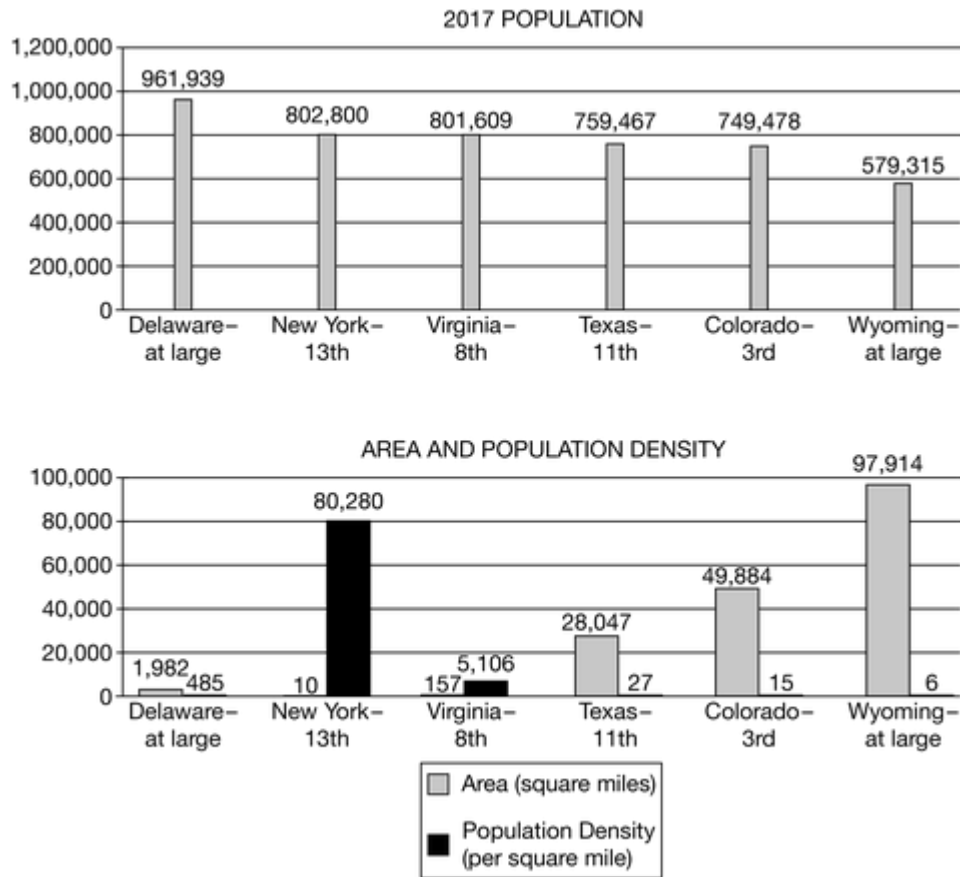


FRQ Review Units 4-5 (digital learning)

1. SELECTED DISTRICTS IN THE UNITED STATES HOUSE OF REPRESENTATIVES



Source: United States Census Bureau

The graphs show information about selected congressional districts in the United States. Most states have multiple seats in the House of Representatives, but some states are allotted only one representative.

- Identify ONE difference in the scale of analysis among the districts shown in the graphs.
- Using the data shown in the graphs, identify ONE urban district.
- Using the data shown in the graphs, explain how the relationship between area and population density affects the size of districts.
- Describe ONE way in which the process of redistricting can be manipulated for political gain.
- Explain ONE challenge a representative might face in connecting with rural constituents as compared with constituents in urban areas.



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F. Describe the concept of a centripetal force within a political entity.

G. Using the data shown in the graphs, explain how popular representation in a legislature is an important centripetal force for federal states.



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

Part A

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct identification



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The response correctly identifies ONE of the following differences in the scale of analysis among the districts shown in the graphs:

- ☐ Some districts represent entire states, whereas other districts represent parts of states.
- ☐ The “at large” districts in Delaware and Wyoming represent their entire states.
- ☐ The districts in New York, Virginia, Texas, and Colorado represent portions of their states.

Part B

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct identification



0	1
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The response correctly identifies ONE of the following urban districts:



FRQ Review Units 4-5 (digital learning)

- ☐ New York 13th
- ☐ Virginia 8th

Part C

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct explanation



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The response correctly explains how the relationship between area and population density affects the size of districts as follows:

- District boundaries are drawn with the goal that each district will have approximately the same size population. In areas with high population density, a large number of people live in a small area. Therefore, districts with higher population density are smaller in area.

Part D

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct description



0	1
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The response correctly describes the following way in which the process of redistricting can be manipulated for political gain:

- Electoral districts may be redrawn to concentrate support for a political party in one district and dilute support for that party in another district. This practice, known as gerrymandering, helps the political party



FRQ Review Units 4-5 (digital learning)

that implements the redistricting remain in power.

Part E

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct explanation



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The response correctly explains one of the following challenges that a representative might face in connecting with rural constituents as compared with constituents in urban areas:

- ☐ Due to low population density in rural areas, it may be more difficult for representatives to meet face-to-face with large numbers of constituents at town hall meetings, campaign events, etc.
- ☐ Constituents in rural areas may be less likely to have high-speed internet, making it more difficult for representatives to connect with them online.
- ☐ Rural constituents may feel that representatives based in Washington, D.C., have lost touch with the rural way of life, making it difficult to connect on an ideological level.

Part F

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct description



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The response correctly describes the concept of a centripetal force within a political entity as follows:



FRQ Review Units 4-5 (digital learning)

· A centripetal force unites people within a geographical area. Areas with strong centripetal forces tend to be more cohesive and less likely to experience devolution.

Part G

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct explanation



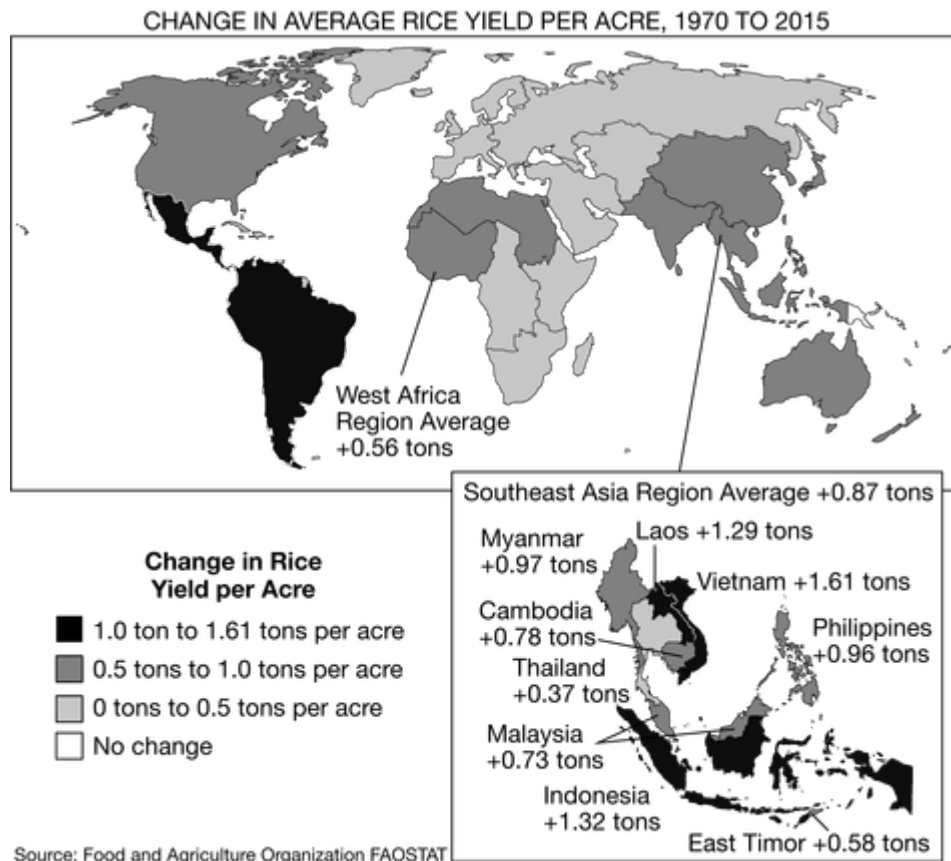
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The response correctly explains how popular representation in a legislature is an important centripetal force for federal states by stating one of the following:

- ☐ Citizens believe that they have a voice in the government.
- ☐ Citizens can reach out to their representative with concerns.
- ☐ Representatives from similar districts can form a voting bloc on specific concerns related to their states and constituents.
- ☐ Popular representation can keep devolutionary processes in check.

2.



FRQ Review Units 4-5 (digital learning)

Crop production can be measured in yield, which is the average amount of a crop produced per unit of land in a single year. Yields are used to compare the level of productivity between different places. The maps show the change in tons of rice per acre of farmland between 1970 and 2015.

1. Identify the scales of analysis in the two maps shown.
2. Explain why all of Southeast Asia is shaded in a single color in the world map, whereas Southeast Asian countries are shaded differently in the regional map.
3. Describe what the rice production data for Southeast Asia and West Africa, where rice is traditionally grown, imply about the intensity of land use in these areas.
4. Describe ONE technological advancement that made the Green Revolution possible.
5. Using the data shown on the maps, explain how the Green Revolution affected farmers in less developed countries.
6. Explain the degree to which mechanization changed rice production in less developed countries.
7. Explain how the use of agricultural chemicals contributed to the change in rice production.

FRQ Review Units 4-5 (digital learning)

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

Part A

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct identification



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The response correctly identifies the scales of analysis in BOTH maps as follows:

- ☐ The larger map shows a regional scale of analysis.
- ☐ The smaller inset map shows a country/national scale of analysis.

Part B

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for the correct explanation



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The response correctly provides ONE of the following explanations for why all of Southeast Asia is shaded in a single color in the world map, whereas Southeast Asian countries are shaded differently in the regional map:

- ☐ The world map is shaded to indicate that the region of Southeast Asia has a change in Rice Yield per Acre of 0.5 tons to 1.0 tons per acre, while the inset map is shaded to show that the change in rice yield per acre for Vietnam is 1.0 ton to 1.61 tons per acre. Thailand is shaded to



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indicate only 0.37 tons per acre at the scale of the country.

- ☐ The world map does not show the variation in crop yields per country that is shown in the inset map for Southeast Asia. However, both Thailand and Vietnam contribute to the average for Southeast Asia of 0.87 tons yield per acre, which would fall under the correct shading for the world map.

Part C

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct description



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The response correctly describes what the rice production data for Southeast Asia and West Africa imply about the intensity of land use in these areas using BOTH of the following:

- ☐ In Southeast Asia, rice is predominately grown using Green Revolution innovations. The land can be used intensively to produce higher yields of rice per acre due to the improved strains of rice, high-yield seeds, and use of agricultural chemicals to increase soil nutrients.
- ☐ In West Africa, rice is grown in a more traditional manner without the use of high-yield seeds, agricultural chemicals, and mechanization. The land is used less intensively because the soil nutrients quickly decline and new fields must be planted. Much of the rice grown in West Africa is grown by subsistence farmers for use by the farmer's family or to be shared in the village, rather than for off-farm sale. Thus, the crop yield per acre of land is much lower than in areas such as Southeast Asia that use Green Revolution innovations.

Part D

Select a point value to view scoring criteria and/or examples, and to score the response.



FRQ Review Units 4-5 (digital learning)

One point is earned for a correct description



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The response correctly describes ONE of the following technological advancements that made the Green Revolution possible:

- ☐ New varieties of seeds produced higher yields per acre.
- ☐ Fertilizers were used in conjunction with new varieties of seeds to produce higher yields per acre.
- ☐ Pesticides were used in conjunction with new varieties of seeds to produce higher yields per acre.
- ☐ Irrigation systems, including drip irrigation systems, protected against drought and increased yields per acre.

Part E

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct explanation



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The answer correctly explains how the Green Revolution affected farmers in less developed countries using ONE of the following:

- ☐ The maps suggest that an increase in yields of rice per acre allowed farmers to provide more food for people in rural communities.
- ☐ The maps suggest that, for some farmers, the increase in yields of rice per acre may have led to a surplus of rice that could be sold at local markets for profit, increasing farmers' wealth.



FRQ Review Units 4-5 (digital learning)

- ☐ The maps suggest that, in some areas, commercial farmers increased their output through acquiring smaller subsistence farms, thereby displacing some farmers from their land and contributing to rural impoverishment.

Part F

Select a point value to view scoring criteria and/or examples, and to score the response.

One point is earned for a correct explanation



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The response correctly explains the degree to which mechanization changed rice production in less developed countries using ONE of the following:

- ☐ The introduction of small tractors to plow the rice fields reduced the number of people needed to prepare the soil. Tractors are seen as an improvement over using draft animals for plowing the soil.
- ☐ Mechanization gave farmers the ability to clear and prepare more land for planting rice, thus increasing yields.
- ☐ Mechanized harvesting equipment dramatically reduced the number of laborers and the time needed to harvest and process the crops.
- ☐ Mechanized planters drastically cut the workforce and time necessary to plant the small rice seedlings that were traditionally planted by hand.
- ☐ Irrigation technology reduced the need for human labor to manage sluice gates and irrigation ditches.

Part G

Select a point value to view scoring criteria and/or examples, and to score the response.



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One point is earned for a correct explanation



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The response explains ONE of the following ways in which agricultural chemicals changed rice production in less developed countries:

- ☐ The use of agricultural chemicals such as pesticides contributed to the increase in yields for rice production through crop sprays, which eliminated pests that devoured the crop before it could be harvested.
- ☐ The use of agricultural chemicals such as synthetic fertilizers increased crop yields by providing nutrients to the plants.
- ☐ The use of agricultural chemicals such as herbicides contributed to the increase in crop yields by reducing weeds that grew in competition with the rice plants.

- 3.
- **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 your 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 modern state system is engaged in a struggle between the forces of supranationalism and devolution.

- A. Define both terms and give a geographic example for each.
- B. With reference to the political and economic geography of Europe, briefly discuss three changes resulting from supranationalism.
- C. With reference to the political and economic geography of Europe, briefly discuss three



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changes resulting from devolution.

(Total: 10 points)



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

Part A

Define both terms and give a geographic example for each.

(4 points)

- **Define supranationalism (1 point)**

- Political, economic, and/or cultural cooperation among national states to promote shared objectives
- Tendency for states to give up political power to a higher authority in pursuit of common objectives (political, economic, military, environmental)
- Venture involving multiple national states (two or more, many, several) with a common goal

- **Provide example (1 point)**

- **Acceptable:**

- EU, EEC, Common Market, Benelux, NAFTA, ASEAN, UN, NATO, Warsaw Pact, League of Nations, Arab League, SEATO, OAS, CARICOM, ACS, Andean Group, MERCOSUR, AU, ECOWAS, APEC, CIS, OPEC, NORDEN, Central American Common Market

- **Not acceptable:**



FRQ Review Units 4-5 (digital learning)

- U.S.S.R., East and West Germany, United Kingdom

• Define devolution (1 point)

◦ Acceptable:

- Relinquishing of autonomy to internal units
- Process whereby regions within a state demand and gain political strength and growing autonomy at the expense of the central government
- Breakup of a state (balkanization)

◦ Not acceptable:

- Creation of new states

• Provide example (1 point)

- Breakup of a state, e.g., Yugoslavia/Balkans, former U.S.S.R., Czechoslovakia, Ethiopia/Eritrea, Austria–Hungary, British India
- Demand for greater autonomy (requires identification of internal units or groups), e.g., UK (Scotland, Wales, Ireland, Northern Ireland), Belgium, Canada (Quebec, Nunavut, native peoples), Spain (Basques, Catalonians), Italy (Padania, Tyrol), France (Corsica), U.S. (Hawaii, native peoples), India, Pakistan



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Meets the criteria for 4 points of the following:



FRQ Review Units 4-5 (digital learning)

(4 points)

- **Define supranationalism (1 point)**

- Political, economic, and/or cultural cooperation among national states to promote shared objectives
- Tendency for states to give up political power to a higher authority in pursuit of common objectives (political, economic, military, environmental)
- Venture involving multiple national states (two or more, many, several) with a common goal

- **Provide example (1 point)**

- **Acceptable:**

- EU, EEC, Common Market, Benelux, NAFTA, ASEAN, UN, NATO, Warsaw Pact, League of Nations, Arab League, SEATO, OAS, CARICOM, ACS, Andean Group, MERCOSUR, AU, ECOWAS, APEC, CIS, OPEC, NORDEN, Central American Common Market

- **Not acceptable:**

- U.S.S.R., East and West Germany, United Kingdom

- **Define devolution (1 point)**

- **Acceptable:**

- Relinquishing of autonomy to internal units



FRQ Review Units 4-5 (digital learning)

- Process whereby regions within a state demand and gain political strength and growing autonomy at the expense of the central government
- Breakup of a state (balkanization)
- **Not acceptable:**
 - Creation of new states
- **Provide example (1 point)**
 - Breakup of a state, e.g., Yugoslavia/Balkans, former U.S.S.R., Czechoslovakia, Ethiopia/Eritrea, Austria–Hungary, British India
 - Demand for greater autonomy (requires identification of internal units or groups), e.g., UK (Scotland, Wales, Ireland, Northern Ireland), Belgium, Canada (Quebec, Nunavut, native peoples), Spain (Basques, Catalonians), Italy (Padania, Tyrol), France (Corsica), U.S. (Hawaii, native peoples), India, Pakistan

Part B**Discuss three changes resulting from supranationalism in Europe****(3 points)**

- Larger market (greater trade, free trade, reduced tariffs, greater economic prosperity)
- Greater international influence (greater political/economic power, greater ability to compete with economies of other countries)
- Open borders (labor, tourists)
- Common currency



FRQ Review Units 4-5 (digital learning)

- Common policy (resources, agriculture, economic, environment, trade, military) OR loss of control over individual policy
- Loss of identity (only with explanation in terms of political/economic situation)
- War is less likely

NOTE: If students list Chunnel, Airbus, Eurostar, etc., they must identify them as manifestations of a larger process

0	1	2	3
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Meets the criteria for 3 points of the following:

(3 points)

- Larger market (greater trade, free trade, reduced tariffs, greater economic prosperity)
- Greater international influence (greater political/economic power, greater ability to compete with economies of other countries)
- Open borders (labor, tourists)
- Common currency
- Common policy (resources, agriculture, economic, environment, trade, military) OR loss of control over individual policy
- Loss of identity (only with explanation in terms of political/economic situation)
- War is less likely



FRQ Review Units 4-5 (digital learning)

NOTE: If students list Chunnel, Airbus, Eurostar, etc., they must identify them as manifestations of a larger process

Part C**Discuss three changes resulting from devolution in Europe****(3 points)**

- Formation of new states/governments
- More power to regions (petitioning for/formation of new legislatures, local control over policy)
- Local ethnonationalism (linguistic/religious revival)
- Regional separatism
- Political instability (civil war, fighting, hostility, ethnic cleansing, conflict)
- Economic instability (economy declining, with supporting explanation)
- Mass migration (refugees, emigration)



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Meets the criteria for 3 points of the following:**(3 points)**

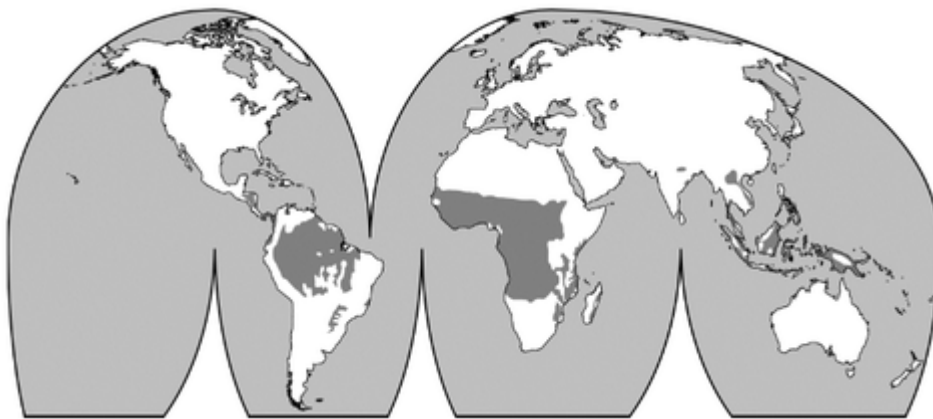
- Formation of new states/governments
- More power to regions (petitioning for/formation of new legislatures, local control over policy)



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- Local ethnonationalism (linguistic/religious revival)
 - Regional separatism
 - Political instability (civil war, fighting, hostility, ethnic cleansing, conflict)
 - Economic instability (economy declining, with supporting explanation)
 - Mass migration (refugees, emigration)
-

4. • **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 your 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 map above shows areas of shifting cultivation, a form of subsistence agriculture.

- A. Define subsistence agriculture.
- B. Describe the practice of shifting cultivation.



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- C. Explain one reason why shifting cultivation was sustainable in the past.
- D. Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.



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

Part A**(1 point)**

Define subsistence agriculture.

Any of the following is a correct response:

- Food grown for the farmer or farmer's family/kin
- Food grown for local consumption for village/community market
- Food NOT grown for commercial purposes/sold for revenue

Note: Students cannot earn this point by explaining the market alone.



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Meets the criteria for 1 point of the following:**(1 point)**

Define subsistence agriculture.

Any of the following is a correct response:



FRQ Review Units 4-5 (digital learning)

- Food grown for the farmer or farmer's family/kin
- Food grown for local consumption for village/community market
- Food NOT grown for commercial purposes/sold for revenue

Note: Students cannot earn this point by explaining the market alone.

Part B

(1 point)

Describe the practice of shifting cultivation.

Students must describe all three of the following processes to earn this point:

Clearing
(e.g., slash-and-burn
swidden, milpa,
patch, chitemene,
ladang) → **Farming**
(until land is no
longer fertile because of
nutrient depletion) → **Moving** (shifting) to another plot of land
Note: Referencing "crop rotation" is incorrect.



0

1

Meets the criteria for 1 point of the following:

(1 point)

Describe the practice of shifting cultivation.

Students must describe all three of the following processes to earn this point:

Clearing
(e.g., slash-and-burn
swidden, milpa,
patch, chitemene,
ladang) → **Farming**
(until land is no
longer fertile because of
nutrient depletion) → **Moving** (shifting) to another plot of land
Note: Referencing "crop rotation" is incorrect.



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Part C**(1 point)**

Explain one reason why shifting cultivation was sustainable in the past.

Either of the following is a correct response:

- Must link *lower/smaller/less* population AND *more available* land/cultural adaptation/environmental adaptation. *Note:* References to global land are incorrect.
- Lower *physiologic/nutritional/agricultural* density. *Note:* References to lower population density are incorrect.



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Meets the criteria for 1 point of the following:

(1 point)

Explain one reason why shifting cultivation was sustainable in the past.

Either of the following is a correct response:

- Must link *lower/smaller/less* population AND *more available* land/cultural adaptation/environmental adaptation. *Note:* References to global land are incorrect.
- Lower *physiologic/nutritional/agricultural* density. *Note:* References to lower population density are incorrect.

Part D**(4 points)**

Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.



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Reasons (2 points)	Explanation (2 points)
Technological advancements (e.g., fertilizers, hybrid seeds, pesticides)	<ul style="list-style-type: none"> Leads to increased yields/food quantity Leads to sedentary farming NOT just "Green Revolution"
Expanding/growing population (NOT just "world population")	<ul style="list-style-type: none"> Less available land Higher physiologic/nutritional/agricultural density Reduced soil fertility owing to shortened fallow period
Commercial agriculture	<ul style="list-style-type: none"> Profitable Efficient Plantation/agribusiness/cash cropping/ranching
Competing land-use activities (e.g., logging, corporate investment, other employment opportunities)	<ul style="list-style-type: none"> Students must state that these occur at the expense of shifting cultivation (e.g., that they lead to environmental degradation)
Government/environmental policy	<ul style="list-style-type: none"> Controls on deforestation Restrictions on land rights or usage Limiting carbon dioxide emissions

Note: Two reasons and two explanations must come from two different boxes but need NOT be connected *only* in the manner shown above.



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Meets the criteria for 4 points of the following:

(4 points)

Explain two reasons why shifting cultivation is expected to diminish during the twenty-first century.

Reasons (2 points)	Explanation (2 points)
Technological advancements (e.g., fertilizers, hybrid seeds, pesticides)	<ul style="list-style-type: none"> Leads to increased yields/food quantity Leads to sedentary farming NOT just "Green Revolution"
Expanding/growing population (NOT just "world population")	<ul style="list-style-type: none"> Less available land Higher physiologic/nutritional/agricultural density Reduced soil fertility owing to shortened fallow period
Commercial agriculture	<ul style="list-style-type: none"> Profitable Efficient Plantation/agribusiness/cash cropping/ranching
Competing land-use activities (e.g., logging, corporate investment, other employment opportunities)	<ul style="list-style-type: none"> Students must state that these occur at the expense of shifting cultivation (e.g., that they lead to environmental degradation)
Government/environmental policy	<ul style="list-style-type: none"> Controls on deforestation Restrictions on land rights or usage Limiting carbon dioxide emissions

Note: Two reasons and two explanations must come from two different boxes but need NOT be connected *only* in the manner shown above.