group in other ways, such as doing the free-response questions in the Chapter Reviews.
- *Use the techniques of cognitive scientists.* The table on this page and the next, offers a summary six strategies which have been proven in research to help people learn. (For more details on learning strategies, visit <http://www.learningscientists.org/>.)

RESEARCH-BASED LEARNING STRATEGIES	
Strategy	Details
<b>Distributed Practice</b>	<b>Spread out</b> your studying over the entire course in manageable amounts.
<b>Retrieval</b>	<p>After every class, or on another regular schedule, close your book and try to recall the important points, using a practice called <b>retrieval</b>. You can use the Reflect on the Essential Question feature at the end of each topic as a framework.</p> <p>Write whatever you can't retrieve from memory alone by going back into the book for the missing pieces.</p> <p>Whether you use sample multiple-choice questions, flash cards, or an online program such as Quizlet, take the time to test yourself with a friend or on your own.</p>



RESEARCH-BASED LEARNING STRATEGIES	
Strategy	Details
<b>Elaboration</b>	When studying, <b>ask yourself questions</b> about what you are reading. How does this material connect to other material in the unit or in other units?  As you learn material, elaborate on it by connecting it to how you make economic decisions in your daily life.
<b>Interleaving</b>	When you study, occasionally <b>interleave</b> the material by switching up the order of your review. Instead of reviewing units and topics in the order presented in the book, review them in another order.
<b>Concrete Examples</b>	Write down all <b>concrete examples</b> your teacher uses in class. Note the examples given in this book. Use these examples to understand the application of the abstract concepts and ideas you are studying.
<b>Dual Coding</b>	Use <b>dual coding</b> , different ways of representing the information. Take notes or write reflections on a segment of text. Then create a visual representation of the same knowledge using graphic organizers, concept maps, or other graphics.

## Review Schedule

Set up a review schedule as you prepare for the exam in the weeks prior to the test date. Studying with a group of fellow students can be helpful. Below is a sample of a eight-week review schedule, including information on the chapters in this book that cover the content to review. Because AP® tests are given during the first two full weeks of May, this review schedule assumes you begin your review in mid-March.

PROPOSED REVIEW SCHEDULE		
Week	Content	Chapters in This Book
1	Thinking Geographically	1, 2
2	Population and Migration Patterns and Processes	3, 4, 5
3	Cultural Patterns and Processes	6, 7
4	Political Patterns and Processes	8, 9, 10
5	Agriculture and Rural Land-Use Patterns and Processes	11, 12
6	Agriculture and Rural Land-Use Patterns and Processes	13, 14
7	Cities and Urban Land-Use Cities	15, 16, 17
8	Industrial and Economic Development Patterns and Processes	18, 19, 20

You should also plan to review the information in this introduction and the introduction to Unit 1 that details the geographic skills students need for this course. This skill information and the suggestions about answering multiple-choice questions and free-response items will be helpful to you.