The graphs show the current status of indigenous languages in the Americas and Africa as tracked since 1970. Vulnerable languages have a decreasing population that speaks the language. Endangered languages have a small number of speakers who are limited to small communities. Critically endangered languages have only a small community of speakers who remain.

1. Define the term “indigenous language.”
2. Describe the types of physical regions where indigenous languages are most likely to survive.
3. Describe how historically the political geography of colonialism affected indigenous languages.
4. Explain how indigenous languages have been under threat from primary economic activities in the Americas since the 1970s.
5. Explain the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s.
6. Compare the data in the two graphs and explain why indigenous languages are less threatened in Africa than in the Americas.
7. Citing data in the graphs, explain how media and communications technology can be used to preserve indigenous languages in the Americas.

Please respond on separate paper, following directions from your teacher.

Part A

One point for a correct definition
The response correctly defines the term indigenous language by using ONE of the following:

- An indigenous language is a language that is spoken by the original, aboriginal, first, first nation, native, ethnic, or island inhabitants of a place, area, or region.

- An indigenous language is a language of inhabitants whose territory has been colonized by another culture group.

**Part B**

One point for a correct description

The response correctly describes types of physical regions where indigenous languages are most likely to survive as remote or disconnected areas including TWO or more of the following types of region.

- forest
- polar
- mountain
- valley
- island
- jungle
- plateau
- savanna
Part C

One point for a correct description

The response correctly describes how historically the political geography of colonialism affected indigenous languages using ONE of the following:

• Colonist language marginalizes indigenous language.
• Colonial power favors one indigenous language or group over another within the colony.
• Legacy of colonial education systems deemphasize learning in indigenous language or context.
• Business and trade favors colonist language or the development of pidgin or creole languages.
• State religious institutions impose colonist languages or translate colonist religious texts into indigenous languages.

Part D

One point for a correct explanation

The response correctly explains how indigenous languages have been under threat from primary economic activities in the Americas since the 1970s by using ONE of the following:

Extractive industries (oil, natural gas, hydroelectric dams, forestry, mining, commercial fishing, aquaculture, agribusiness) are appropriating land and resources from indigenous peoples. And the answer should include one of the following:

• Extractive industries are causing indigenous peoples to migrate, disperse, or otherwise lose their
connection to their land and culture.

- Extractive industries are interrupting local indigenous community life or breaking-up indigenous social networks.
- Extractive industries are introducing workers from the outside who bring non-native language and culture or employ local indigenous people who assimilate to non-native language and culture.

Part E

One point for a correct explanation

The response correctly explains the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s, using ONE of the following:

There is less use or less need for indigenous languages due to one of the following processes:

- Media, Internet, consumer goods, trade, and higher education encourage indigenous peoples to learn, accept, or adapt to the global economy or globalized culture.
- Foreign investment in infrastructure (e.g., cellular phone networks, railways, highways, and ports) places indigenous peoples in contact with the global economy or globalized culture.
- Nongovernmental organizations (NGOs) and aid agencies create local institutions where non-native languages are used.

Part F

One point for a correct explanation

As a comparison, the response must include a statement regarding Africa AND a statement regarding the Americas.
The response correctly explains why indigenous languages are less threatened in Africa than in the Americas, by using ONE of the following comparisons:

- In Africa, there is better support from local government, community and cultural groups, whereas in the Americas, fewer public and private institutions support indigenous language use.
- In Africa, education, trade, employment, and shopping can be transacted in indigenous languages or in a lingua franca. In the Americas, basic and daily activities most commonly take place in the language of the dominant culture.
- In Africa, there are more rural, agricultural societies in which indigenous languages may flourish. In the Americas, a larger percent of the population lives in urban regions where indigenous languages might not be accepted.
- In the Americas many indigenous populations have been negatively affected by disease and resettlement, which has interrupted the resilience and longevity of indigenous languages. In Africa, immunity to Old World diseases and the ability to maintain local indigenous social networks has resulted in the endurance of local languages and cultural traditions.

Part G

One point for a correct explanation

The response correctly explain how media and communications technology can be used to preserve indigenous languages in the Americas, by using ONE of the following:

- Translation of religious, musical, historical, or other cultural traditions into script are created for written
languages that were formerly oral or from spoken-word societies.

• The development of written, printed, or typed indigenous languages, using native terms to describe flora, fauna, foods, medicines, traditions, and toponyms have proliferated in scientific, print, radio, television, and digital media, expanding the use of indigenous languages to even nonspeakers.

• Culturally specific ways of observing or interacting with the environment (agricultural practices, animal husbandry, land use, systems of property, animist religious traditions, rites of passage, resource use, trade in natural resources, engineering, navigation, and astronomy) have been brought to the attention of scientific, educational, governmental, and non-governmental organizations, who develop media, documents, courses, and textbooks that help to preserve indigenous language and culture.

• Social media platforms integrate indigenous languages into their software to allow for interaction across electronic media and devices.

• Installation of rural cellular telephone, cellular data networks, and/or satellite communication systems allow for indigenous peoples to improve communication between communities in different locations.

2. **Directions**: You have 25 minutes to answer the following question. It is suggested that you take up to 5 minutes of this time to plan and outline each answer. While a formal essay is not required, it is not enough to answer a question by merely listing facts. Illustrate your answers with substantive geographic examples where appropriate.
The viability of any state depends on a balance between centripetal and centrifugal forces.

A. Define the concepts “centripetal force” and “centrifugal force.”

B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.

C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above.

Please respond on separate paper, following directions from your teacher.

Part A

(2 points)

Define the concepts “centripetal force” and “centrifugal force.”

1 point:

Generalized definition of centripetal and centrifugal without explicit reference to “viability of a state” OR
Unit 3 FRQ Practice (Digital Learning)

one correct definition.

2 points:

Centripetal forces unify a state (provide stability, strengthen, bind together, create solidarity).

Centrifugal forces divide a state (lead to balkanization/devolution, disrupt internal order, destabilize, weaken).

---

Student response earns 2 of the following points:

(2 points)

Define the concepts “centripetal force” and “centrifugal force.”

1 point:

Generalized definition of centripetal and centrifugal without explicit reference to “viability of a state” OR one correct definition.

2 points:

Centripetal forces unify a state (provide stability, strengthen, bind together, create solidarity).

Centrifugal forces divide a state (lead to balkanization/devolution, disrupt internal order, destabilize, weaken).

---

Part B

(2 points: 1 point for generalized identification of a force with a country specified;

2 points for identification of a force with country specified and specific details)

Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map.
Student response earns 2 of the following points:

(2 points: 1 point for generalized identification of a force with a country specified;
2 points for identification of a force with country specified and specific details)

Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map.
Part C

(2 points: 1 point for generalized identification of a force with a country specified; 2 points for identification of a force with country specified and specific details)

With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map.
WILL NOT ACCEPT:

- Examples with countries not on the map (e.g., Afghanistan, Burma, Madagascar)

- Same force and country for both B and C (MAY use same country with different forces or same force with different countries)

Student response earns 2 of the following points:

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### 3. Directions: Suggested time: 25 minutes. It is recommended that you spend 5 minutes of this time to plan and outline your answer.

#### TERMS IN POPULAR CULTURE

<table>
<thead>
<tr>
<th>Decade</th>
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<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940s</td>
<td>Cool</td>
<td>Excellent, clever</td>
</tr>
<tr>
<td>1960s</td>
<td>Groovy</td>
<td>Sounds good, nice</td>
</tr>
<tr>
<td>1980s</td>
<td>Rad</td>
<td>Radical, excellent</td>
</tr>
<tr>
<td>2000s</td>
<td>Newbie</td>
<td>Newcomer, inexperienced</td>
</tr>
<tr>
<td>2010s</td>
<td>Selfie</td>
<td>Photograph of yourself</td>
</tr>
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</table>

A. Identify TWO specific means by which new expressions in popular culture are diffused globally.
B. Popular culture often spreads through a combination of different types of diffusion. Describe how terms, such as those shown in the table, diffuse spatially through each of the following processes.

1. Relocation diffusion

2. Contagious diffusion

3. Hierarchical diffusion

C. When new words diffuse, they confront barriers. Identify and explain TWO barriers to diffusion that are often encountered even as new terms become more popular.

Please respond on separate paper, following directions from your teacher.

A. Identify

1 point maximum

Identify TWO specific means of global diffusion from the following.

Internet, email, social media (Twitter, Snapchat, Facebook, Instagram, etc.), celebrities, television, radio, movies, computers, phones, newspapers, streaming services (YouTube, Netflix, Hulu, etc.), music, plays, books, comic books, manga, anime, magazines, podcasts, language learning programs, graphic t-shirts with terms.

Note: “Media” or “technology” are not acceptable.

Student response earns one of the available points.
Unit 3 FRQ Practice (Digital Learning)

1 point maximum

Identify TWO specific means of global diffusion from the following.

Internet, email, social media (Twitter, Snapchat, Facebook, Instagram, etc.), celebrities, television, radio, movies, computers, phones, newspapers, streaming services (YouTube, Netflix, Hulu, etc.), music, plays, books, comic books, manga, anime, magazines, podcasts, language learning programs, graphic t-shirts with terms.

Note: “Media” or “technology” are not acceptable.

B. Explain

3 points maximum

B. Explain how terms diffuse spatially through EACH of the following processes.

Note: Definitions alone are not acceptable; response must explain spread of the term(s):

1. **Relocation**: a person who uses a term moves to a new location and continues to use the term in the new location, OR a form of media, in which a term is used, is relocated to a new place and the term is used in the new location. (1 point)

2. **Contagious**: an individual uses, or individuals use, the new word and then acquaintances (or those in close proximity to them) begin to use the word as well. (1 point)

3. **Hierarchical**: celebrities start to use the new word and then it spreads to others down the social hierarchy OR people in large cities start to use the word and then the word eventually gets to smaller places or media markets, OR Reverse Hierarchical: minority use of the term spreads up the social ladder to majority group(s). (1 point)
Student response earns three of the available points.

3 points maximum

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C. Identify and Explain

4 points maximum

Identify and explain TWO barriers to diffusion from the following. 4 points (2 identifications + 2 explanations) Answers must be from the following, and explanations must match identifications.
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