

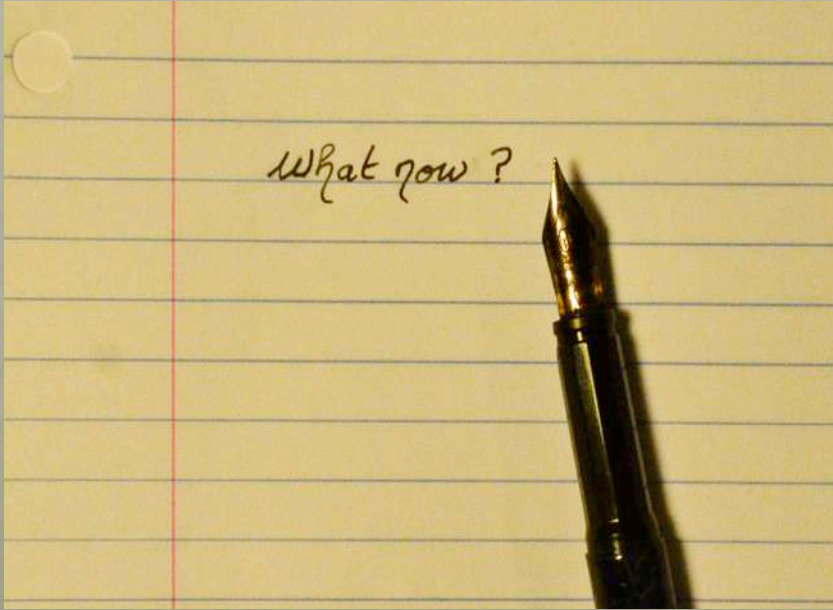
Strategies for Teaching **Free Response Questions**

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Preparing Students for **FRQs**



What now?

- Students are most intimidated by the dread.....
FRQ!
- Begin early in the year with geographic vocabulary & application of geographic concepts to build their confidence.

Exams are the **END** of a Great APHG Year

- Your year long activities will prepare your students for the AP Exam
- Use your daily lessons to teach analysis and application (higher level thinking skills!)
 - Use MAPS and PHOTOS to develop analysis skills for interpreting distribution maps and cultural landscapes
 - Use MODELS to develop application skills. How do they apply today? How do they not apply today?
 - Help your students make connections to the APHG themes, content, current events, and real world examples.



Free Response Questions



- Start with a careful reading of the question
 - What does the question ask the student to do? Does it want a definition, an explanation, or an analysis?
 - Geographic terminology is critical to understanding the question
 - Making geographic connections to Real World Situations is important
 - Thinking critically is necessary to demonstrate understanding by adding in outside information to explain concepts, often drawing on more than one unit

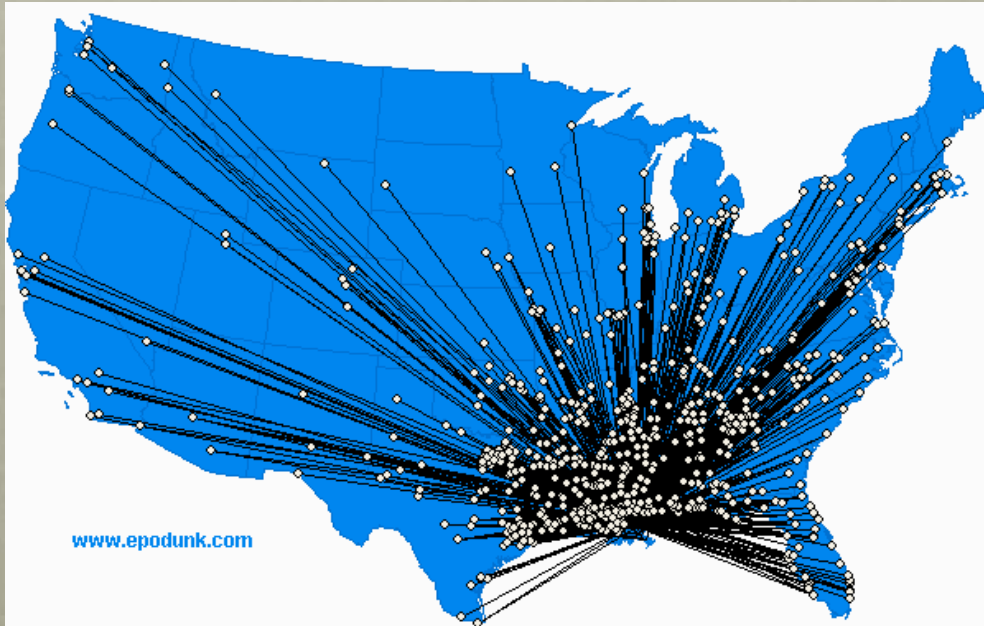
KEY WORDS ARE KEY!

- Identify
- Define
- Explain
- Analyze
- Identify and Explain
- Explain and Give ___ examples



Think Geographically!

IF THERE IS AN IMAGE, USE IT!



- Stimuli may include a picture, a diagram, a graph, or a MAP
 - Can you identify the epicenter and migration pattern shown on this map?
- Practice interpreting maps with your students

Take away the Unknown



- *Use released FRQs for practice*
- *Start by working through an FRQ together - talk it out - look at the rubric*
- *Have students write an FRQ in 25 minutes (eventually 2 in 50 minutes)*
- *Let students use highlighters to score their own FRQs using the rubrics so they become familiar with the confines of a rubric*
- *Have small groups brainstorm FRQs (use mixed ability groups & coach groups to give confidence)*

APHG FRQs are Process Oriented

- *Answer the question in the format of the question - label the parts, but write in paragraphs, not bullets.*
- *No fancy introductions or conclusions, just get to the point and supply relevant content and examples to support the answer*
- *Questions often address themes from across the units - encourage students to think broadly*
- *Use geographic terminology when possible (and appropriate) and include examples*
- *Additional time was added to encourage students to pre-write or outline their answers before they write their final answer*
- *Be SURE that the final answer is written on the lined pages provided and not on the prompt and/or stimulus*
- *Write LEGIBLY!!!!*

Avoid Common Mistakes

- *Stress that the students should read the instructions on the back of the FRQ booklet. It will not be read to them, but there is some important information there*
 - *Do not skip lines*
 - *Write in ink (and legibly)*
 - *A strike through voids any content below the strike through.*
 - *Do not use bullets or outlines in the final answer*
- *Questions may be answered in any order, but should be clearly labeled at the top of each page in the exam booklet.*

