

AP HUMAN GEOGRAPHY

THE TEST

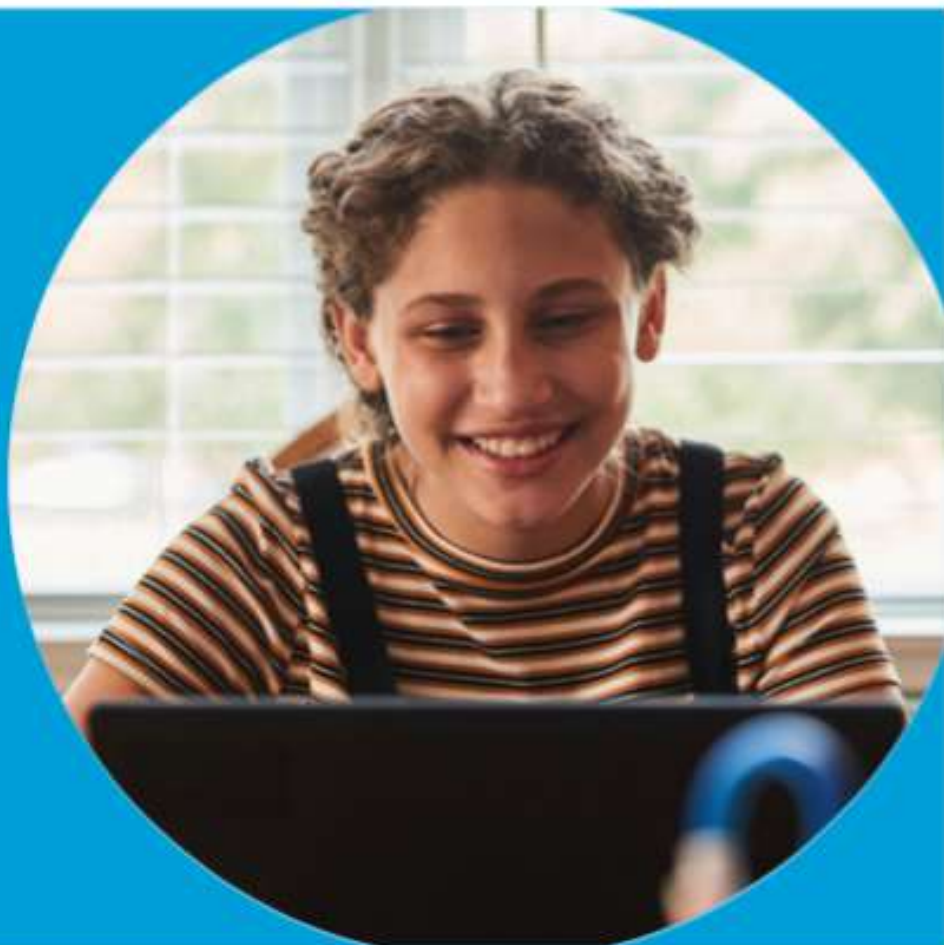
- Tuesday 5/12 at 4pm
- Two FRQ Questions
- Units 1-5
- Open book!



CollegeBoard

AP[®]

2020 AP[®] Testing Guide



April 2020

The exam questions are viewed by students in a web browser, like Chrome. Students type or write their responses outside that browser. They then choose from three options to submit responses:



**Copy and paste
a typed response.**



Attach a typed response.



**Attach one or more photos
of a handwritten response.**

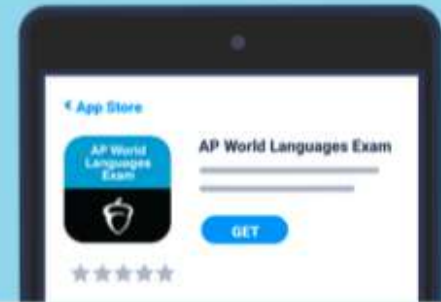
Pages 12-14 go over each option

Use the AP 2020 Exam Demo to Practice and Test Your Tech



Practice submitting responses with the exam demo.

From May 4, you can access an AP 2020 Exam Demo at cb.org/apdemo. It will allow you to practice the different ways to submit your responses. If you can't connect to this demo from your planned testing device, you'll not be able to access the real exam on test day. Update your browser (see tips on slide 51). Then try again. If you still can't access the Demo, ask for your AP coordinator's help to contact your school's tech experts for assistance.



World language students can practice with their exam app.

Beginning the week of May 11, if you're taking world language exams, download the AP World Languages Exam App. Before your exam, use the app's practice mode to become familiar with its features, test your technology's compatibility, and check the quality of sound in your intended exam location. After you practice using the app, you must close it on your device before testing.

Look for Your Exam Confirmation and E-Ticket Emails



May 4

- You'll receive an exam confirmation email on May 4 with your AP ID and a list of the exams you're registered for.
- In the meantime, you can check which exams you're registered for in My AP.
- If you're not listed as registered for an AP Exam, you weren't part of the exam registrations we received from your school, and it's too late to generate an e-ticket for you to test this year. There is nothing we can do about this. You can take a CLEP exam for credit on a college campus, or you can take this AP exam in May 2021.



Two Days Before Each Exam

Two days before each exam, you'll receive an email with your personalized e-ticket and AP ID.

Remember, you'll need to click your e-ticket containing your AP ID to access your exam.

Exam Day

One-Question Exams
(English and History exams)

Timing	Online Exam	Word Processing Application or Paper
30 minutes before your local start time	Check-In <ul style="list-style-type: none">• Use e-ticket to check in to exam• Complete identity information• Wait for exam to begin automatically	
45 minutes	Question Appears <ul style="list-style-type: none">• Read question	Develop Response
5 minutes	Submit Response <ul style="list-style-type: none">• Exam is completed	

TEST TAKING TIPS

- Be prepared. Have all your study guides and resources with you – print them or have them up on other devices.
- Find a neat, organized, and quiet work space
- Do the best you can – show your understanding – discuss, explain!



HUMAN GEOGRAPHY

Study Guide

UNIT 1: THINKING GEOGRAPHICALLY



8-10%
AP Exam Weighting

These study guides should be extremely helpful for you!
Reference these packets while completing all other review

[Unit 1 Geographical Thinking](#)

[Unit 2 Population and Migration](#)

[Unit 3 Cultural Patterns](#)

[Unit 4 Political Geography](#)

[Unit 5 Agriculture](#)

****Most important
resource****
**Download all of
these study guides.**

FRQ TIPS

- Stimulus: maps, tables, charts, graphs, images, infographics, landscapes
 - ▣ Question #1: Can be two different stimuli
- Absorb the stimulus
 - ▣ Notice legend, scale, etc.

FRQ TIPS

- Understand what the question is asking
- There will no definitions or “identify” questions (no Google type answer)
- Describe, Explain, Compare

FRQ TIPS

Describe: Give a detailed account including reasons or causes; Provide the relevant characteristics of a specified topic.

Explain: Give a detailed account including reasons or causes; provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and /or reasoning. *Explain the degree* looks at how it does or does not explain the subject.

Compare: Give an account of the similarities or differences between two or more items or situations referring to both or all of them throughout. *Requires a parallel comparison* such that both parts have a common aspect/relationship.

FRQ TIPS

- Questions can “crossover” Units
- Be clear with your response, “close the loop”
- Label all parts of the question
 - ▣ a.)
 - ▣ b.)
 - ▣ c.)

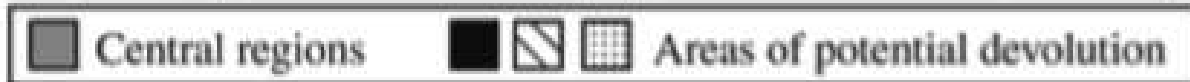
PRACTICE EXAM

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA

SPAIN

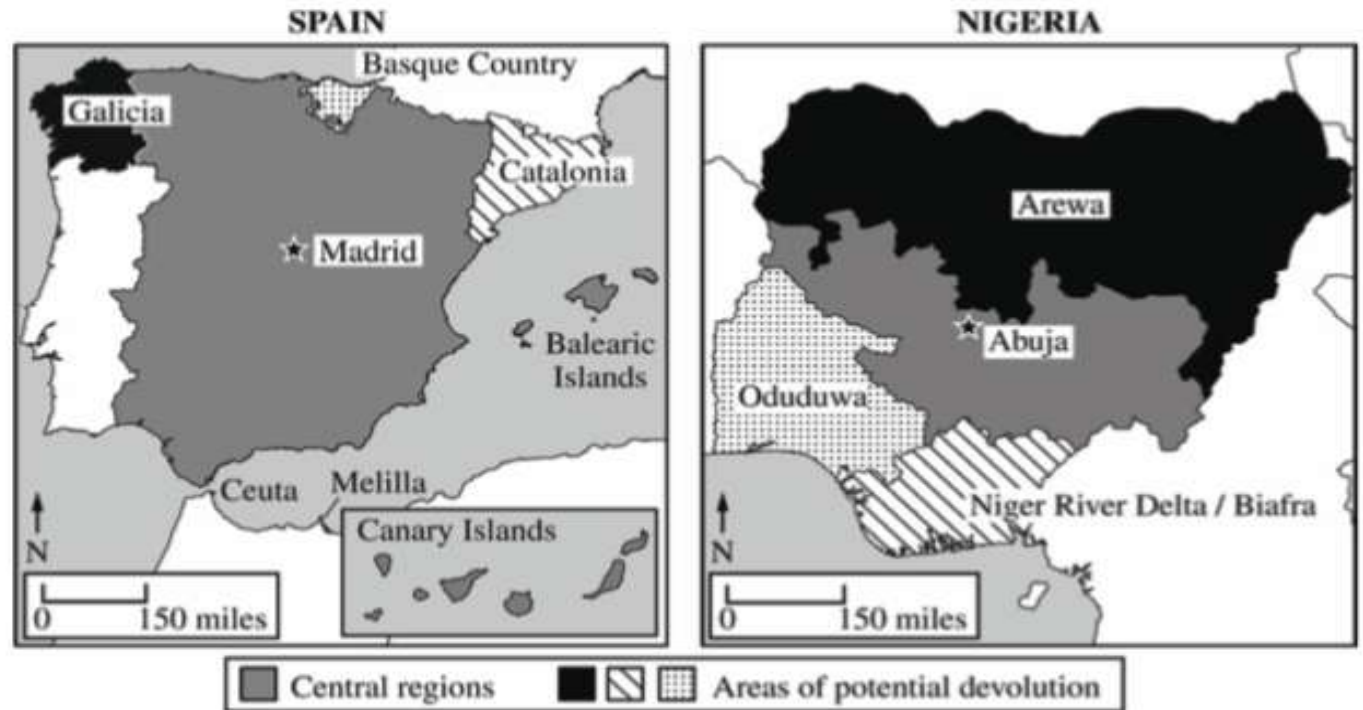


NIGERIA



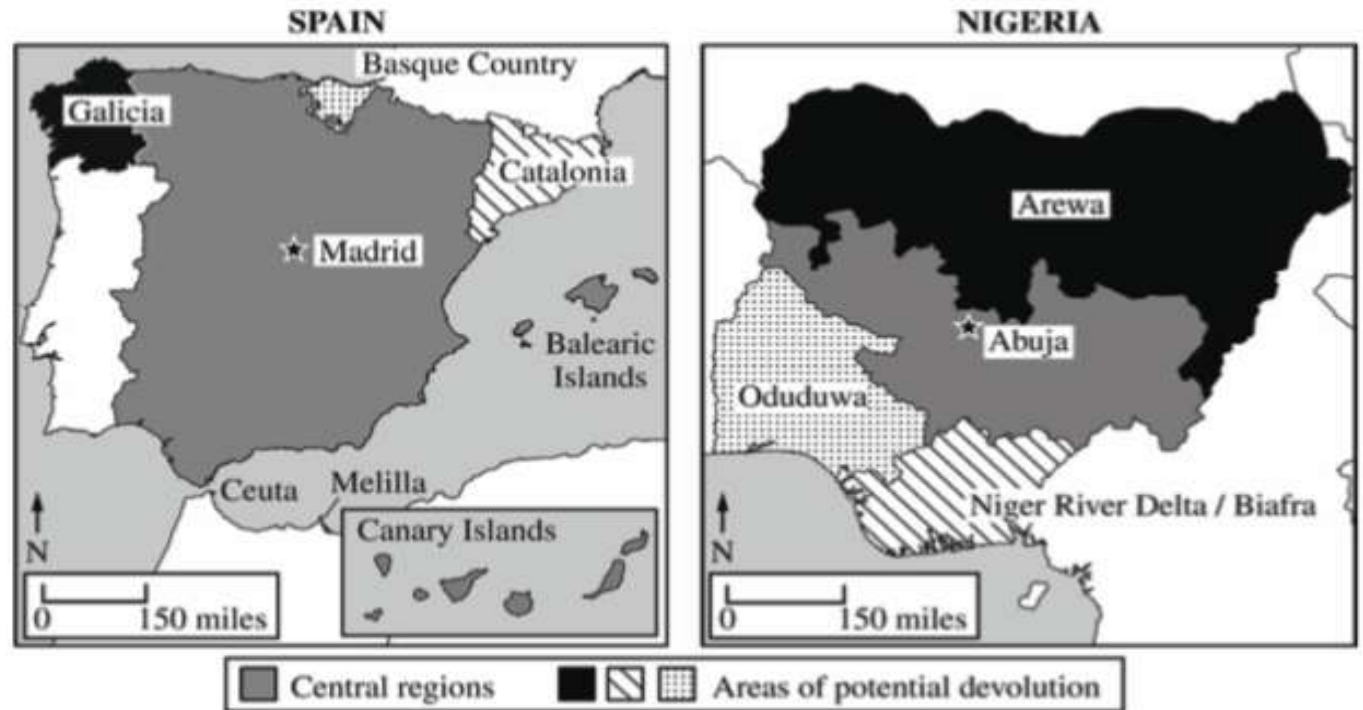
- A. Describe how devolution has influenced contemporary political boundaries.
- B. Explain how ethnic nationalism contributes to devolutionary pressures within a country.
- C. Explain how ONE regional economic difference contributes to devolutionary pressures within Nigeria.
- D. Explain how physical geography and territorial size contribute to devolutionary pressures within Spain.
- E. Explain how advances in communication technology have facilitated devolution in Spain or Nigeria.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



A. Describe how devolution has influenced contemporary political boundaries.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA

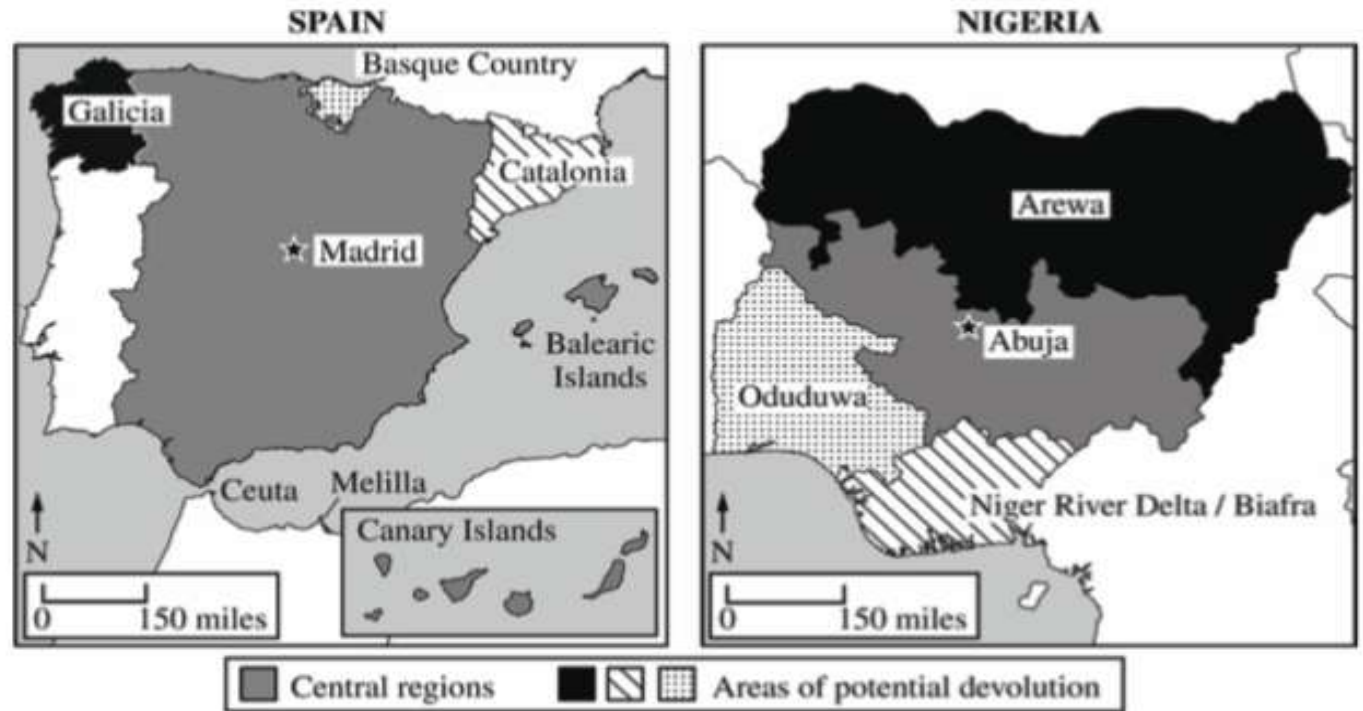


A. Describe how devolution has influenced contemporary political boundaries.

- **Devolution causes groups or regions to want to break away and if they are successful a new state can be formed. This would create new political boundaries.**

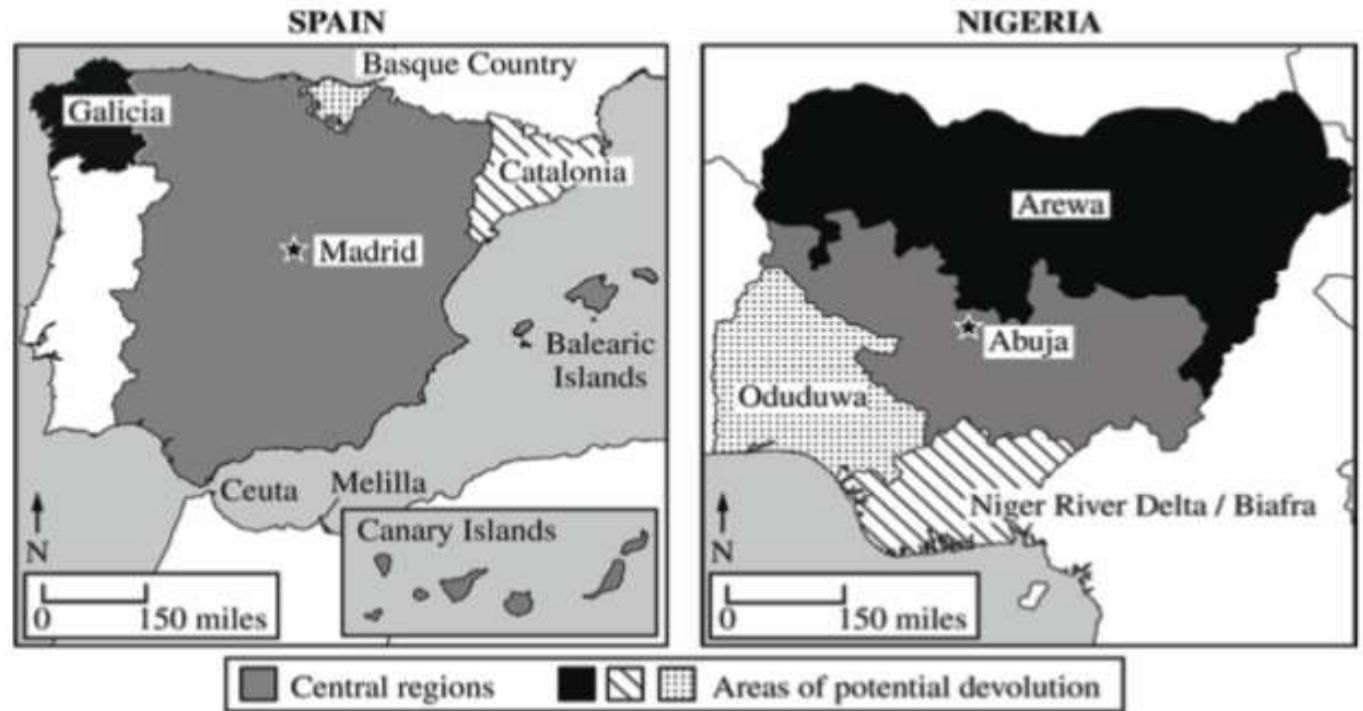
□ Devolution may cause some regions to demand autonomy and break away from the state. This can change political boundaries as new states are formed and gain independence. **An example of this** would be in Northern Ireland. The region wanted to break away and cut ties from Ireland and therefore a new boundary was created, making Northern Ireland a part of Britain.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



B. Explain how ethnic nationalism contributes to devolutionary pressures within a country.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



B. Explain how ethnic nationalism contributes to devolutionary pressures within a country.

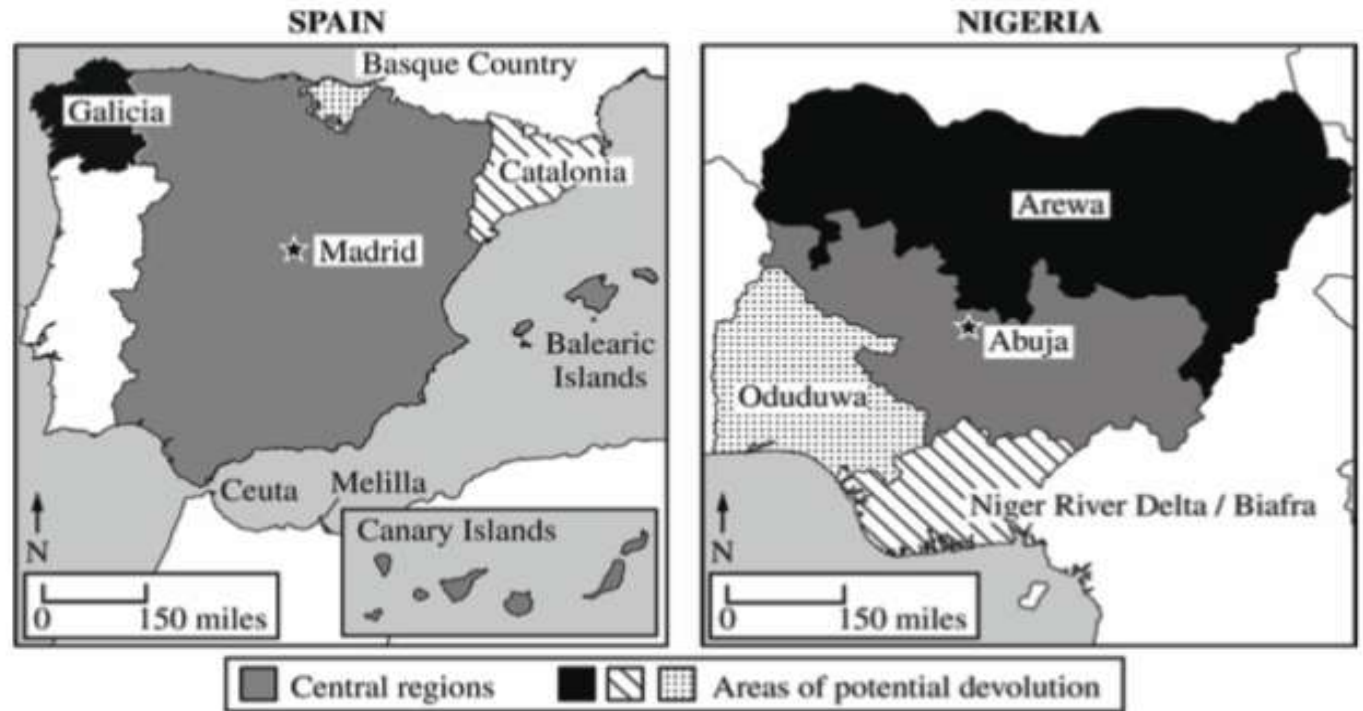
Ethnic nationalism – ethnic groups (religion, culture, language) are different, want to rule themselves or not be apart of the country

- Want more power, want to rule themselves, may demand separation

Ethnic nationalism contributes to devolutionary pressures because if people feel that their ethnicity should be the one that's ruling or should have a separate nation from the existing state because there is a lack of connection with others in the country, this can lead to devolution. For example, in Spain, Catalonia doesn't feel connected with the other parts of Spain because Catalonians speak a different dialect of Spanish than what most other Spainards speak and feel pride in their Catalonian ethnicity. This has led to Catalonia calling for more devolution in Spain and more autonomy because it believes that Catalonians aren't connected with others in Spain and the pride in the Catalonian ethnicity has led to Catalonians believing that they have the ability to govern themselves, increasing pressures for devolution in Spain.

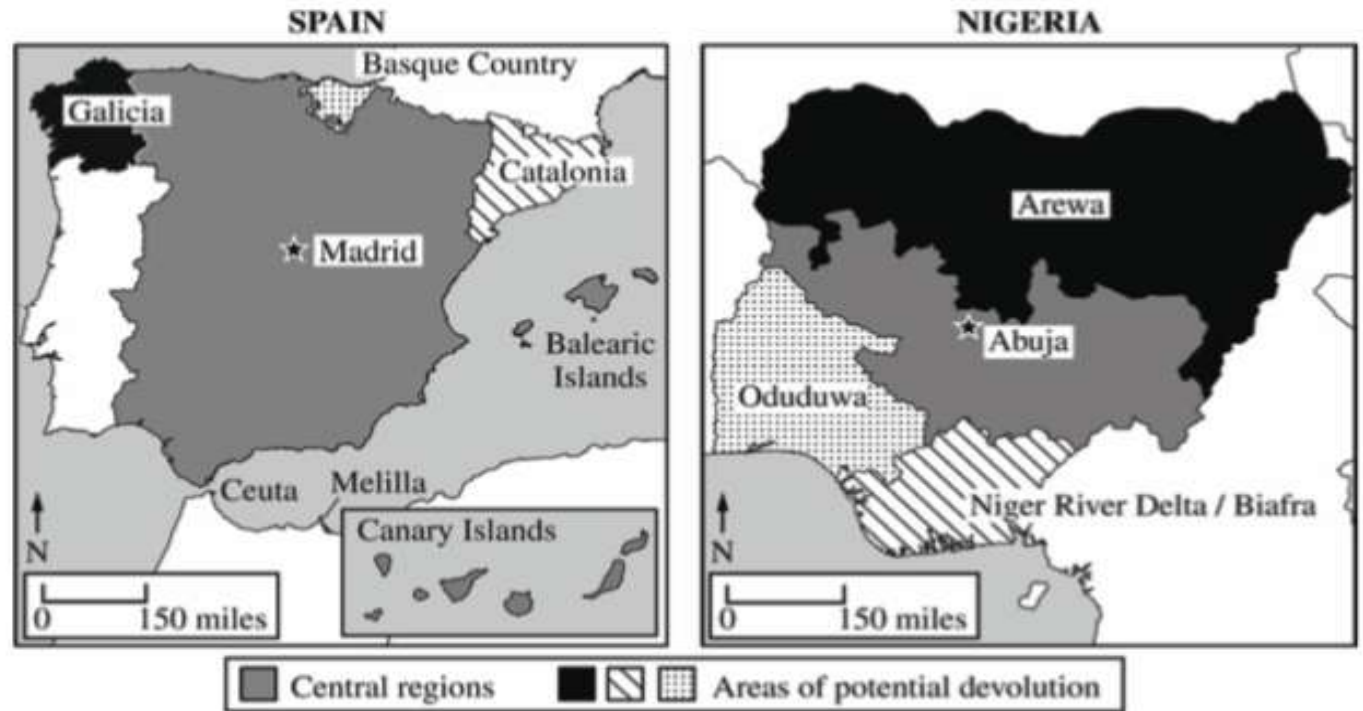
-French in Quebec

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



C. Explain how ONE regional economic difference contributes to devolutionary pressures within Nigeria.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



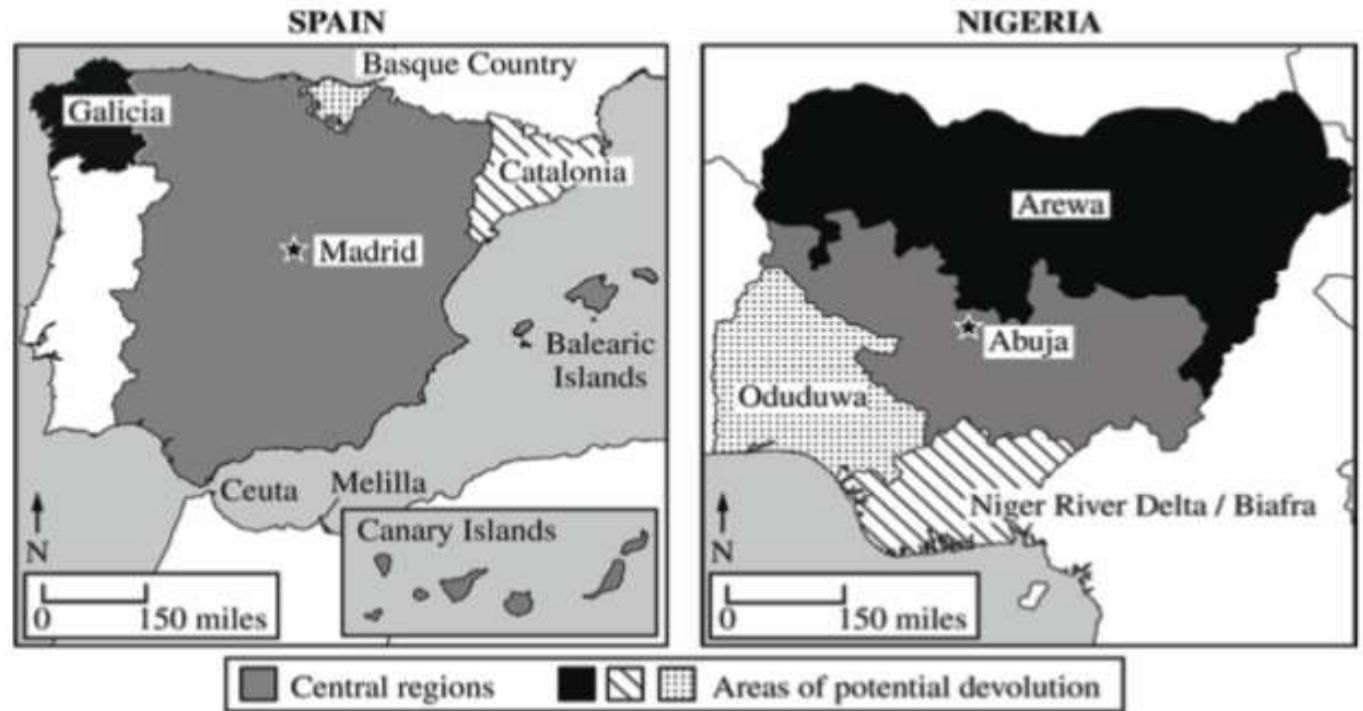
C. Explain how ONE regional economic difference contributes to devolutionary pressures within Nigeria.

- One region more wealthy, one poorer
- Access to jobs, ways to make money
- Natural resources, control over or lack of
- Competition over land

One regional economic difference that contributes to devolutionary pressures within Nigeria is how the north part of Nigeria has much more poverty than the southern part. This regional economic difference has led to calls for devolution because the southern part of Nigeria doesn't want to be burdened by its poorer north. Under one government, where Nigeria is a united country, even if the south is doing better economically, it will have to help its northern counter-part out by helping pay off the debt and paying more taxes to help the north which makes many people in south Nigeria feel very angry because it is unfair how the south has to help the north with nothing in return. This has led to the southern part of Nigeria to call for devolution because they want to be able to thrive and not be held down by northern Nigeria's poverty and if the country devolves, southern Nigeria will have more power over where the money from its economy goes and it won't have to keep being forced by the Nigerian government to help northern Nigeria with its poverty.

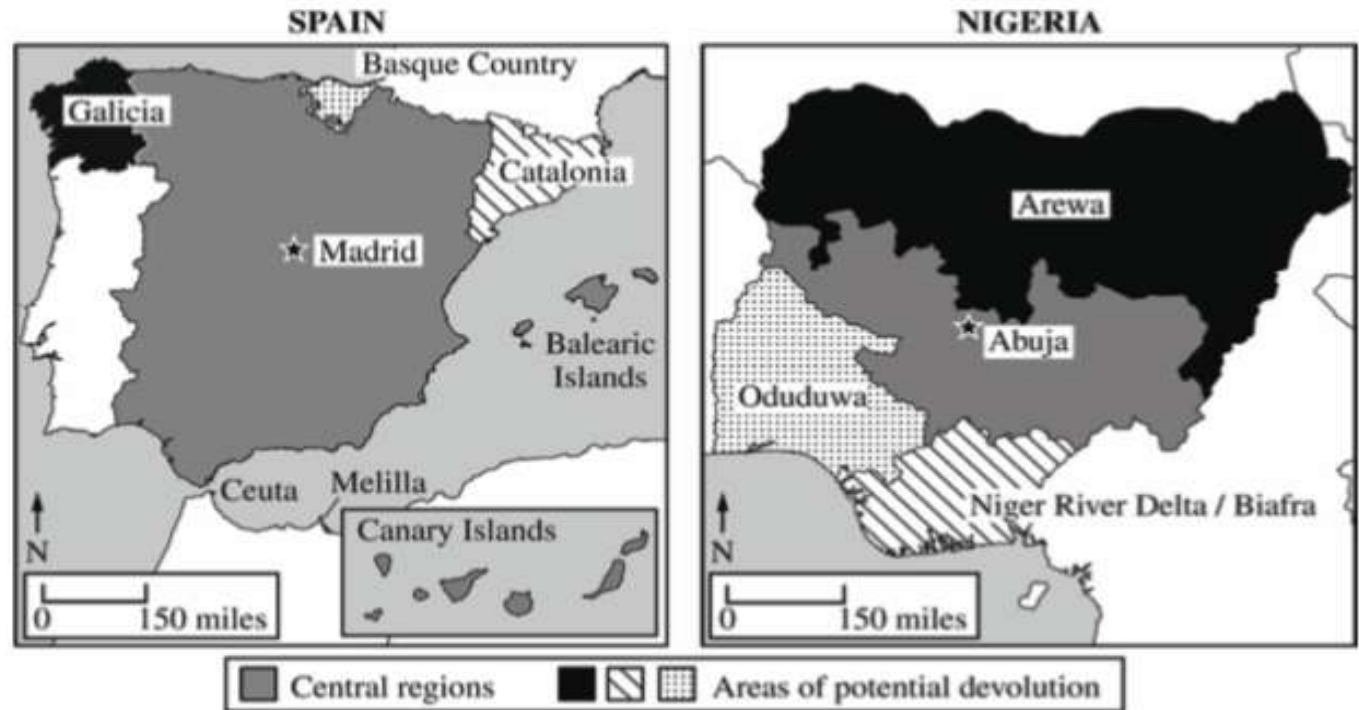


AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



D. Explain how physical geography and territorial size contribute to devolutionary pressures within Spain.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA

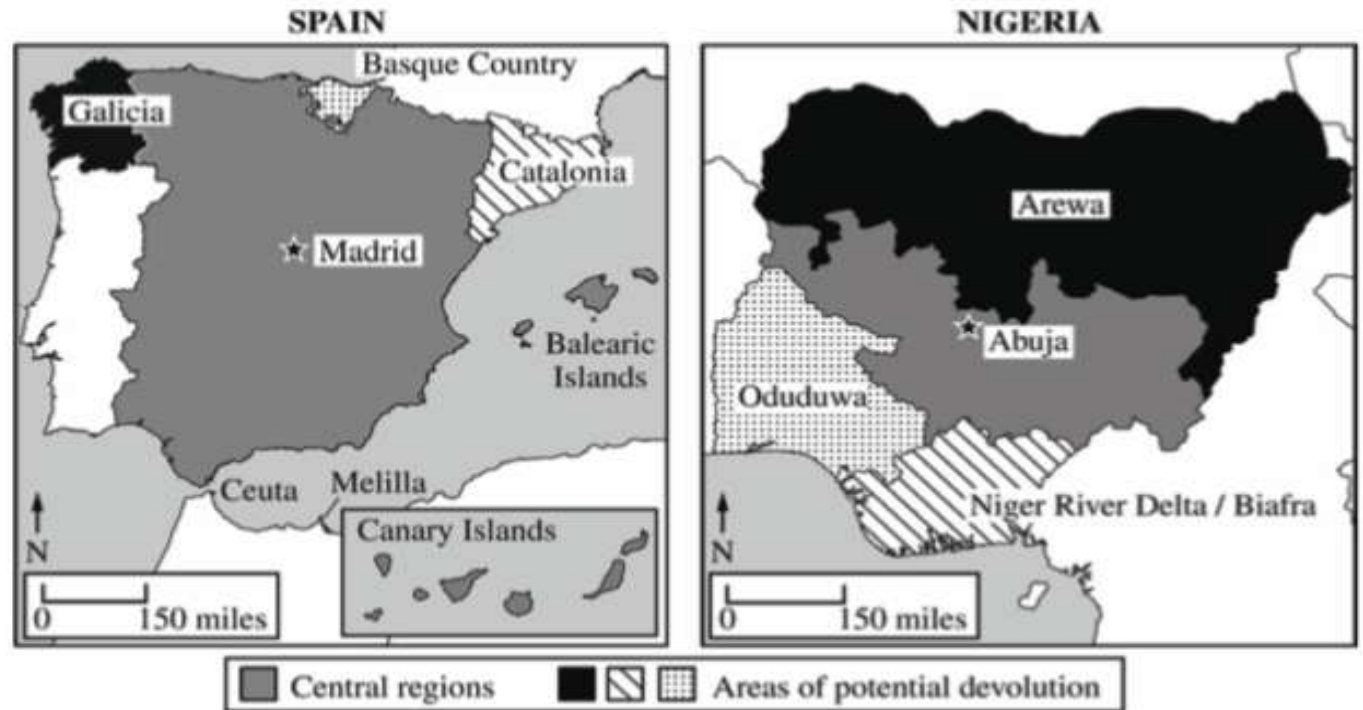


D. Explain how physical geography and territorial size contribute to devolutionary pressures within Spain.

- **physically separated, mountains – ISLANDS**
- **big country, distance from capital**

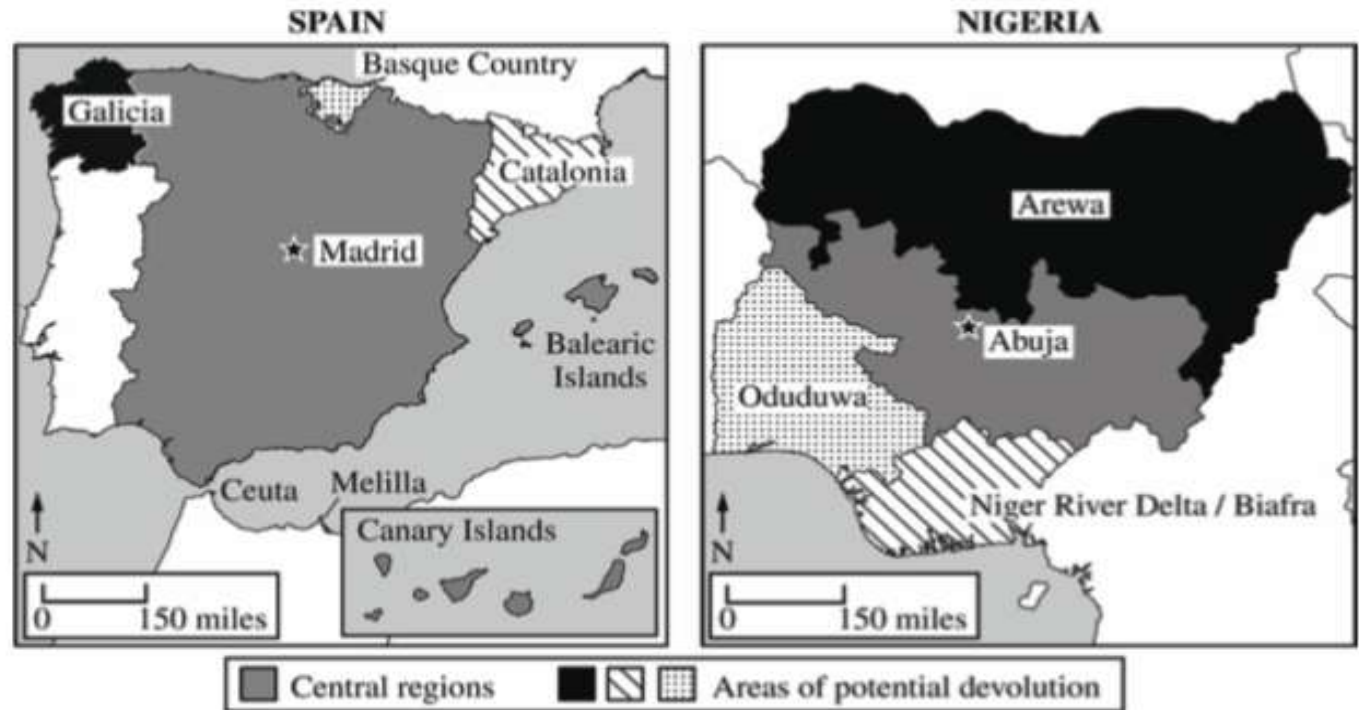
Physical geography and territorial size contributes to devolutionary pressures within Spain because it can make people feel disconnected from the country as a whole which can be seen in the Basque region wanting Spain to devolve. Basque is physically somewhat separated from the rest of the country because of the Pyrenees mountains which has made the Basque feel like they are basically a separate country since there is less communication/interaction due to the physical boundary of the Pyrenees mountains making that difficult and they have had to deal with issues as a region rather than as a country. Since the Basque region feels so separate from Spain due to a physical border separating them and limiting interactions, the Basque region has demanded more devolution because the Basque believe that they should have more power to govern over themselves since they are so separate from the rest of Spain anyways.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



E. Explain how advances in communication technology have facilitated devolution in Spain or Nigeria.

AREAS OF POTENTIAL DEVOLUTION IN SPAIN AND NIGERIA



E. Explain how advances in communication technology have facilitated devolution in Spain or Nigeria.

- Social media, Internet, phones – people can communicate and work together, plan protests, share ideas

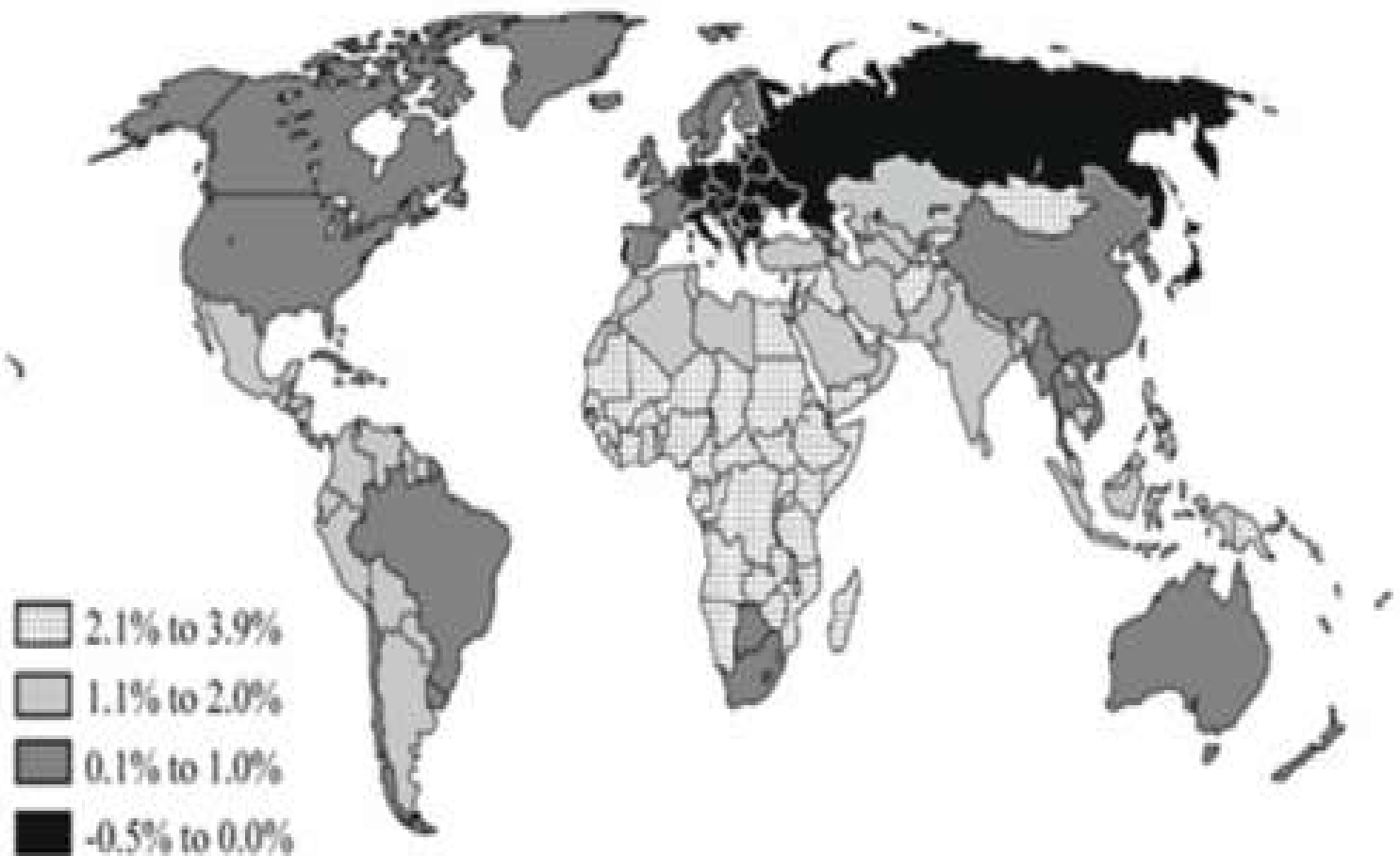
Advances in communication technology have facilitated devolution in Spain because more people are able to work together to call for devolution. Communication technology like Instagram have allowed for those who want devolution like the Catalonians to spread their message to other groups of people in different parts of Spain. This can create more support for the Catalonians and more people all around Spain, not just the Catalonians, can now demand for Spain to start devolving, leading to Spain to devolve in order to appease its citizens. Communication technology can spread awareness for a demand for devolution and create more support for that demand to the point where the country is more pressured into devolving in order to keep a large amount of its citizens happy and not just the ones directly impacted by the devolution.

TAKEAWAYS

- Stick to the question
- Give an example EXPLAIN
- Don't go too off topic
- Be creative if you are stumped

The map shows rates of natural increase in human population.

RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

- A. Compare the predominant ranges of natural increase in western Europe and central America.
- B. Explain how the changing economic roles for women have influenced the rate of natural increase in south Asia.
- C. Explain how the dependency ratio affects the natural increase rate in eastern Europe.
- D. Explain how population-doubling time is affected by the natural increase rate in central Africa.

The map shows rates of natural increase in human population.

RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

A. Compare the predominant ranges of natural increase in western Europe and central America.

The map shows rates of natural increase in human population.

RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

A. Compare the predominant ranges of natural increase in western Europe and central America.

- NIR lower in western Europe than in Central America

In Western Europe the predominant rate of natural increase ranges from 0.1% to 1.0% whereas in Central America the rate of natural increase is mostly between 1.1% to 2.0%. This is because most countries in Western Europe are more developed countries in Stage 4 or Stage 5 and their populations are declining because more people are focusing on the economic opportunities provided there. In Central America, most countries are in Stage 3 or Stage 2 such as Costa Rica or Honduras. In these countries people have more children because they need more people to help work and to receive income for the family.

Explanation

- Central America – medical and social structure lags behind
- Cultural and economic conditions encourage larger families
- Higher infant and mortality rates encourage higher number of births
- Europe – better health care,

The map shows rates of natural increase in human population.

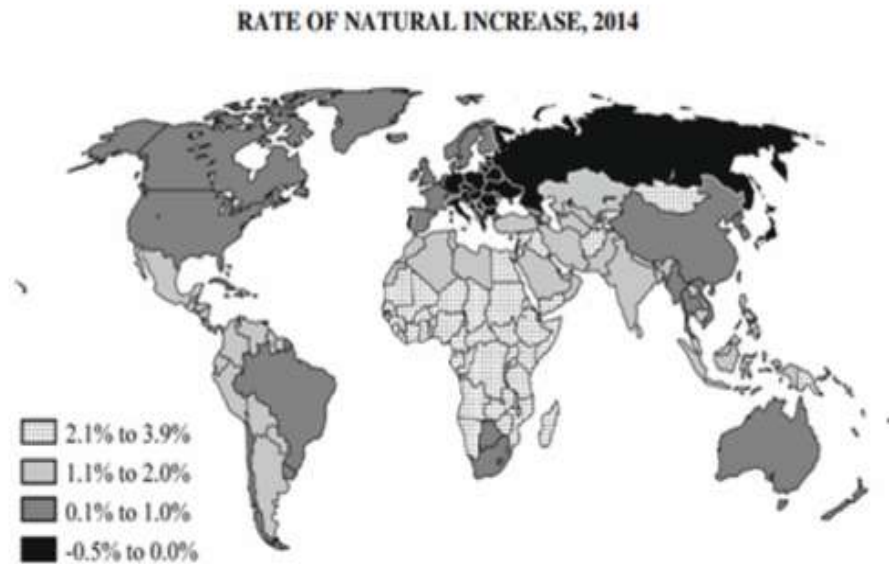
RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

B. Explain how the changing economic roles for women have influenced the rate of natural increase in south Asia.

The map shows rates of natural increase in human population.



Source: Population Reference Bureau

B. Explain how the changing economic roles for women have influenced the rate of natural increase in south Asia.

More economic roles = lower birth rate

- careers longer, delay childbirth, have less children. Less children = low NIR
- more education, more freedom, more equality – make own decisions...

The rate of natural increase in south Asia is in 1.1% - 2% which is a decrease from its natural increase in previous years because of women getting more important economic roles. As women in south Asia enter the work-force more frequently and get higher paying jobs, they tend to delay having children in order to focus on their work career or waiting to get a better job before having children so the amount of children a woman has goes down since she is waiting longer to have kids. This has influenced the rate of natural increase to go down because now, less children are being born and the population isn't increasing as rapidly. For example, in India, as women get higher paying jobs, they will delay having children to older ages like 30 which decreases the amount of children they can have in their reproductive years and they won't have as many children because they want to focus on their jobs

The map shows rates of natural increase in human population.

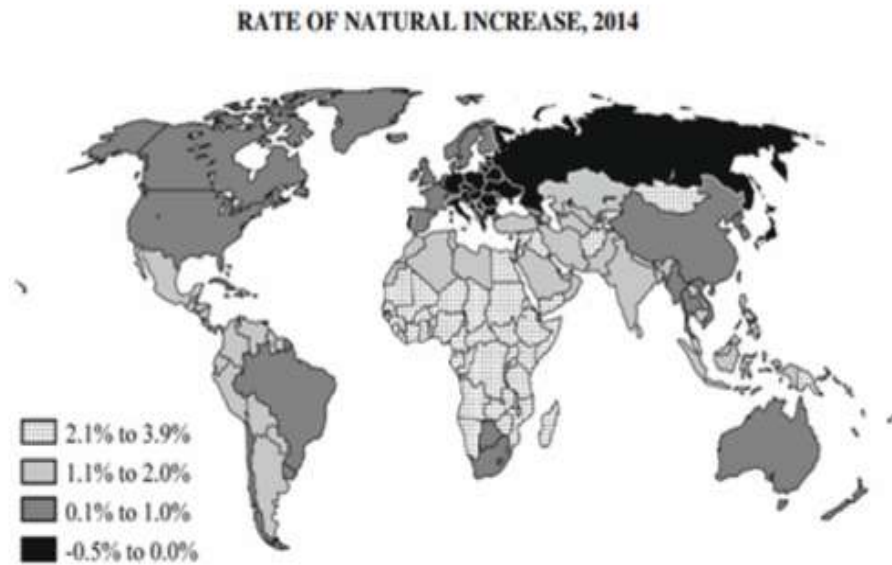
RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

C. Explain how the dependency ratio affects the natural increase rate in eastern Europe.

The map shows rates of natural increase in human population.



Source: Population Reference Bureau

C. Explain how the dependency ratio affects the natural increase rate in eastern Europe.

- Dependency ratio – young/old compared to working adults
- Eastern Europe – very low NIR
- Maybe NIR is low because people are working and caring for older people?

The dependency ratio has affected the natural increase rate in eastern Europe by decreasing it. Eastern Europe has a natural increase rate of are -0.5% - 0% because of people in their reproductive ages being too economically strained by children and parents. If a couple is already stretched thin by taking care of their parents who can no longer work, they are less likely to have 5 or 6 kids which would place even more financial burden on the parents. This results in couples having fewer children so there isn't as much strain on them which has led to a lower rate of natural increase in eastern Europe. For example, in Russia, couples are having fewer children because the elderly are living longer and since they can't work, their children have to help them financially which can drain their children. This will lead to their children not having as many kids because they simply don't have enough money to raise the kids/put them through school since the dependency ratio is so high. Having a high dependency ratio has caused for a low rate of natural increase because parents are being too strained from having to support those that can't work yet so they aren't having as many children themselves.

The map shows rates of natural increase in human population.

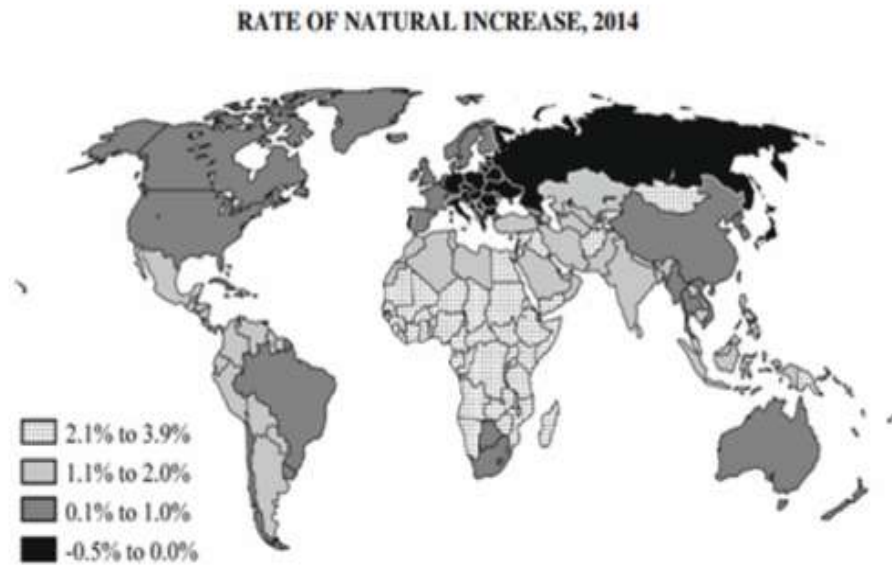
RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

D. Explain how population-doubling time is affected by the natural increase rate in central Africa.

The map shows rates of natural increase in human population.



Source: Population Reference Bureau

D. Explain how population-doubling time is affected by the natural increase rate in central Africa.

- Doubling time – time it takes population to double
- high NIR – it will double pretty quick (a lot of people are being born)

The rate of natural increase in central Africa is around 2.1% - 3.9% which greatly lowers the population doubling time. This is because if a country has a very high natural increase rate, this means that the population is growing very fast since more people are being born than are dying. This will lower the doubling time for a country because a rapidly growing population will double in a quicker amount of time. So since the natural increase rate for central Africa is so high, the doubling time is lower. For example, in the Ivory coast which has a rate of natural increase from 2.1% - 3.9%, the population is growing rapidly and more people steadily entering the population will make it faster for the population of the Ivory coast to double which shows how the rate of natural increase greatly impacts the doubling time in central Africa.

TAKEAWAYS

- Have maps ready for examples
- Define terms if it helps establish your answer and reasoning
 - ▣ shows understanding

ANOTHER PRACTICE EXAM

- Today at 5pm on YouTube
- Look for them on my website
- Review on Monday (answers available)



UNIT 1

THINKING GEOGRAPHICALLY

□ Types of spatial patterns

- ▣ Clustered, dispersed, linear, scattered, pattern

□ Census Data on maps: not just population, also age, sex, and occupation

□ Land use: management of land, used for agriculture, urban use, settlements?

□ Scales of analysis include global, regional, national and local.

□ Global – entire world

□ Regional –

□ National – shows one country

□ Local – community, county, city, neighborhood

Key Terms

- Place
- Distance decay
- Time space compression
- Sustainability
- Natural resources
- Types of regions



UNIT 2

POPULATION & MIGRATION

- Distribution of population: physical factors (climate, landforms, water bodies) and human factors (culture, economics, history, politics)
- Population Pyramids
- Factors that influence fertility, mortality and migration (social, cultural economic)
- Demographic Transition Model
- Epidemiological transition

- Malthusian Theory
- Pro-Natalist, Anti-Natalist, Immigration Policies
- Education, Empowerment
- Aging Populations
- Types of Migrations
- Political, social, economic, cultural effects

Key Terms

- Arithmetic, physiological, agricultural density
- Fertility rate, birth rate, infant mortality rate, death rate, life expectancy, natural increase rate, doubling time
- Agricultural Revolution, Industrial Revolution, Medical Revolution
- Graying population, Dependency ratio
- Chain Migration, Step Migration, remittances, guest workers, etc.

FRQ FROM FORMS

1 stimulus

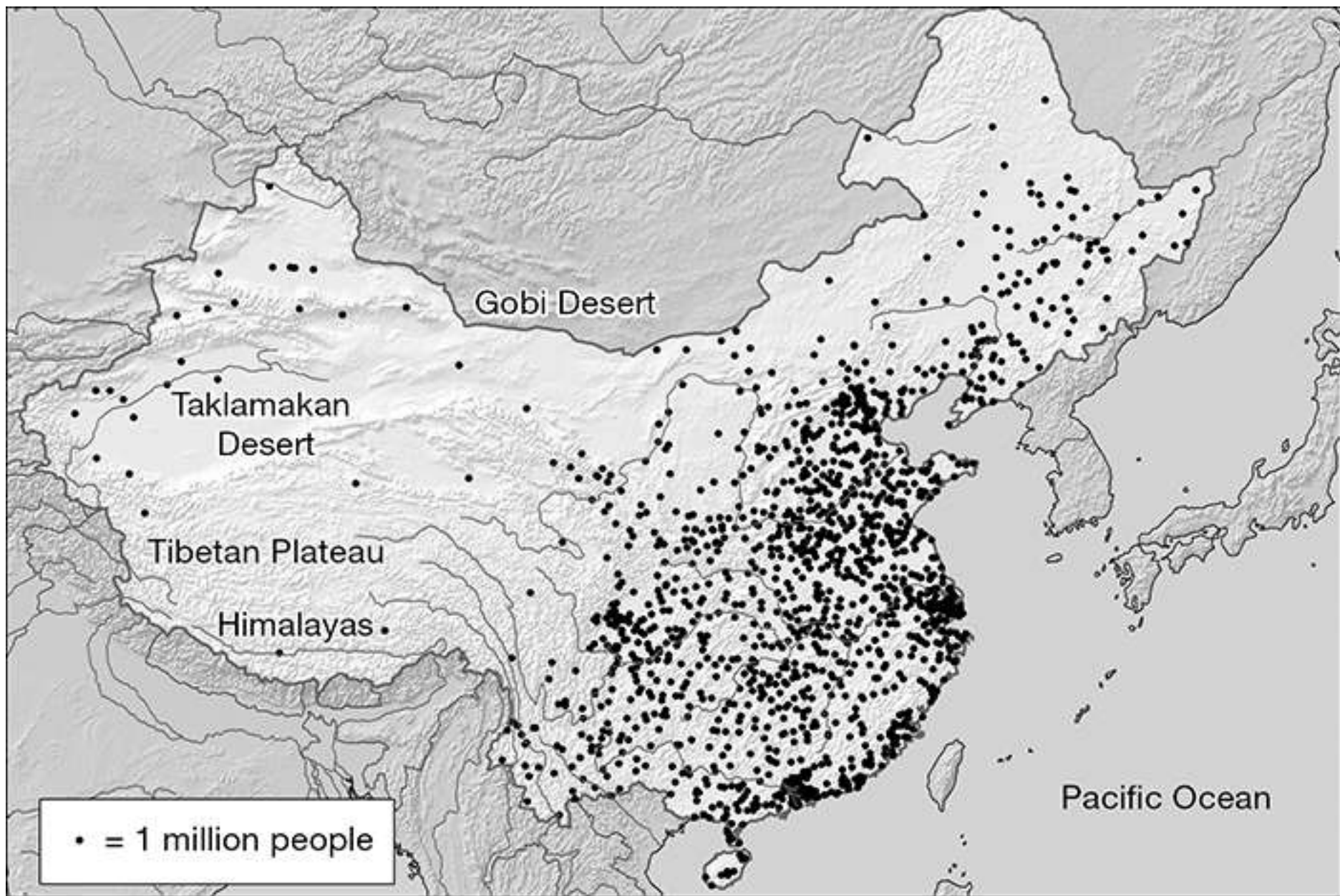
Country	Population	Birth Rate	Death Rate	Total Fertility Rate	Infant Mortality Rate	Percent Urban Population
Egypt	97 million	27	6	3.4	15	43
Ethiopia	107 million	33	7	4.4	40	20
Nigeria	195 million	39	12	5.5	67	50
South Africa	58 million	21	9	2.4	36	66

Source: Population Reference Bureau

- A. Describe what information the demographic transition model provides about a country.
- B. Identify ONE country listed in the table that is in Stage 2 of the Demographic Transition. Describe ONE reason why this country is considered to be in Stage 2 of the demographic transition.
- C. Using the data in the table, describe the relationship between birth rate and infant mortality rate as the epidemiological transition occurs in a country.
- D. Explain what the total fertility rate and the infant mortality rate imply about the roles of women in the countries listed in the table.

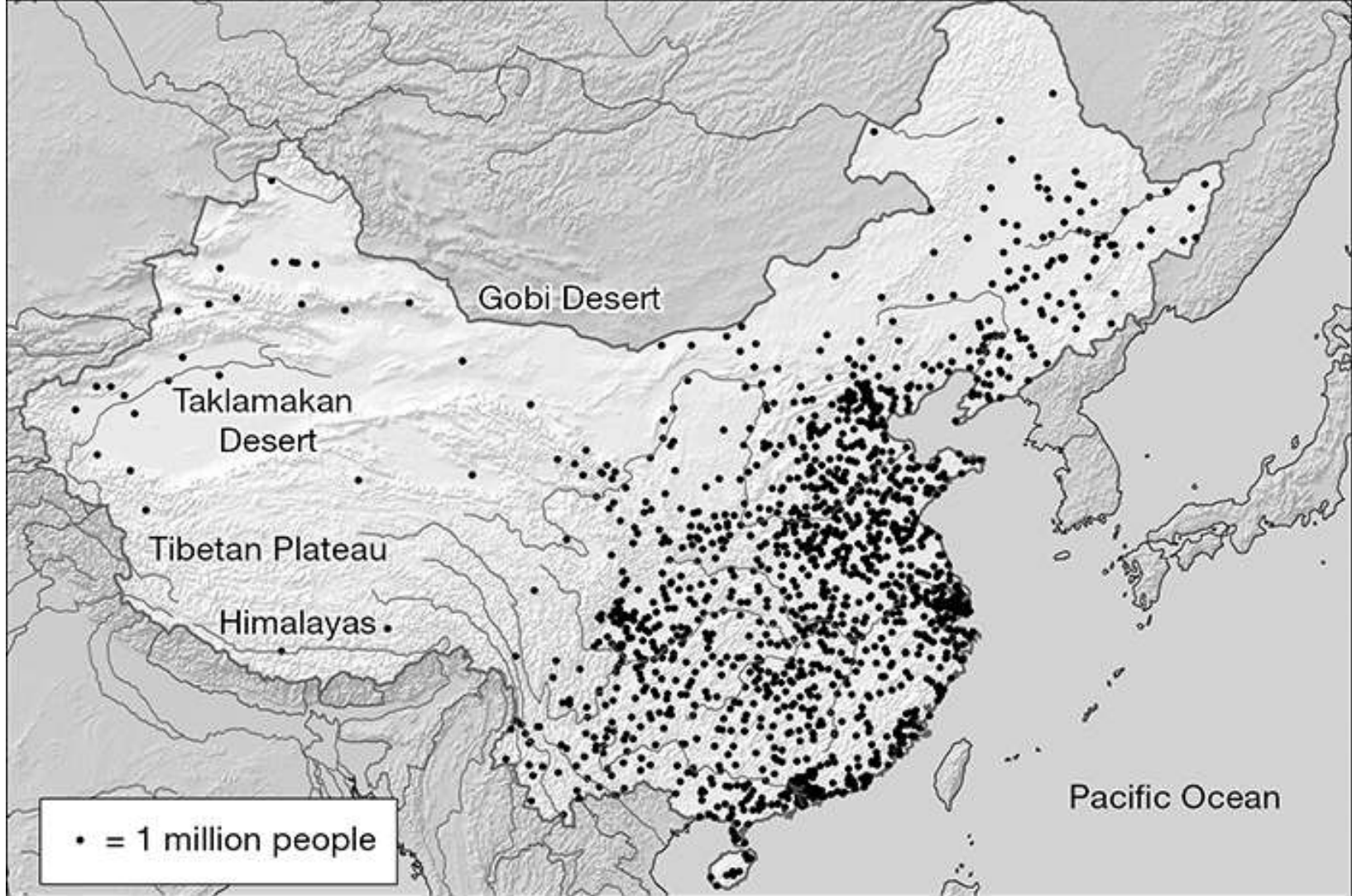
FRQ SAMPLE

1 stimulus

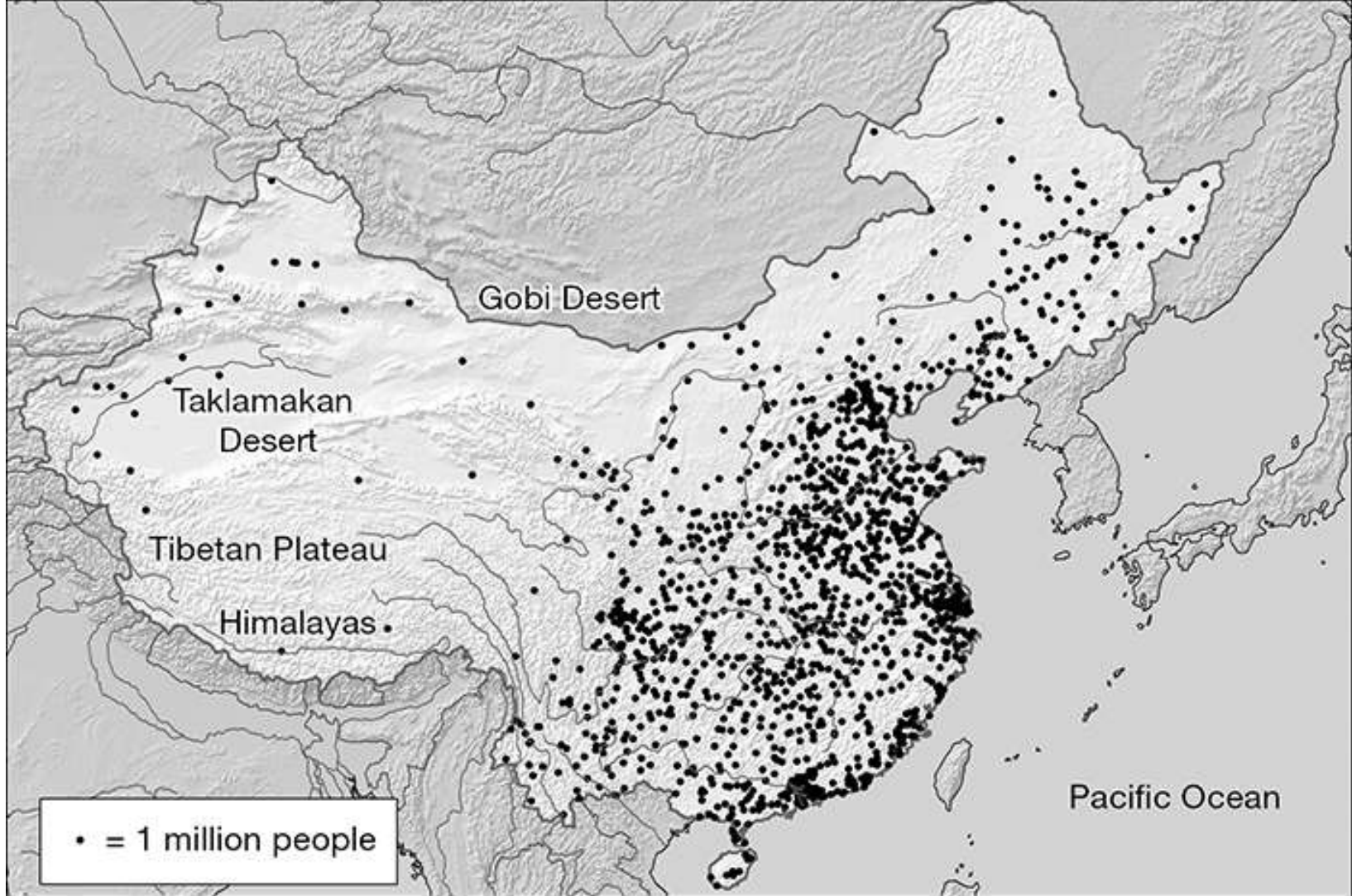


□ The map shows the major rivers, mountain ranges, desert regions, and population densities in China. Mapping the distribution of a population is a geographer's first step to understanding where people settle and why some areas have greater population densities than other areas.

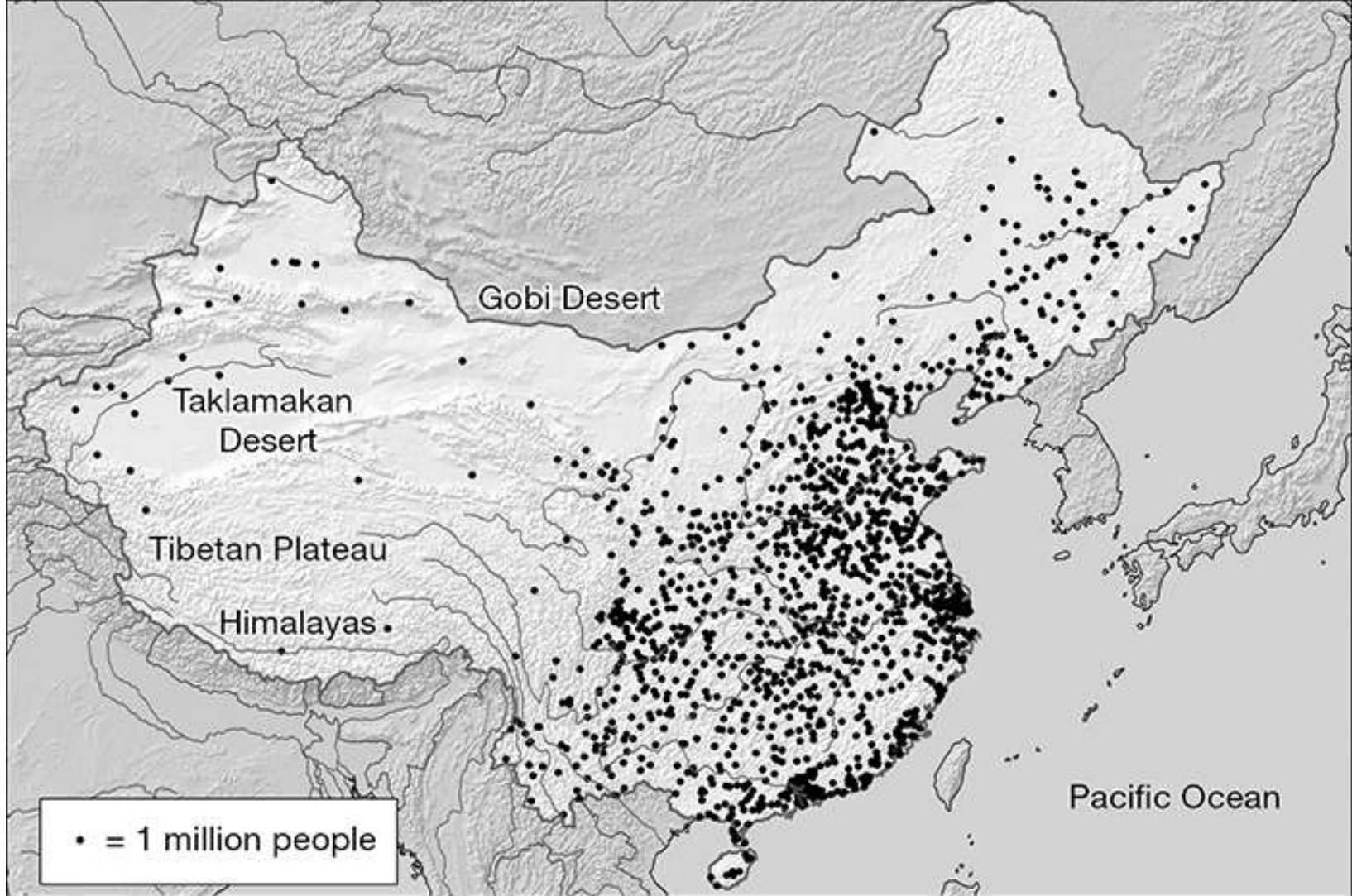
- A. Identify what each point symbol on the map represents.
- B. Identify TWO topographic features shown on the map.
- C. Describe TWO ways that topography affects the spatial pattern of population distribution shown on the map.
- D. Describe ONE way that the availability of natural resources may affect population distribution.



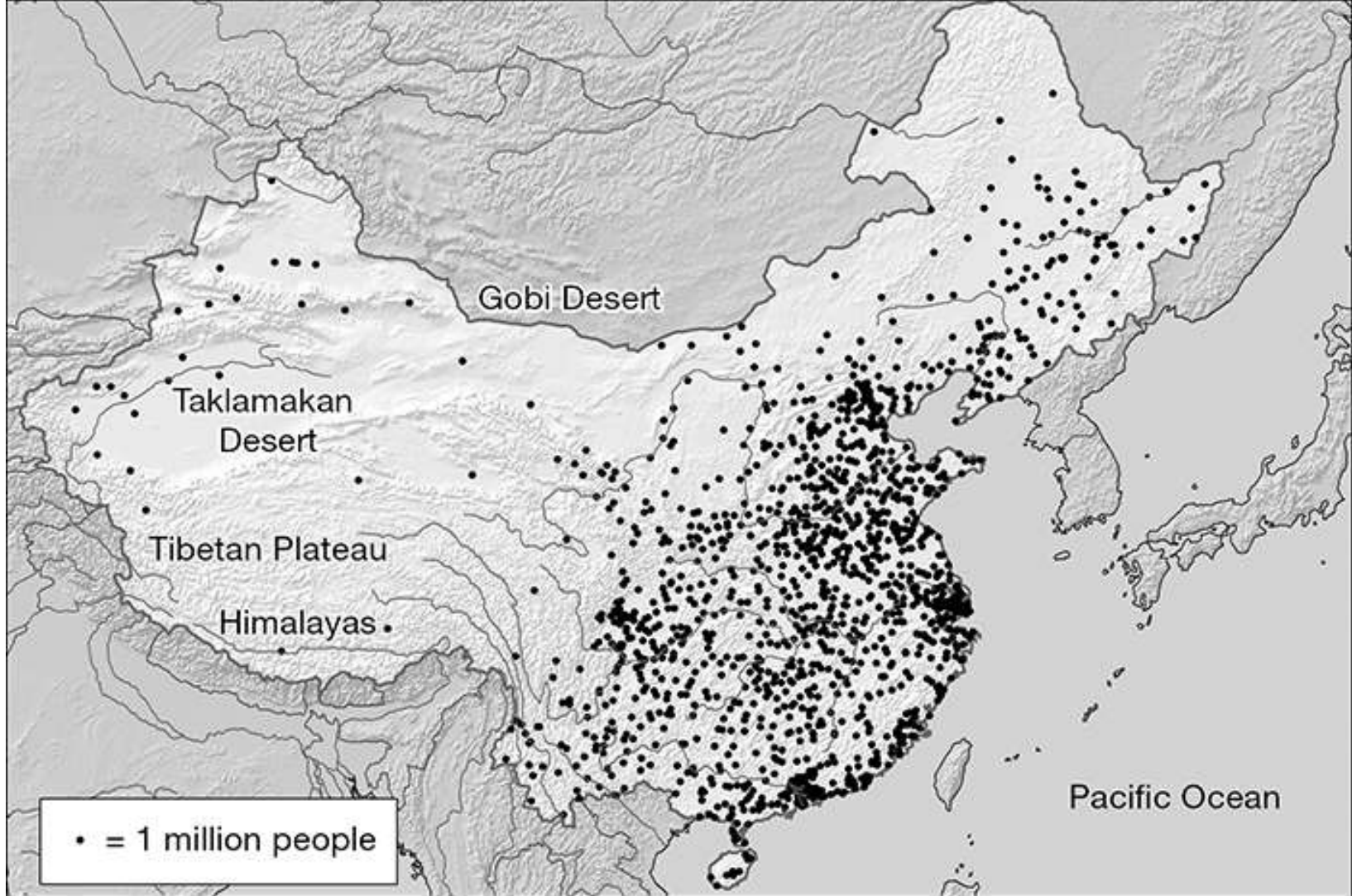
A. Identify what each point symbol on the map represents.



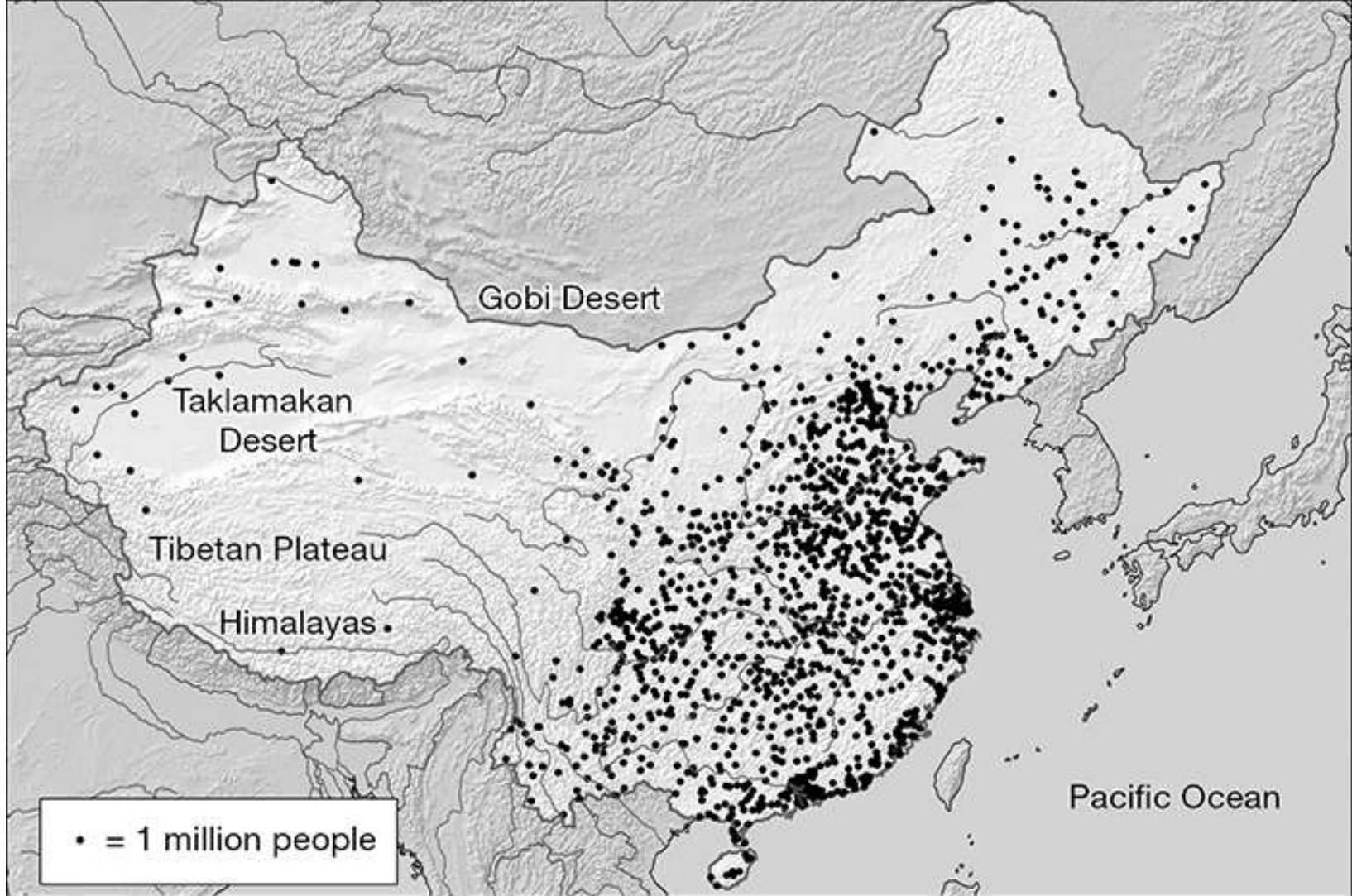
A. Identify what each point symbol on the map represents.
Each symbol represents 1 million people



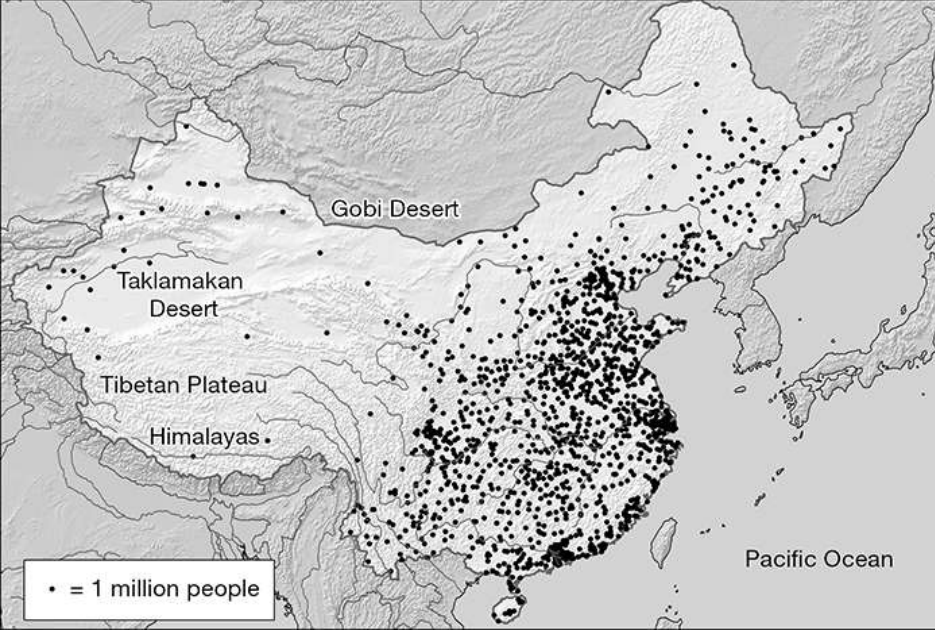
B. Identify TWO topographic features shown on the map.



B. Identify TWO topographic features shown on the map.
Rivers, Tibetan Plateau, Himalayas, Gobi Desert, Taklamakan desert



C. Describe TWO ways that topography affects the spatial pattern of population distribution shown on the map.



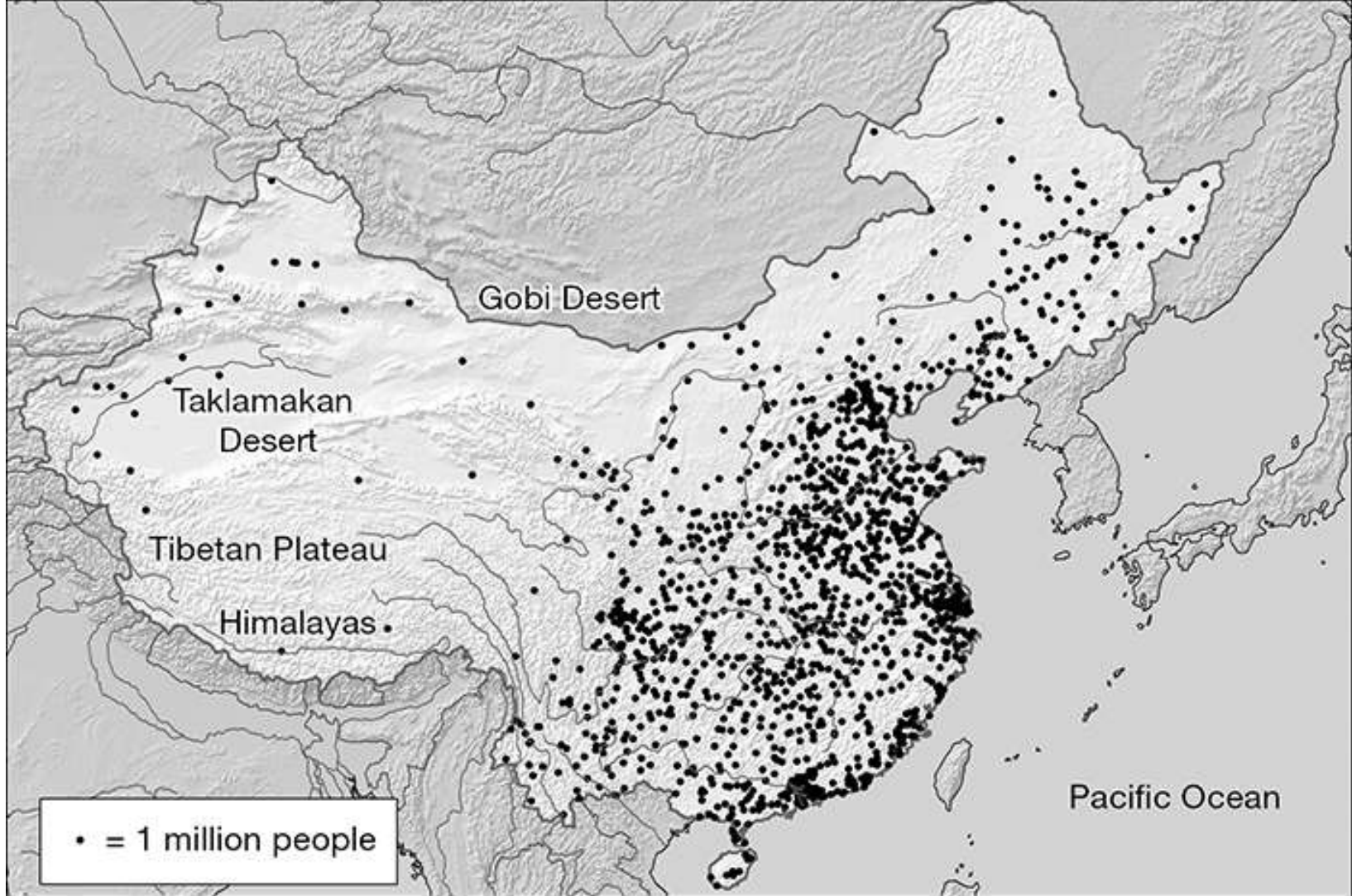
C. Describe TWO ways that topography affects the spatial pattern of population distribution shown on the map.

Population density is higher along rivers because a dependable source of water is available, soils and climate are suitable for agriculture, and/or the land is flat which facilitates development.

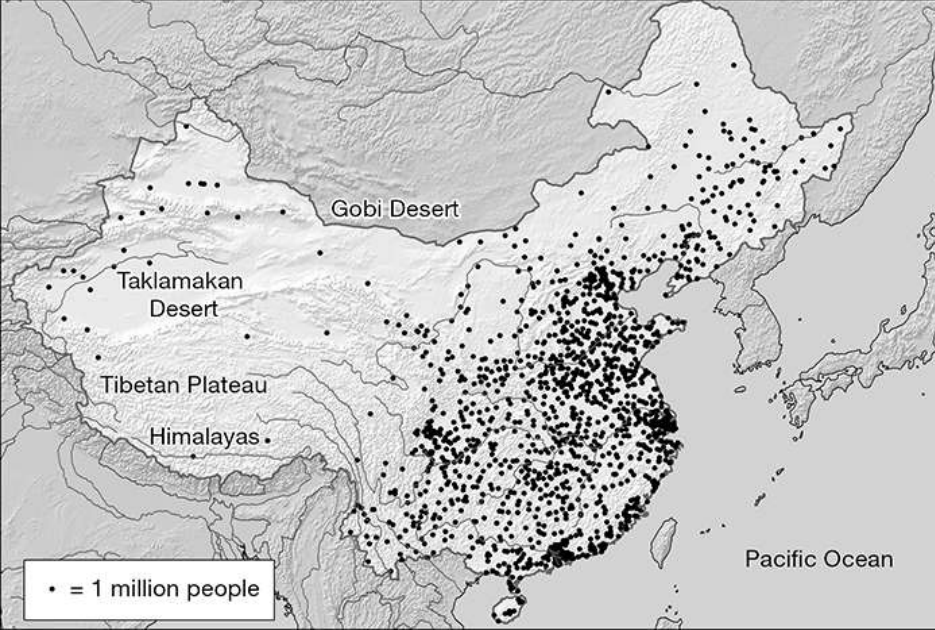
Population density is lower on the Tibetan Plateau because of a harsh climate and lack of suitable soil for agriculture.

Population density is lower in the Himalayas because of mountainous terrain, a lack of flat ground for building, a harsh climate, and a lack of suitable soil for agriculture.

Population density is lower in the Taklamakan Desert and/or Gobi Desert because of dry/arid/hot climate, limited water sources, and a lack of suitable soil for agriculture.



D. Describe ONE way that the availability of natural resources may affect population distribution.



D. Describe ONE way that the availability of natural resources may affect population distribution.

In areas with sparse natural resources (for example, harsh climate, lack of suitable soil for agriculture, lack of fresh water), population is likely to be more sparsely distributed.

MORE UNIT 2 FRQS PACKET WITH ANSWER KEYS



A horizontal bar at the top of the page, divided into a yellow section on the left and a red section on the right.

UNIT 3

CULTURAL PATTERNS

- What is meant by cultural landscape : How can you see expressions of culture on the landscape?
- Culture: religion, language, ethnicity, beliefs, values, way of life
- Placemaking – uniqueness of a place
- Language, ethnicity and religion are factors creating centripetal and centrifugal forces.

- Types of diffusion
- Impact of colonialism and imperialism
- The impact of globalization on culture
- Origin, diffusion of religions and languages, can you explain the distribution?

Key Terms

- Types of diffusion
- Globalization
- Cultural convergence/divergence
- Creolization
- Lingua franca

FRQ FROM FORMS

2 stimulus



A. Identify ONE architectural or technological feature of the rural landscape shown in the photograph.

B. Identify ONE architectural or technological feature of the urban landscape shown in the photograph.



C. Describe ONE way that a country's physical landscape may influence its cultural landscape.

D. Describe ONE type of technology shown in one or both of the photographs.



E. Explain how the technology shown in both photographs affected land-use patterns in the Netherlands.

F. Explain how the cultural landscape shown in one or both of the photographs conveys a local sense of place.



FRQ SAMPLE

2 stimuli

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



The photographs show the cultural landscape of areas in two different cities.

A. Identify TWO cultural traits shown in one or both of the photographs that are indicative of ethnicity.

B. Describe the process of relocation diffusion.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



C. Describe ONE way in which relocation diffusion resulted in the cultural landscapes shown in both photographs.

D. Explain how the cultural landscapes shown in the photographs represent more than one culture.

E. Explain ONE way that attitudes toward Chinese immigrants shaped the cultural landscapes shown in the photographs.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



- A. Identify TWO cultural traits shown in one or both of the photographs that are indicative of ethnicity.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



A. Identify TWO cultural traits shown in one or both of the photographs that are indicative of ethnicity.

- Gate at the entryway to a park in Liverpool (London image)
- Signs written in Chinese characters
- Banners on buildings with Chinese characters
- Lanterns hung across the streets

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



B. Describe the process of relocation diffusion.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



C. Describe ONE way in which relocation diffusion resulted in the cultural landscapes shown in both photographs.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



C. Describe ONE way in which relocation diffusion resulted in the cultural landscapes shown in both photographs.

People migrated from China to the locations shown in the photographs.

People migrated from China and brought with them cultural traits such as linguistic characteristics, architecture, and food preferences.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



D. Explain how the cultural landscapes shown in the photographs represent more than one culture.

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



D. Explain how the cultural landscapes shown in the photographs represent more than one culture.

The cultural landscapes show architectural styles from multiple cultures (Chinese, American, and British).

The cultural landscapes show linguistic characteristics of multiple languages (Chinese and English).

The cultural landscapes show urban land use associated with multiple cultures (Chinese, American, and British).

LIVERPOOL, UNITED KINGDOM



SAN FRANCISCO, CALIFORNIA



E. Explain ONE way that attitudes toward Chinese immigrants shaped the cultural landscapes shown in the photographs.

E. Explain ONE way that attitudes toward Chinese immigrants shaped the cultural landscapes shown in the photographs.

Negative attitudes and discriminatory laws isolated Chinese immigrants from the rest of the population in the receiving countries, which led to the creation of ethnic enclaves (Chinatowns).

Negative attitudes and discriminatory laws in the United States created barriers to assimilation. For example, the Chinese Exclusion Act of 1882 barred Chinese immigrants already in the United States from becoming citizens. Several states banned Chinese immigrants from owning property, and Chinese immigrants were banned from many types of employment.

Negative attitudes and discriminatory laws in the United States made it difficult for Chinese immigrants to find employment or housing outside the ethnic enclaves (Chinatowns).

MORE UNIT 3 FRQS





UNIT 4

POLITICAL GEOGRAPHY

- Types of political entities: nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.
- Why is a nation-state? Why is it not a nation-state?
- Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries.
- Types of boundaries, boundary disputes

- INTERNAL BOUNDARIES: Voting districts, redistricting, and gerrymandering affect election results at various scales.
- Unitary and federal states: pros/cons – where it works best and why
- Devolution occurs when states fragment into autonomous regions; subnational political-territorial units, such as those within Spain, Belgium, Canada and Nigeria; or when states disintegrate, as happened in Eritrea, South Sudan, East Timor, and states that were part of the former Soviet Union.

- Impact of communication technologies, globalization
- Supranationalism – examples, pros/cons
- Centripetal and centrifugal forces impact the survival of a state

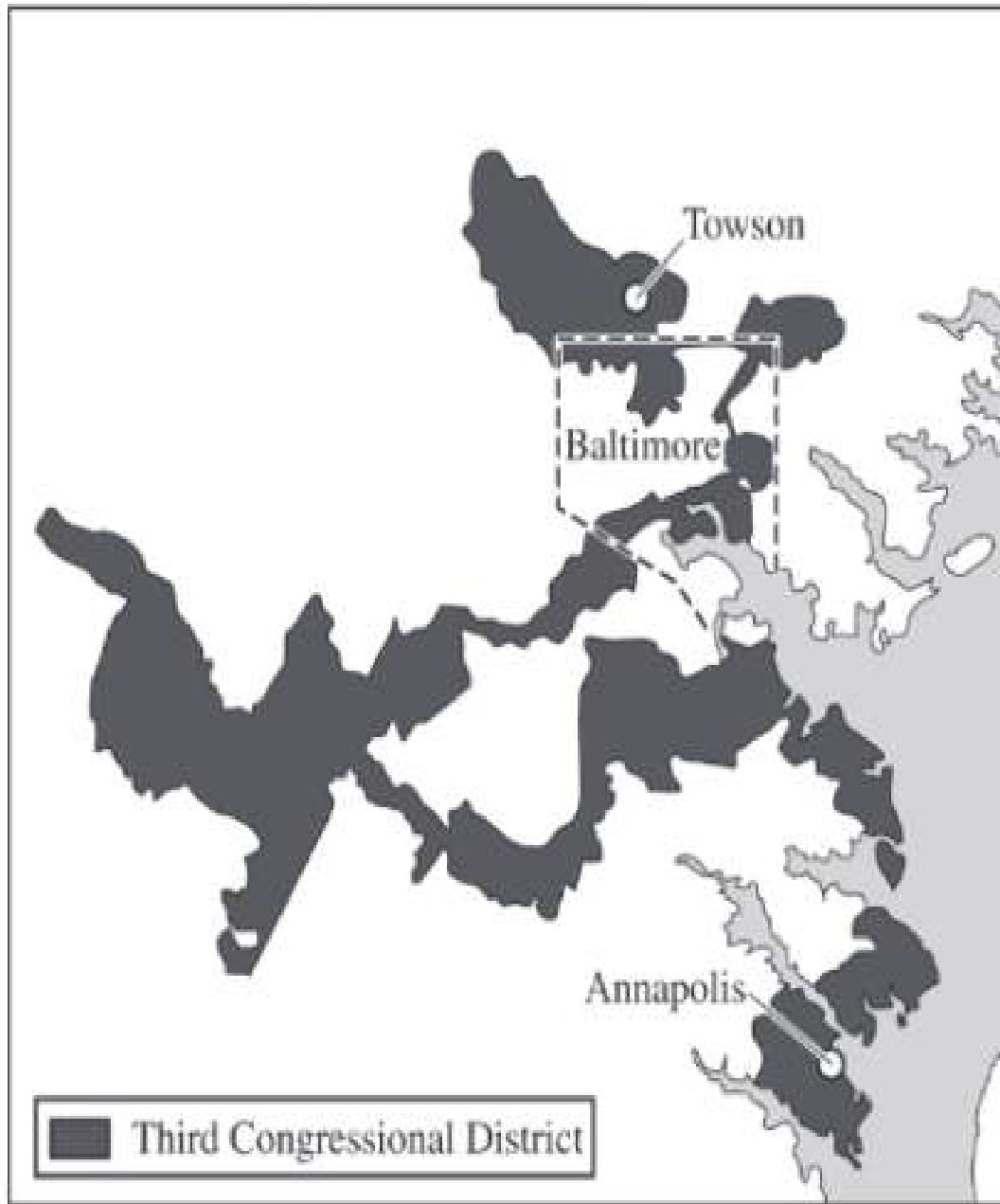
Key Terms

- Nation, states, nation-states, etc.
- Boundary types, Law of the Sea
- Devolution
- Redistricting, gerrymandering
- Supranationalism

FRQ FROM FORMS

1 stimulus

MARYLAND'S THIRD CONGRESSIONAL DISTRICT



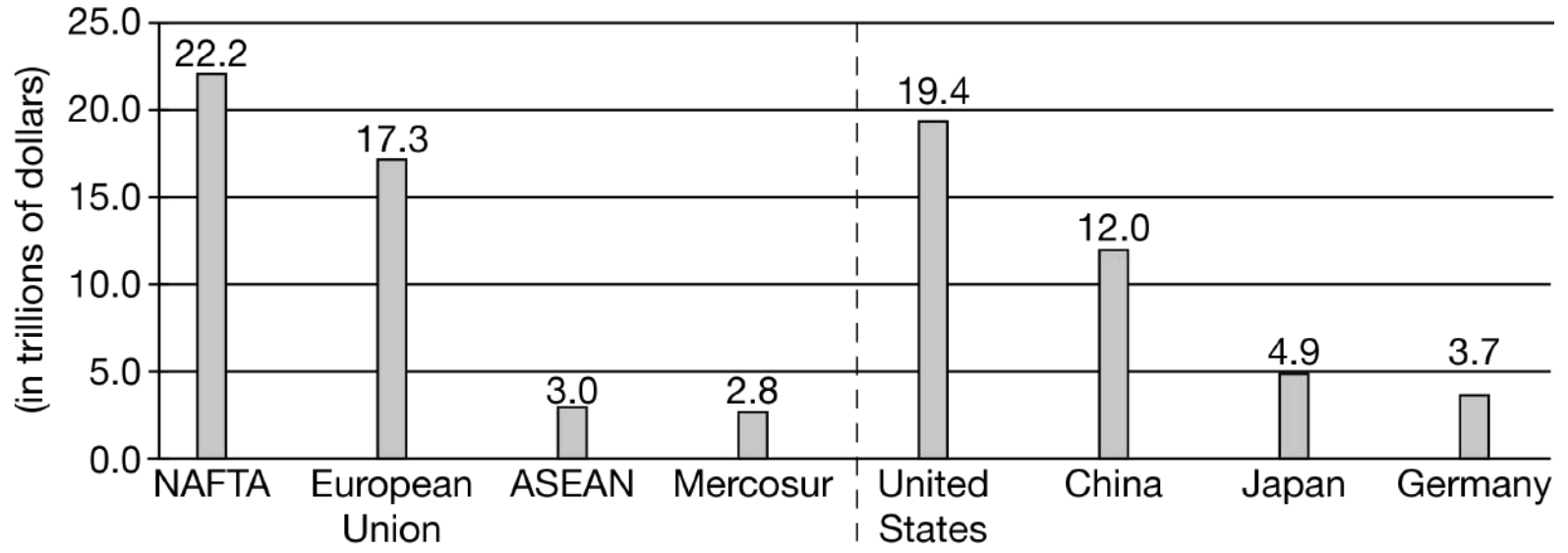
In the redistricting that occurred in 2012, voters in Maryland approved a redrawn Third Congressional District, as shown in the map above. A geospatial analysis firm named it the least compact district in the nation.

- A. Identify the political phenomenon represented on the map.
- B. Explain the relationship between redistricting and the census.
- C. Identify and discuss TWO political consequences that could result from redistricting.

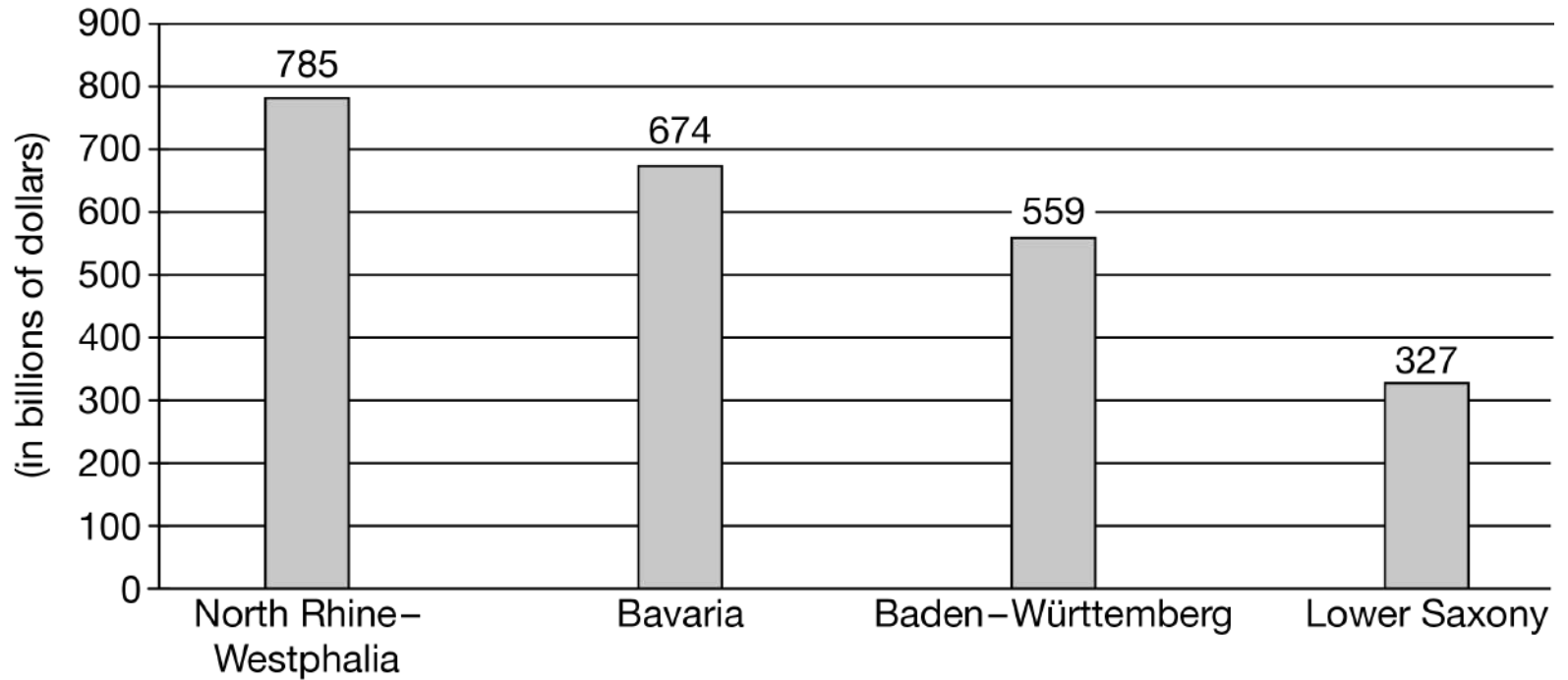
FRQ SAMPLE

2 stimuli

GROSS NATIONAL INCOME



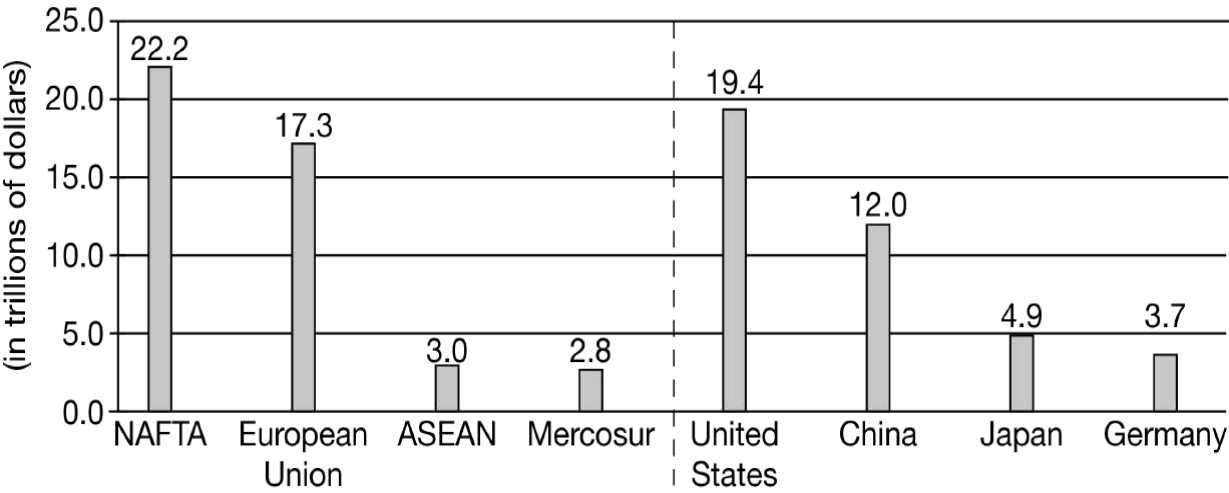
GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



The Federal Republic of Germany has one of the largest gross national incomes (GNIs) of any sovereign country.

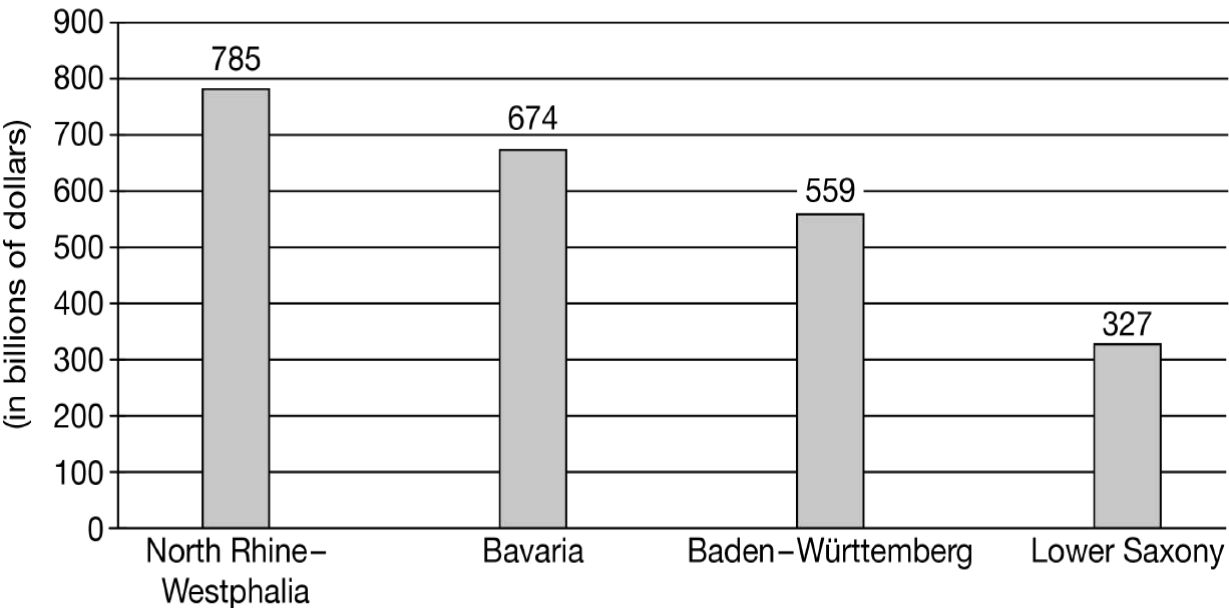
- A. Identify the THREE scales of analysis present in the graph data.
- B. Identify the political entity shown in the graph data that has the highest GNI.
- C. Describe the concept of the sovereign country.
- D. Describe Germany's composition as a federal state.
- E. Explain how the federal state has political advantages over the singular nation-state.
- F. Using the graph data, explain how membership in the European Union gives Germany a competitive advantage compared with the United States and China.
- G. Explain ONE possible disadvantage of membership in the European Union for a member state such as Germany.

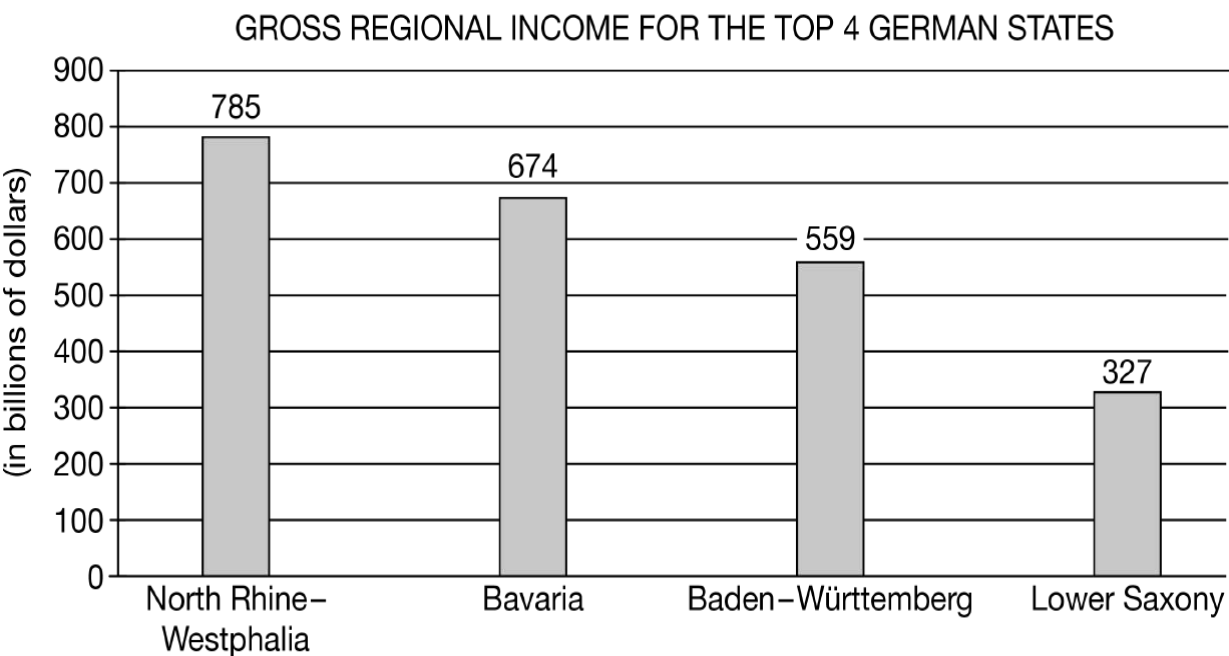
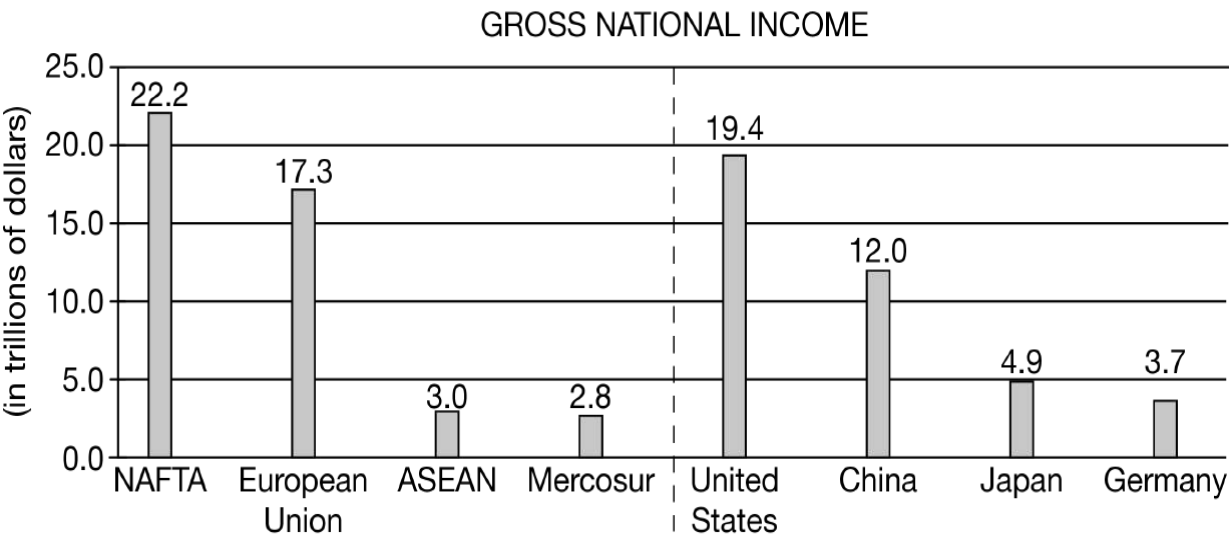
GROSS NATIONAL INCOME



A. Identify the THREE scales of analysis present in the graph data.

GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES

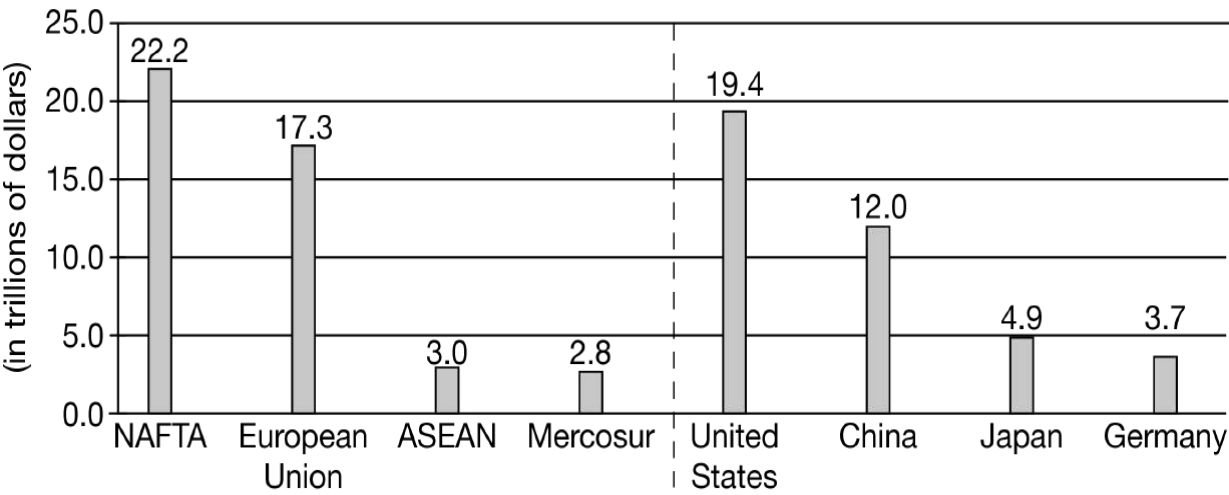




A. Identify the THREE scales of analysis present in the graph data.

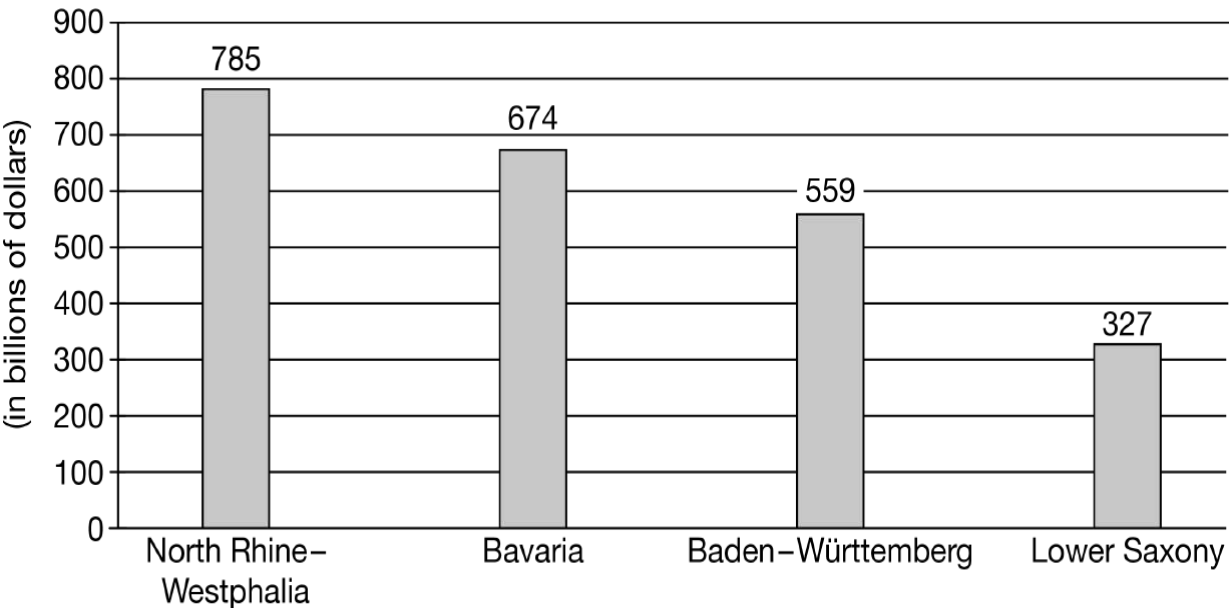
- **Supranational**
- **National, country, or federal**
- **Regional or state (Lander)**

GROSS NATIONAL INCOME

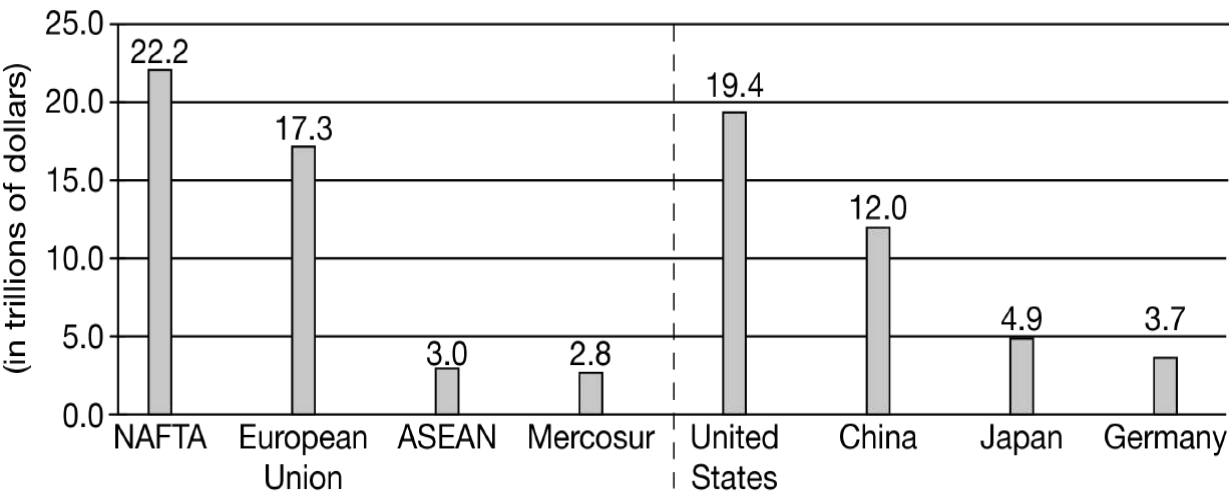


B. Identify the political entity shown in the graph data that has the highest GNI.

GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



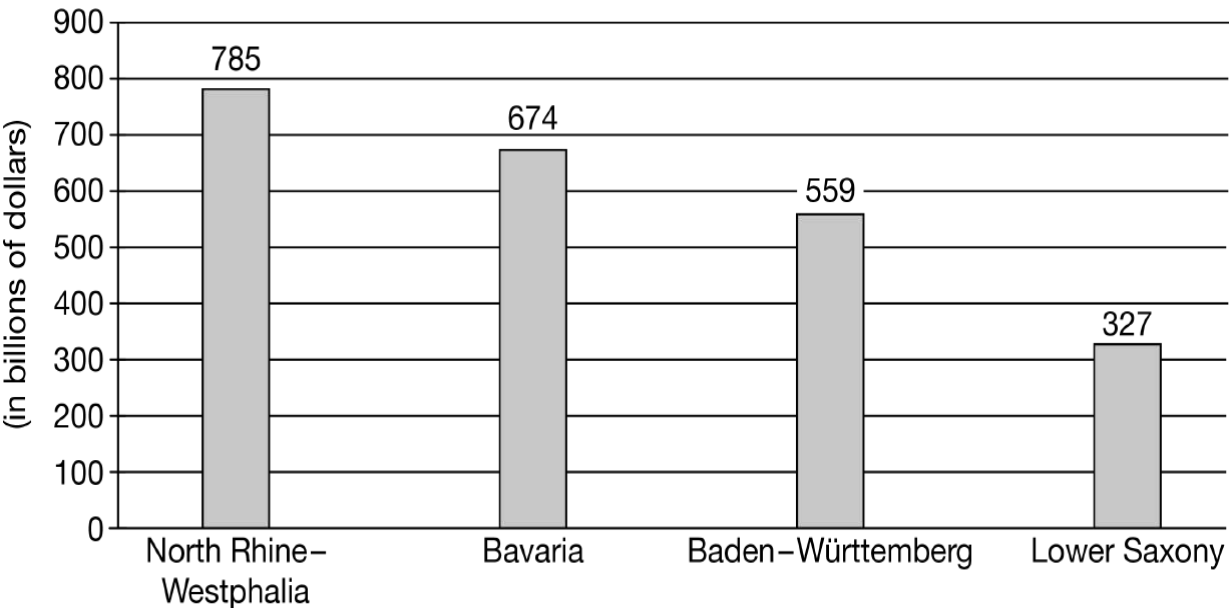
GROSS NATIONAL INCOME



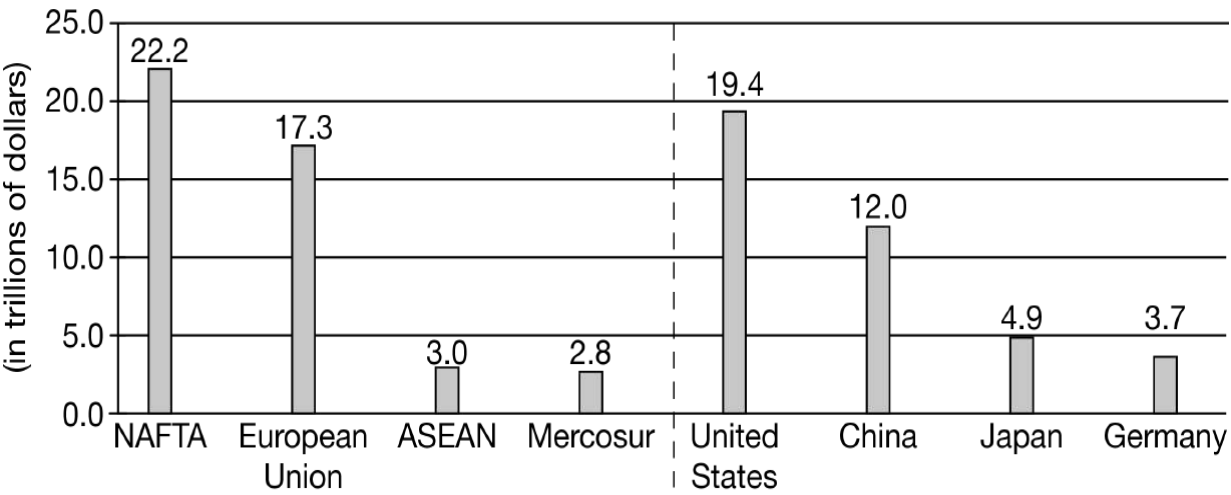
B. Identify the political entity shown in the graph data that has the highest GNI.

- NAFTA (North American Free Trade Agreement)

GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES

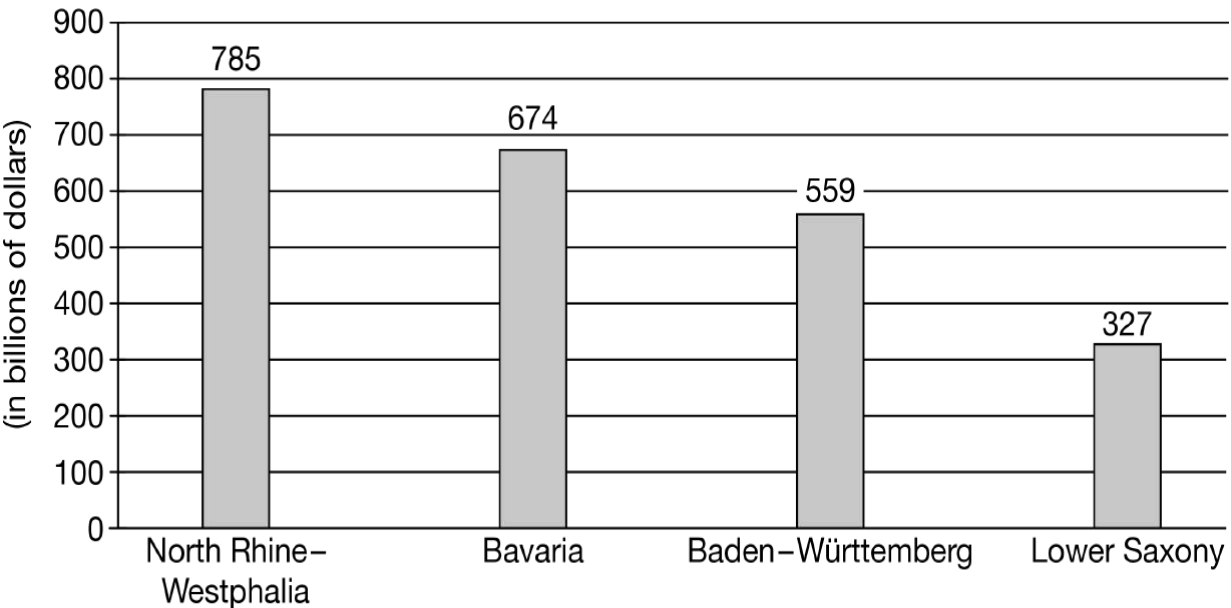


GROSS NATIONAL INCOME



C. Describe the concept of the sovereign country.

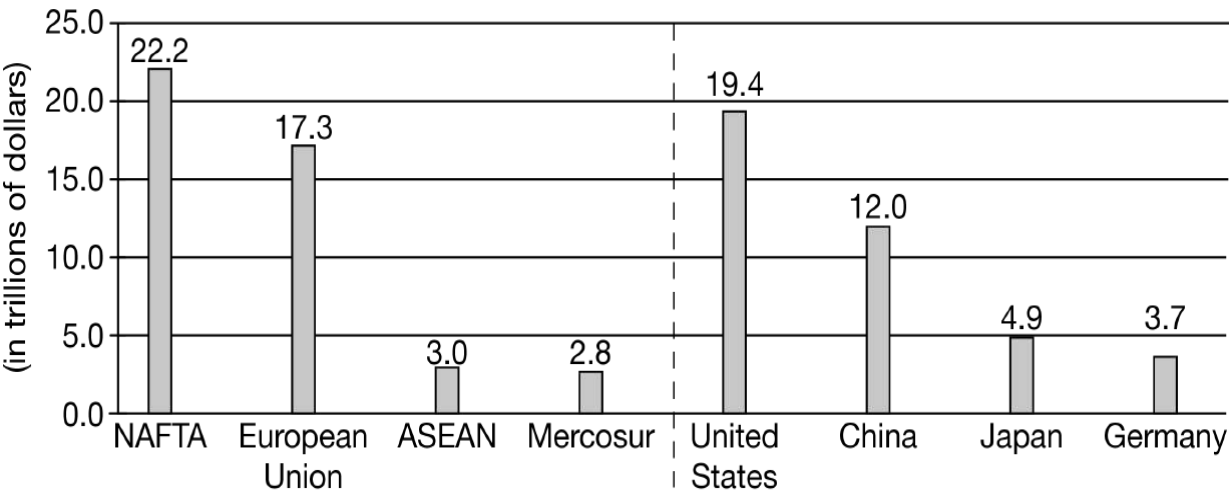
GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



C. Describe the concept of the sovereign country.

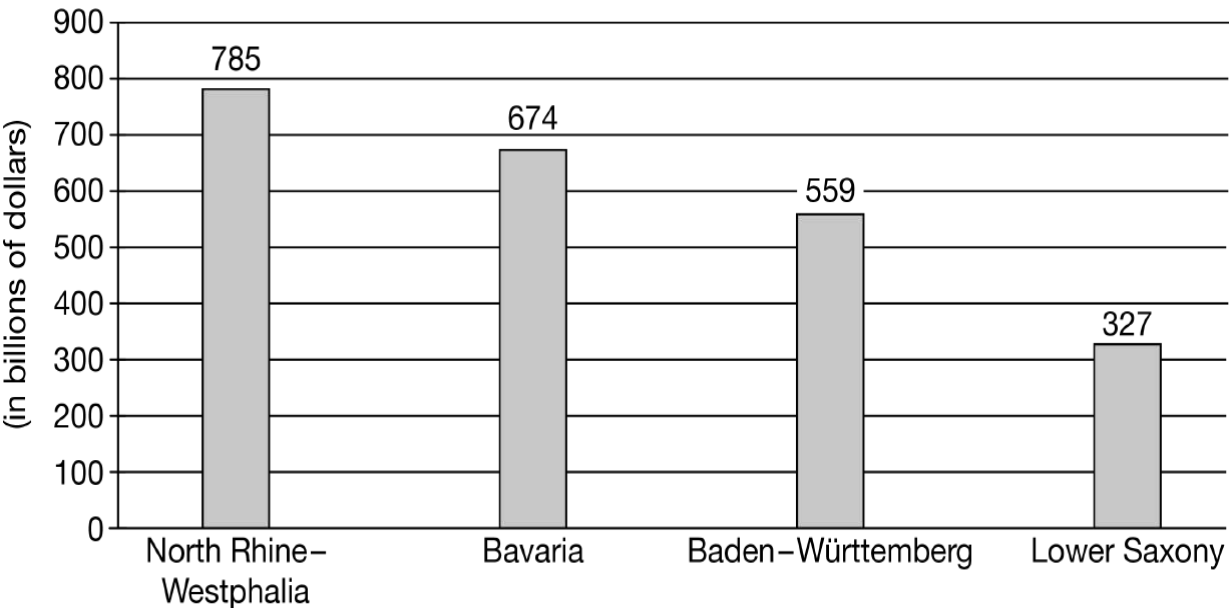
- Country has control or final authority over social, economic, and political matters.
- Country has a right to control its territory both politically and militarily.
- Country can defend itself from military threats from another country.
- Country has independent control of own affairs within its borders without interference from other countries, or the country has a formal diplomatic unit in the government

GROSS NATIONAL INCOME

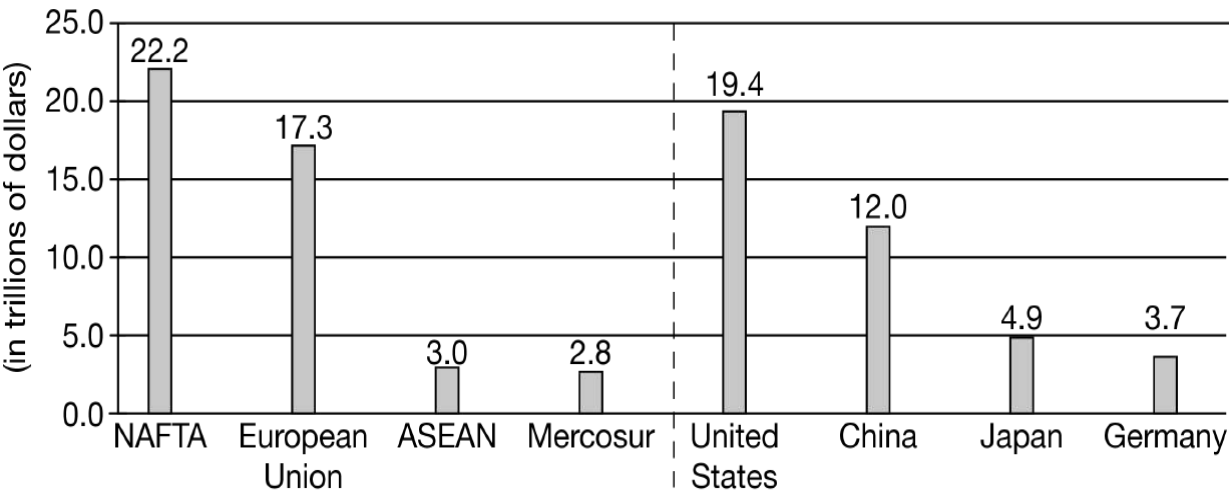


D. Describe Germany's composition as a federal state.

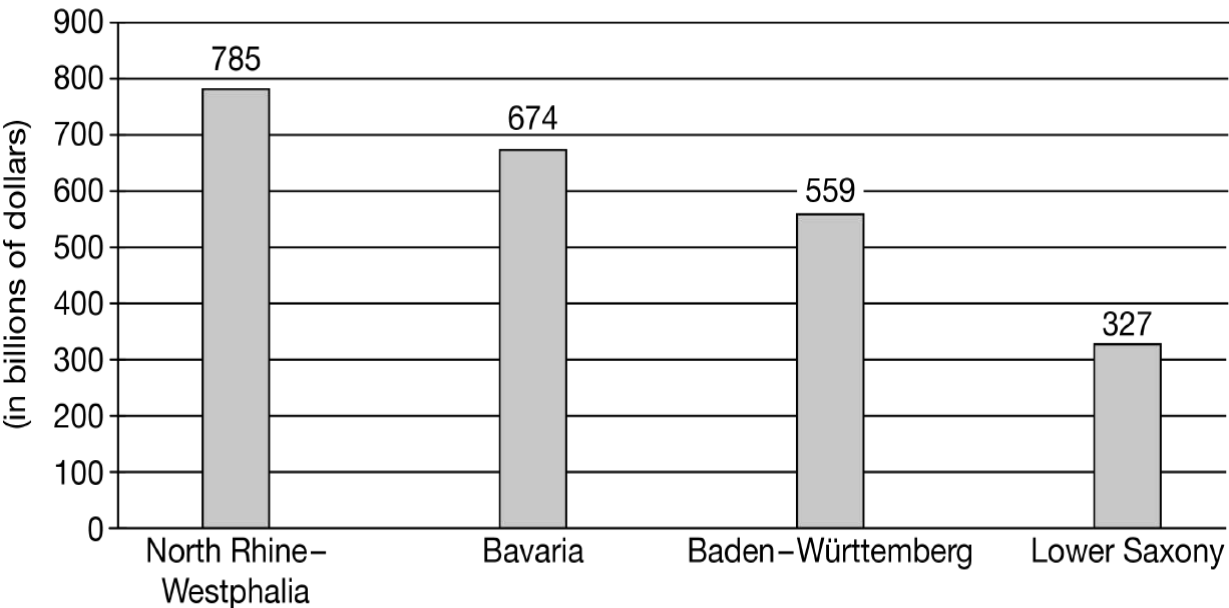
GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



GROSS NATIONAL INCOME



GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



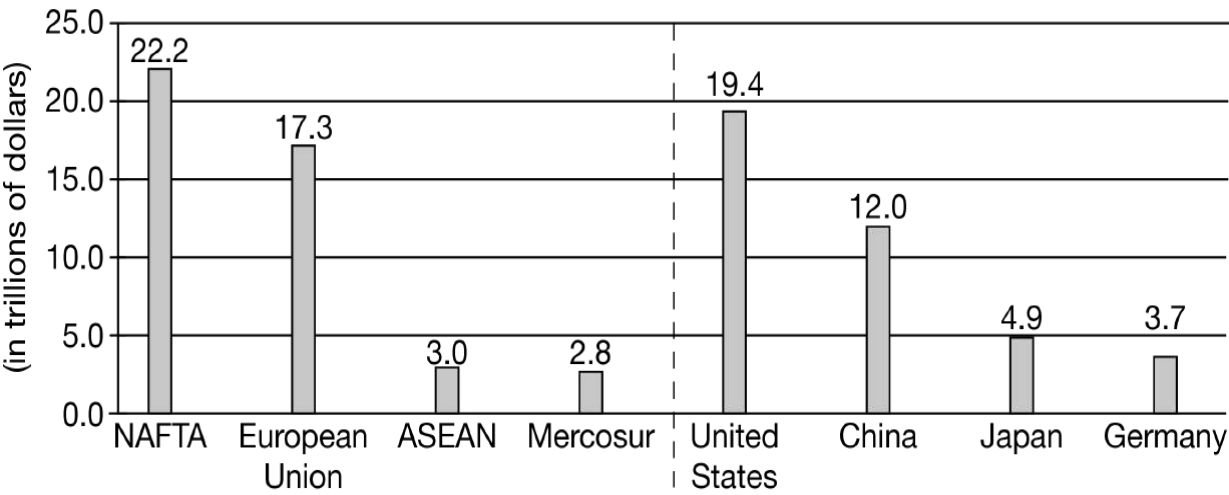
D. Describe Germany's composition as a federal state.

- Germany has a national government that allocates control to state (Länder) and local governments within the country

E. Explain how the federal state has political advantages over the singular nation-state.

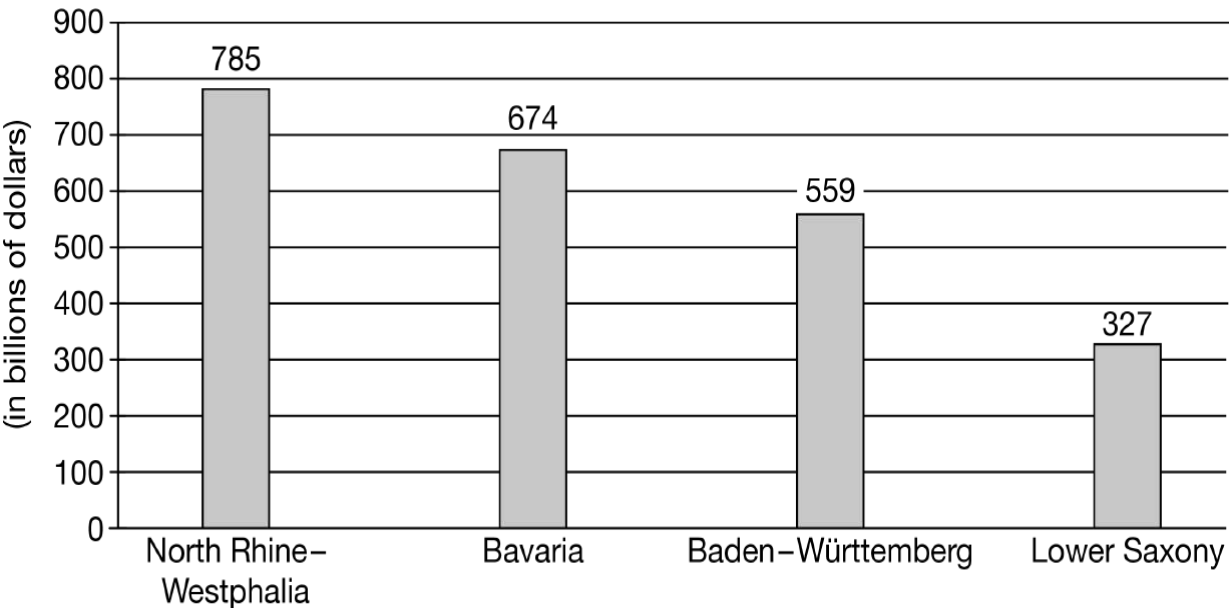
- E. Explain how the federal state has political advantages over the singular nation-state.
- By transferring powers to local government units, a federal state can allow for more self determination at the local level.
 - In a state with a number of different ethnicities, a federal form of government can allow for more self-determination for different ethnic groups.
 - In a large state where the capital may be too remote from some areas to provide effective government, a federal form of government can allow for more self-determination at the local level.

GROSS NATIONAL INCOME



F. Using the graph data, explain how membership in the European Union gives Germany a competitive advantage compared with the United States and China.

GROSS REGIONAL INCOME FOR THE TOP 4 GERMAN STATES



G. Explain ONE possible disadvantage of membership in the European Union for a member state such as Germany.

G. Explain ONE possible disadvantage of membership in the European Union for a member state such as Germany.

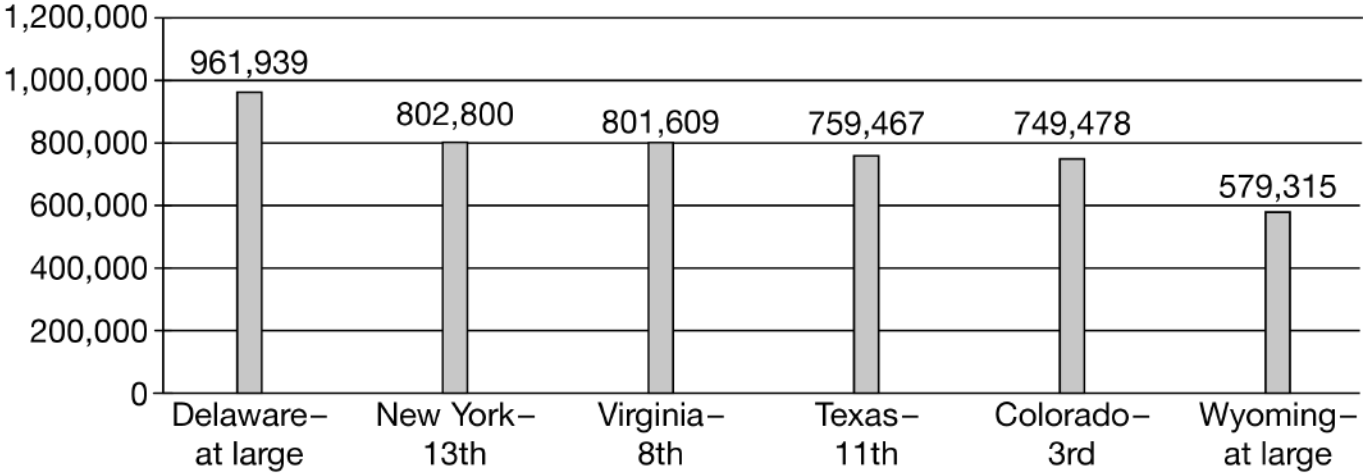
- A member state experiences some loss of national sovereignty.
- A member state is required to follow European Union rules and regulations.
- A member state incurs costs associated with European Union membership.
- A member state has more open borders that limit the state's ability to control immigration.

FRQ SAMPLE

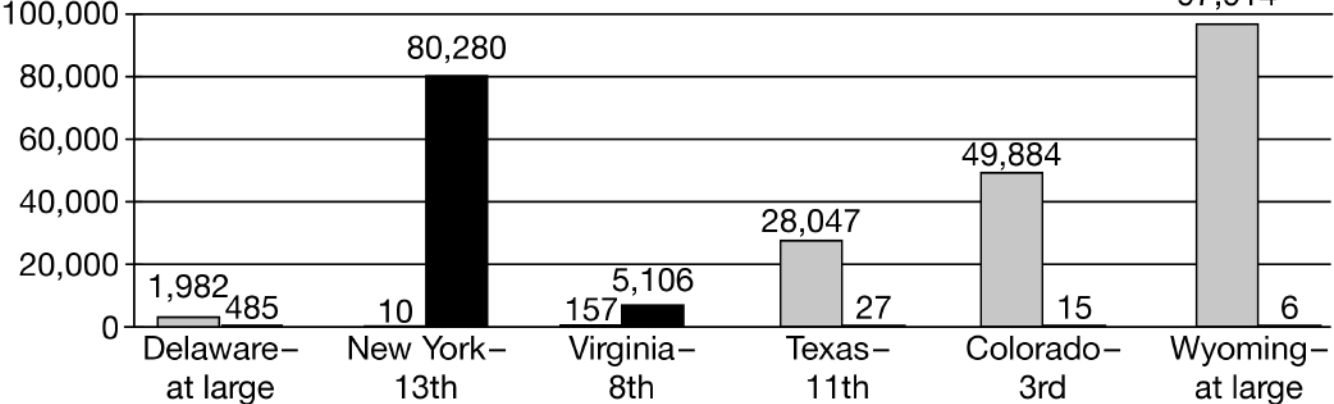
2 stimuli

SELECTED DISTRICTS IN THE UNITED STATES HOUSE OF REPRESENTATIVES

2017 POPULATION



AREA AND POPULATION DENSITY



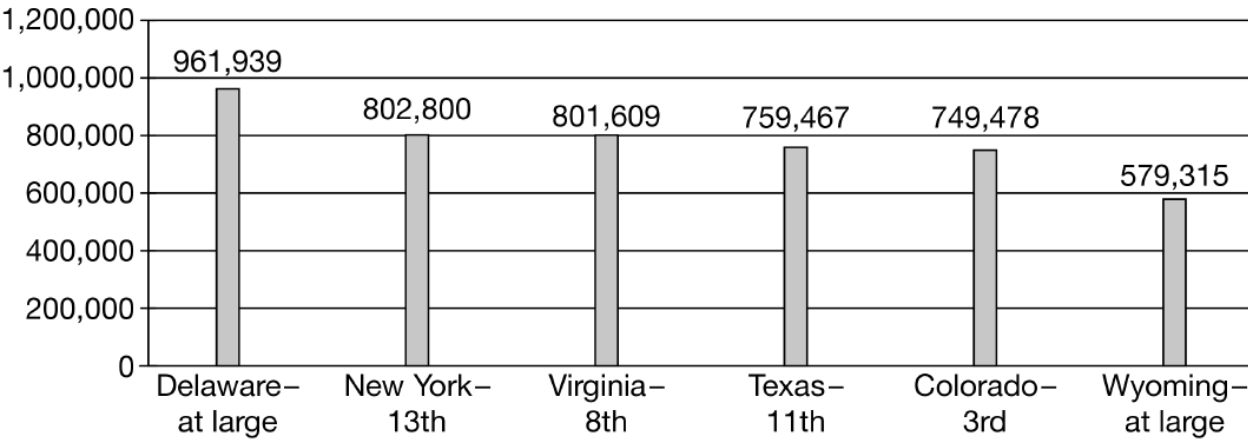
Area (square miles)

Population Density (per square mile)

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.

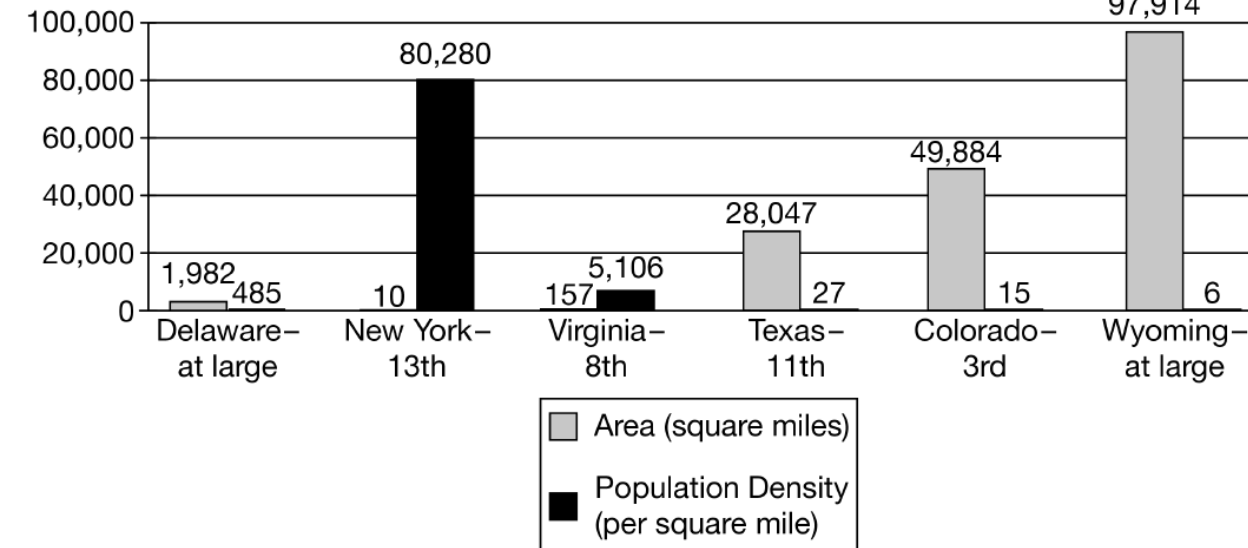
- A. Identify ONE difference in the scale of analysis among the districts shown in the graphs.
- B. Using the data shown in the graphs, identify ONE urban district.
- C. Using the data shown in the graphs, explain how the relationship between area and population density affects the size of districts.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

2017 POPULATION

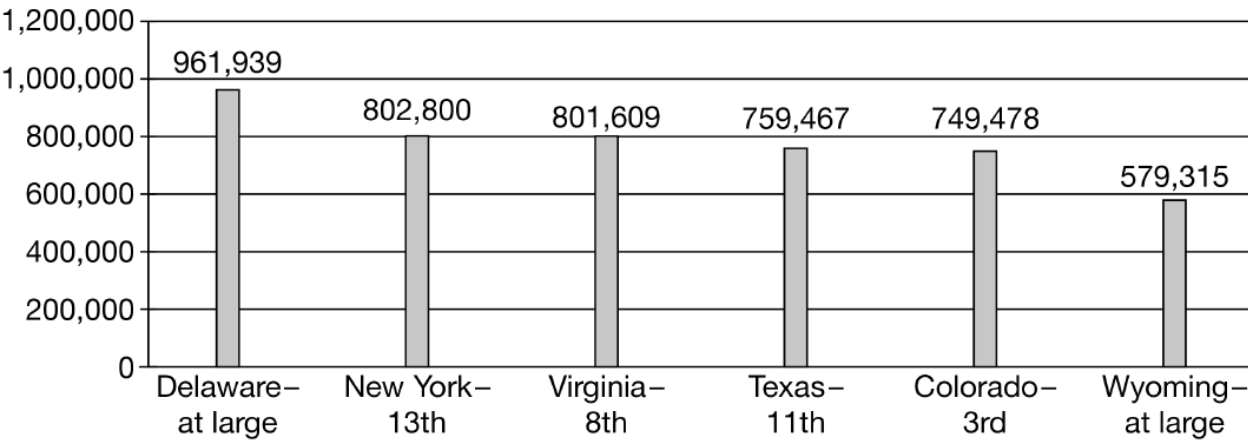


A. Identify ONE difference in the scale of analysis among the districts shown in the graphs.

AREA AND POPULATION DENSITY



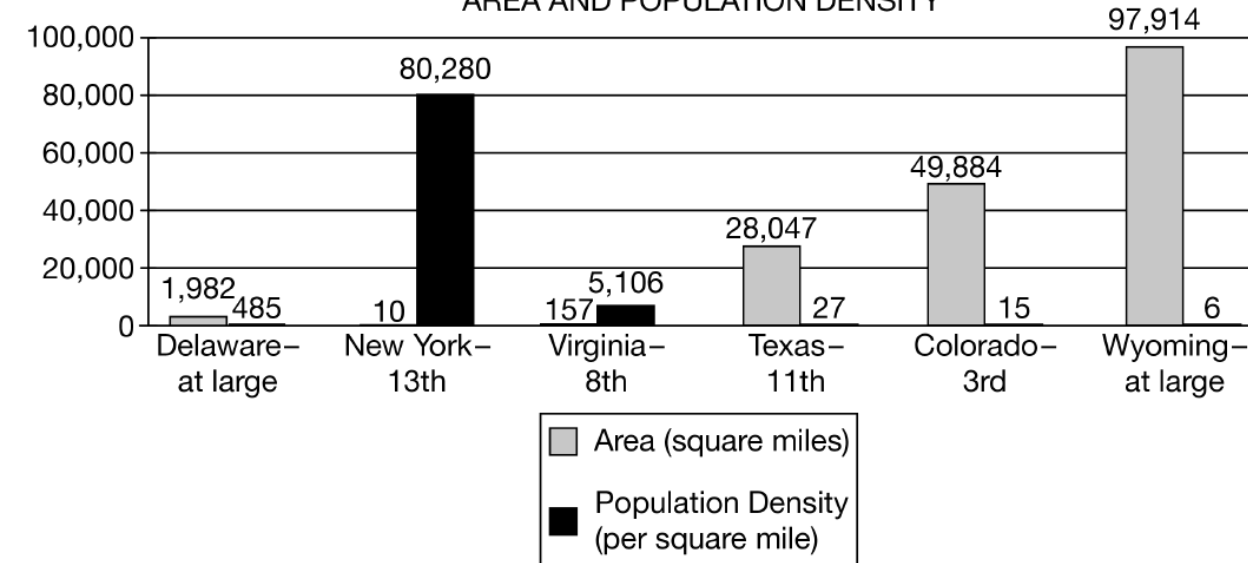
2017 POPULATION



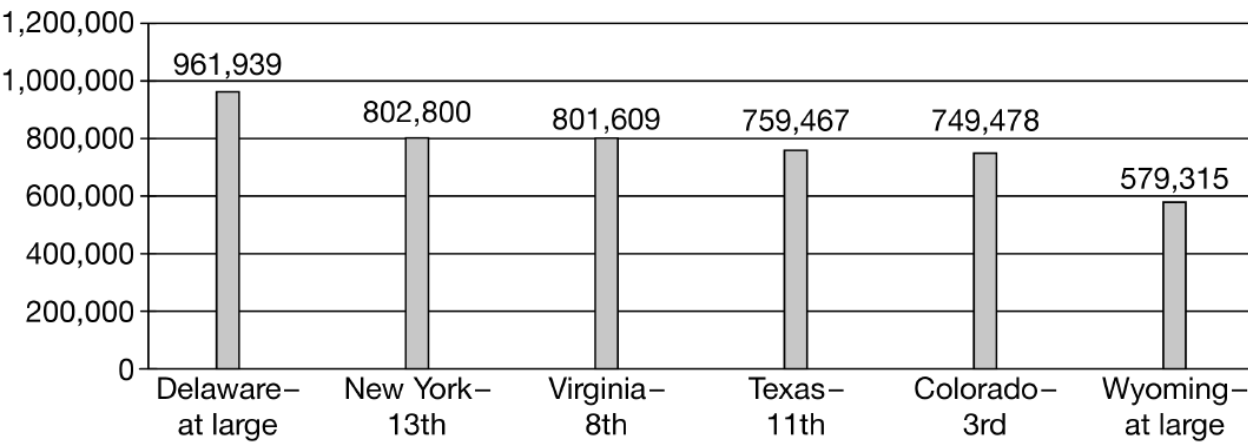
A. Identify ONE difference in the scale of analysis among the districts shown in the graphs.

- 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

AREA AND POPULATION DENSITY

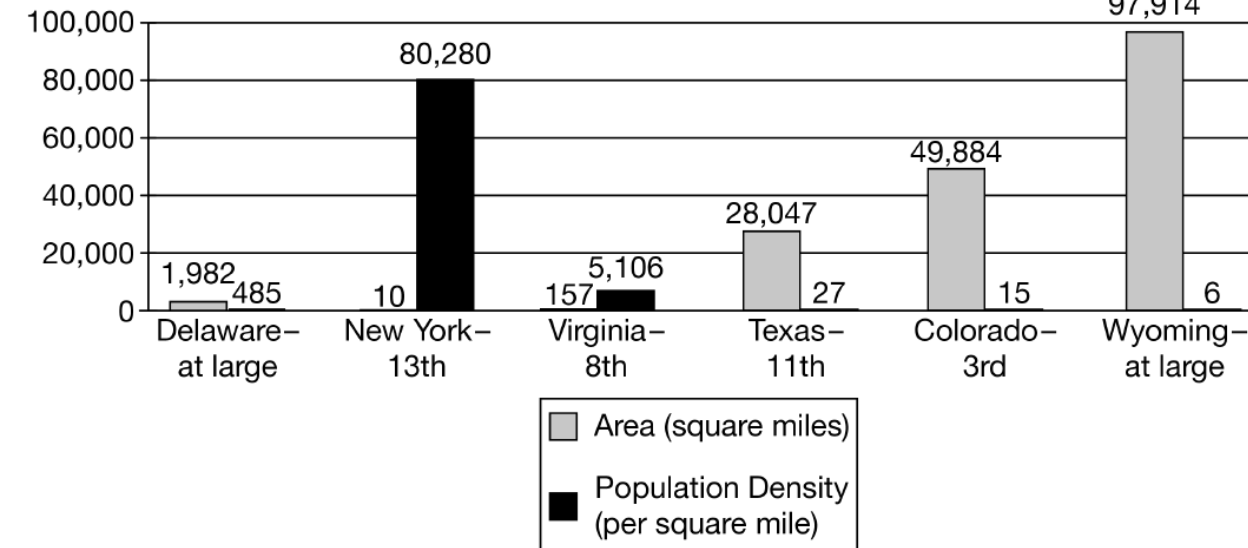


2017 POPULATION



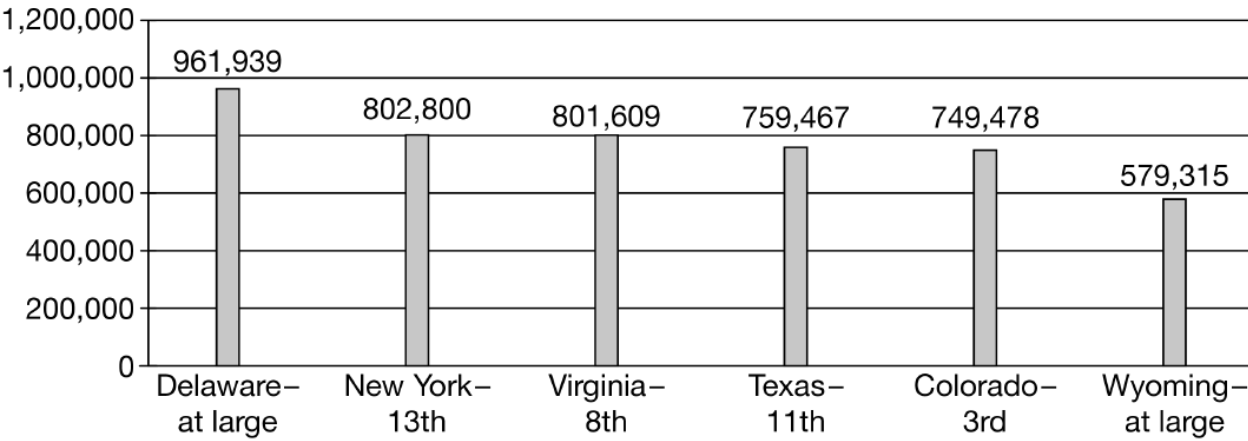
B. Using the data shown in the graphs, identify ONE urban district.

AREA AND POPULATION DENSITY



Area (square miles)
 Population Density (per square mile)

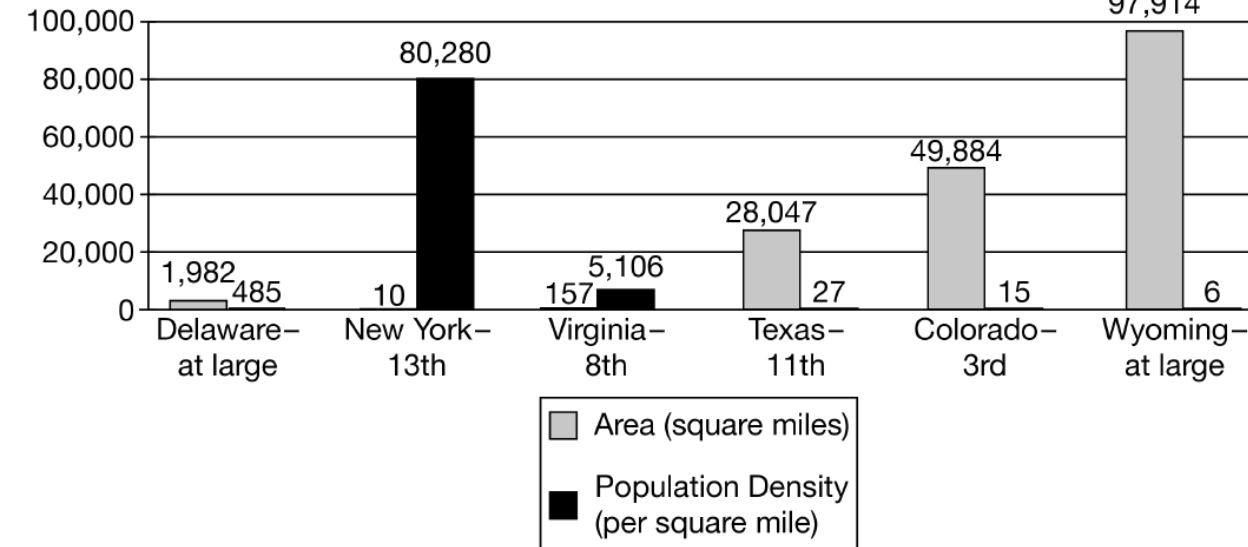
2017 POPULATION



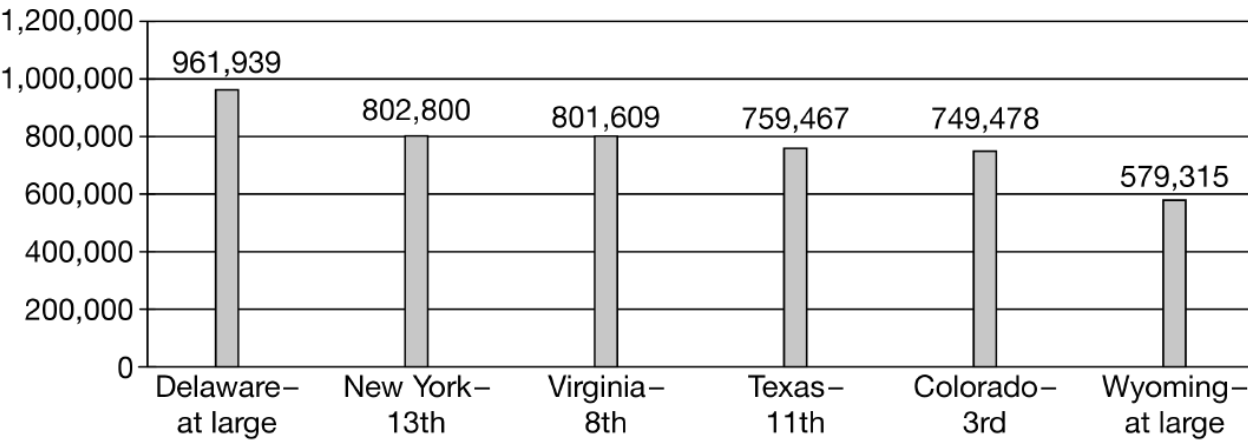
B. Using the data shown in the graphs, identify ONE urban district.

- NY 13th
- Virginia 8th

AREA AND POPULATION DENSITY

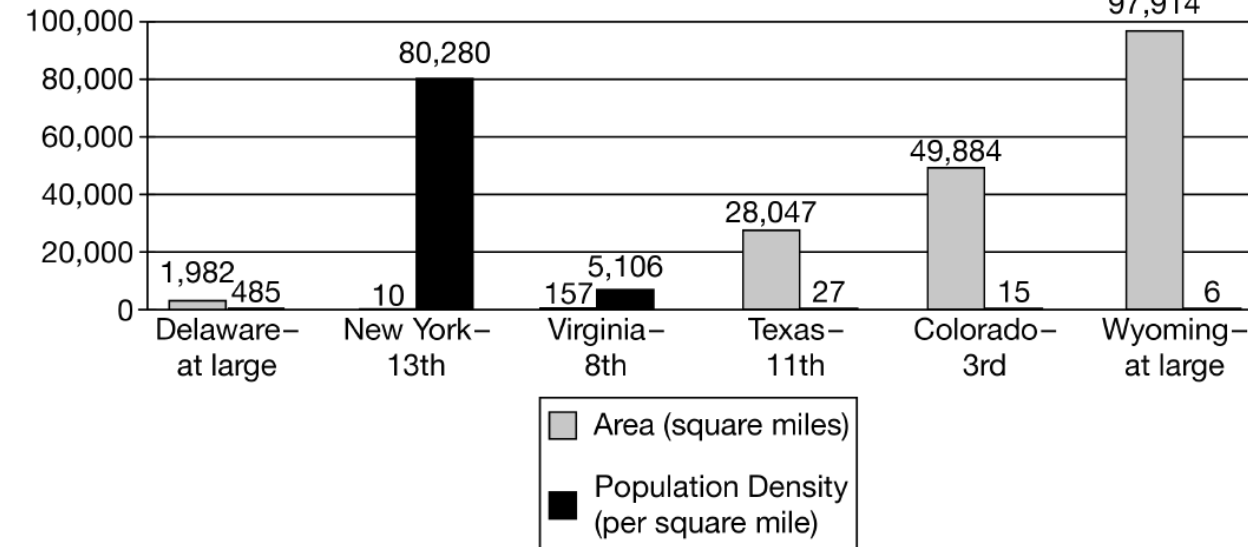


2017 POPULATION

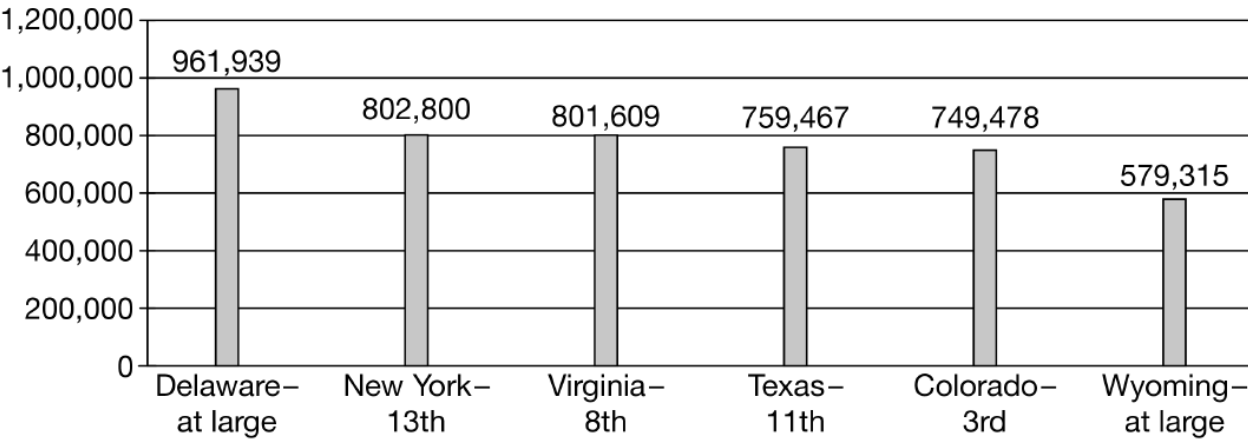


C. Using the data shown in the graphs, explain how the relationship between area and population density affects the size of districts.

AREA AND POPULATION DENSITY

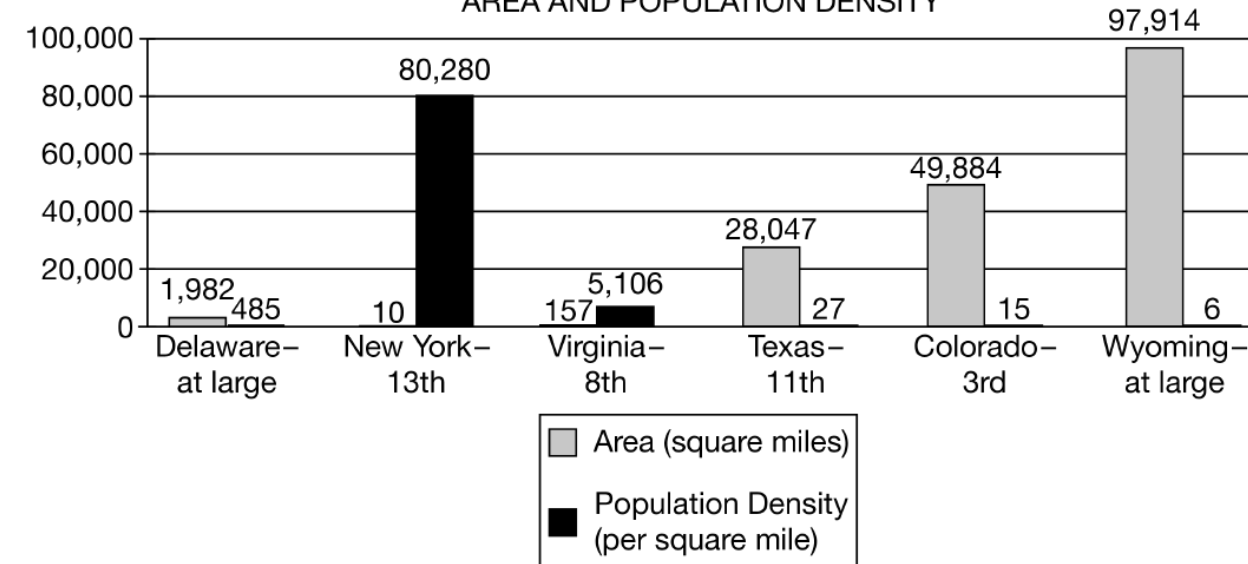


2017 POPULATION



C. Using the data shown in the graphs, explain how the relationship between area and population density affects the size of districts.

AREA AND POPULATION DENSITY



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.

D. Describe ONE way in which the process of redistricting can be manipulated for political gain.

D. Describe ONE 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 that implements the redistricting remain in power.

E. Explain ONE challenge a representative might face in connecting with rural constituents as compared with constituents in urban areas.

E. Explain ONE challenge 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.

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

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

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.

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

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

- 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.

FRQ SAMPLE

2 stimuli

SPAIN



NIGERIA



The number of states in the world has grown to approximately 200. The creation of new countries has been possible as a result of devolutionary forces. Countries such as Spain and Nigeria face devolutionary pressures.

A. Define devolution.

B. Describe how each of the following forces contributes to devolutionary pressures within a country.

1. Cultural diversity
2. Regional economic differences
3. Physical geography and territorial size

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

A. Define devolution.

A. Define devolution.

- The breakup of a state
- The movement of power from a central government to regional governments (or subnational governments) within the state
- The transfer of some central powers or ceding of authority to regional or local governments
- Transfer of some power from a state to a self-identified community within it to accommodate separatist pressures
- The process whereby regions within a state demand and gain political strength and growing autonomy at the expense of the central government

B. Describe how each of the following forces contributes to devolutionary pressures within a country.

1. Cultural diversity
2. Regional economic differences
3. Physical geography and territorial size

B. Describe how each of the following forces contributes to devolutionary pressures within a country.

3. Physical Geography

Physical geography and territorial size; specifically describing one or more of the following:

- Physical features or barriers such as mountains or bodies of water
- Distance between capital or core areas and the periphery
- Barriers to infrastructure, communication, or connectivity, e.g., lack of roads, railroads
- Regional differences in the location or availability of natural resources
- In large countries, smaller areas may want autonomy or separation
- Comparatively smaller territories or regions within a country

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

SPAIN:

- Factors of secession or division (secessionist movements or attempted secession, vote for independence, or self-determination, irredentism, terrorism or violent conflict)
 - Full separation from Spain resulting in regional population's ability to communicate in their own language (Catalan, Galician, or Basque) in schools, business, or government
 - Region's peoples would have own identity, political system, national heritage (e.g., cultural history, holidays, festivals, traditions)
 - To reunify culture currently divided between Spain and a neighboring country
 - Armed conflict as a means for political change

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

SPAIN:

- Factors of autonomy (limited autonomy, limited self-determination)
 - Autonomous regions were created to increase local control of regional languages and reduce tensions with the majority (Castilian-speaking) Spanish country or population and decrease the appeal of a separatist movement
 - Allowance for a dual culture or dual society that embraces separate cultural identities or separate nations

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

SPAIN:

- Factors of unification (unification or reunification, Spanish nationalism, zero-autonomy, preservation of Spanish constitutional monarchy, increasing authoritarianism)
 - Spanish nationalism being promoted by the central government
 - Spain faces challenges to political unity due to internal cultural factions

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

NIGERIA:

- Factors of secession or division (secessionist movements or attempted secession, vote for independence, or self-determination, irredentism, terrorism or violent conflict)
 - Religious differences have led to regional social movements
 - Ethnic (tribal) differences have led to regional social movements
 - Ethnic conflict, Ogoni movement, Biafra, Nigerian civil war, Islamist movements (e.g., Boko Haram, sharia law)

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

NIGERIA:

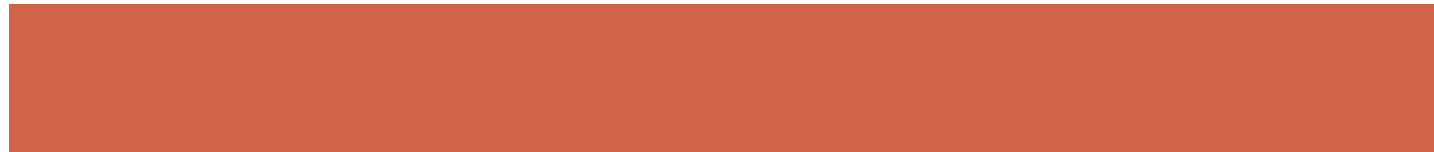
- Factors of autonomy (allowance for multiple legal systems, limited autonomy, limited selfdetermination)
 - Acceptance of many cultures, or multicultural society that embraces separate cultural identities or separate nations
 - Government allowing for multiple legal systems within the federal state (e.g., [English] common law, tribal or customary legal systems, sharia)
 - Linguistic differences have led to regional social movements)

C. Identify and explain ONE political impact resulting from devolutionary pressures related to cultural differences in either Spain or Nigeria.

NIGERIA:

- Factors of unification (maintaining federal state or confederation, unification or reunification, zero-autonomy, federal popular elections)
 - Movement of the capital to help bridge the cultural divide and shed the colonial past
 - Nigerian nationalism being promoted by the central government
 - Nigeria faces challenges to political unity due to internal cultural factions.

MORE UNIT 4 FRQS



AP HUMAN GEOGRAPHY

THE TEST

- Tuesday 5/12 at 4pm
- Two FRQ Questions
- Units 1-5
- Open book!





Two Days Before Each Exam

Two days before each exam, you'll receive an email with your personalized e-ticket and AP ID.

Demo Exam/Practice

Practice Submitting Work!

The exam questions are viewed by students in a web browser, like Chrome. Students type or write their responses outside that browser. They then choose from three options to submit responses:



Copy and paste
a typed response.



Attach a typed response.



Attach one or more photos
of a handwritten response.

Required

- [e-ticket email](#) (you'll receive this two days before your exam)
- Completed [Exam Day Checklist](#), including AP ID
- Device: laptop, tablet, smartphone, desktop computer
- Browser: Chrome (recommended), Firefox, Safari, or Edge
- Internet or cellular connection
- Assistive technology and devices (if applicable, for students approved to test with [accommodations](#))

Recommended for students typing responses

- [Microsoft Word](#), [Google Docs](#), [Notes](#), or another app to enter and save text

Permitted

- Your class notes or study guides
- Textbooks and other classroom resources
- Previous assignments or assessments

SAMPLE EXAM #2

□ QUESTION 1

- 2 Stimuli
- **25 minutes**
- 5 minutes to submit
- 55% of Exam score

□ QUESTION 2

- 1 stimulus
- **15 minutes**
- 5 minutes to submit
- 45% of Exam score

FRQ TIPS

Describe: Give a detailed account including reasons or causes; Provide the relevant characteristics of a specified topic.

Explain: Give a detailed account including reasons or causes; provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and /or reasoning. *Explain the degree* looks at how it does or does not explain the subject.

Compare: Give an account of the similarities or differences between two or more items or situations referring to both or all of them throughout. *Requires a parallel comparison* such that both parts have a common aspect/relationship.

FRQ TIPS

- Questions can “crossover” Units
- Be clear with your response, “close the loop”
- Label all parts of the question
 - ▣ a.)
 - ▣ b.)
 - ▣ c.)

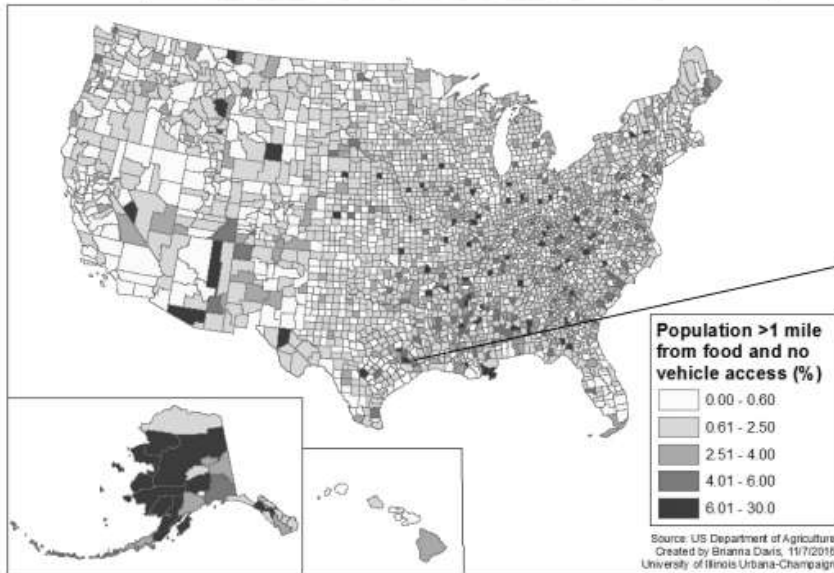
MY TIPS

- Show your thinking. Be clear and obvious.
- Define terms if it helps with your response.
- Be creative if you're stumped, apply anything you know.

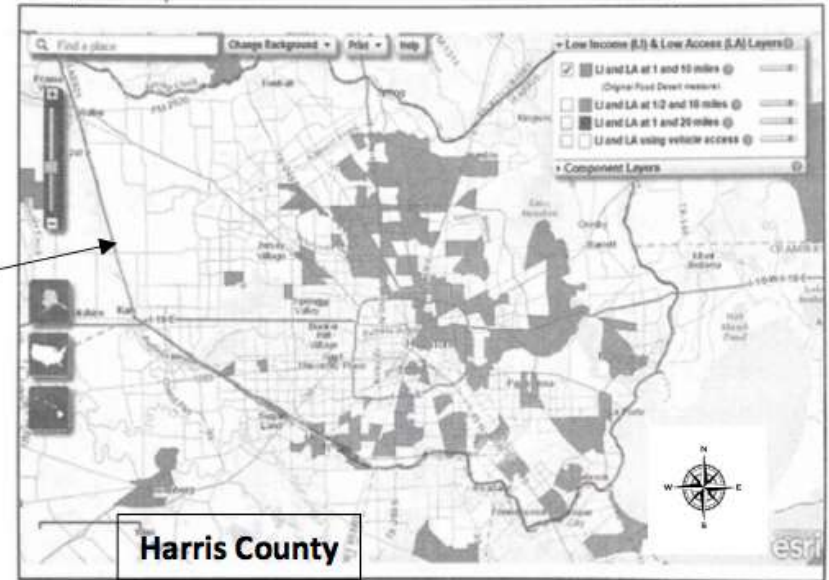
Sample FRQ #2

More Practice FRQs Unit 5
10 Question Packet

Map A. Food Deserts in the United

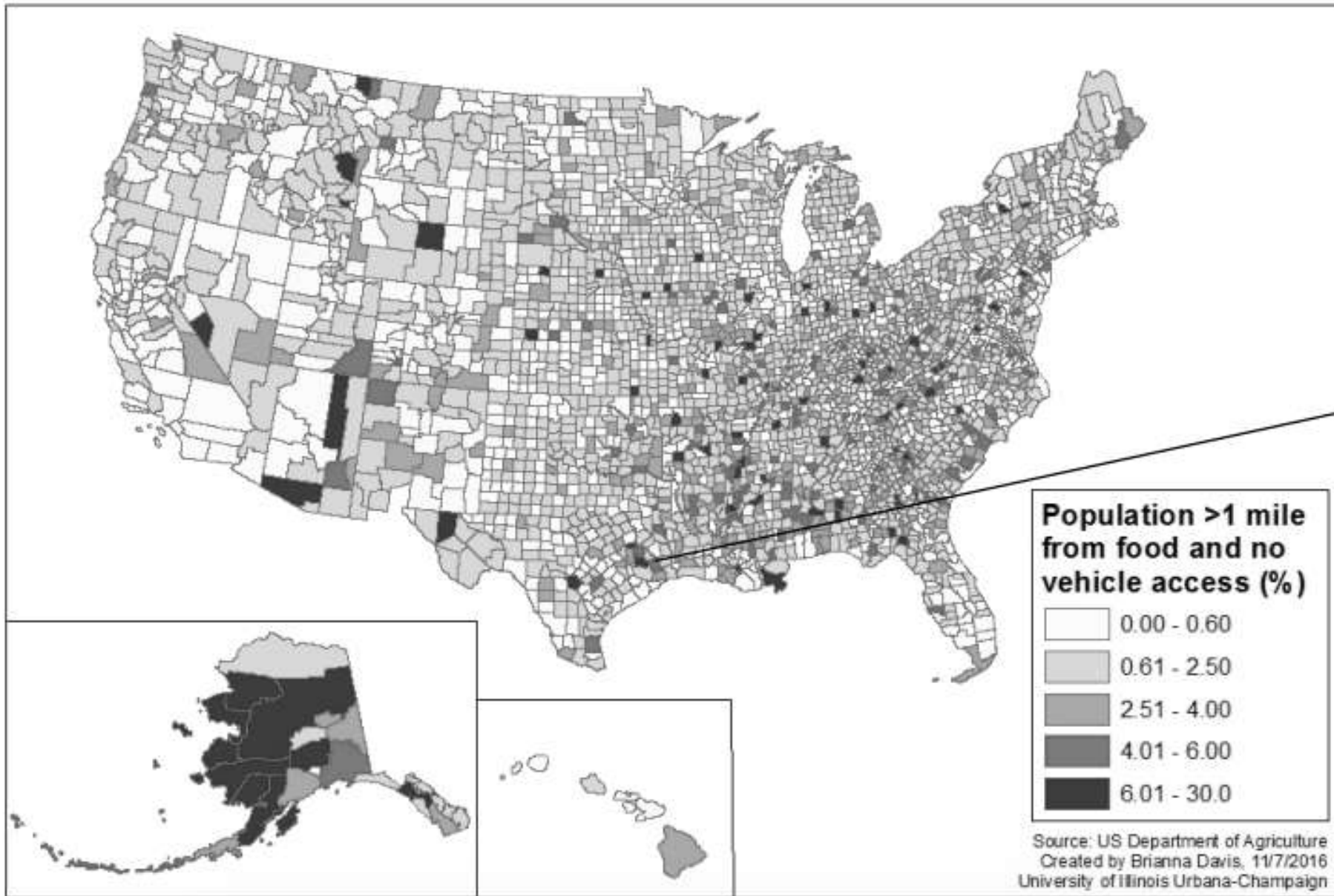


Map B. Food Deserts in Harris County

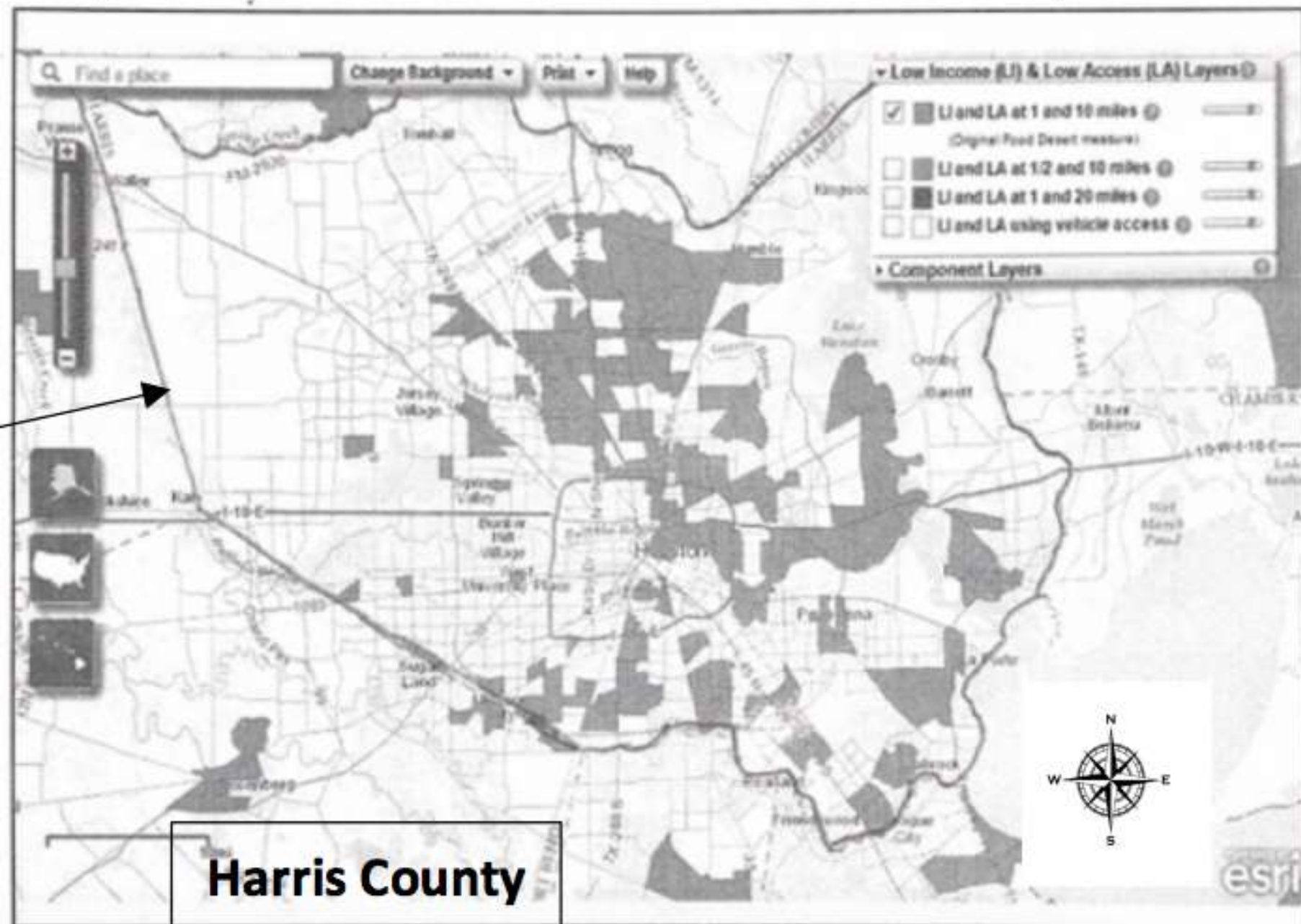


□ A food desert is an area that has limited access to affordable and nutritious food. About 23.5 million people live in food deserts and are more than 1 mile from a grocery store or supercenter. Nearly half of them are also low-income households. Food deserts in urban areas are measured by census tract which can include 2,500 to 8,000 people.

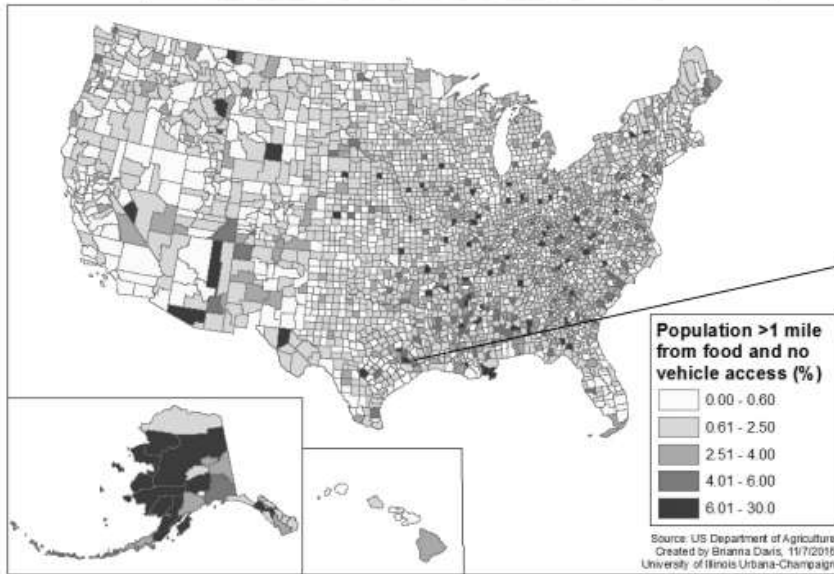
Map A. Food Deserts in the United States



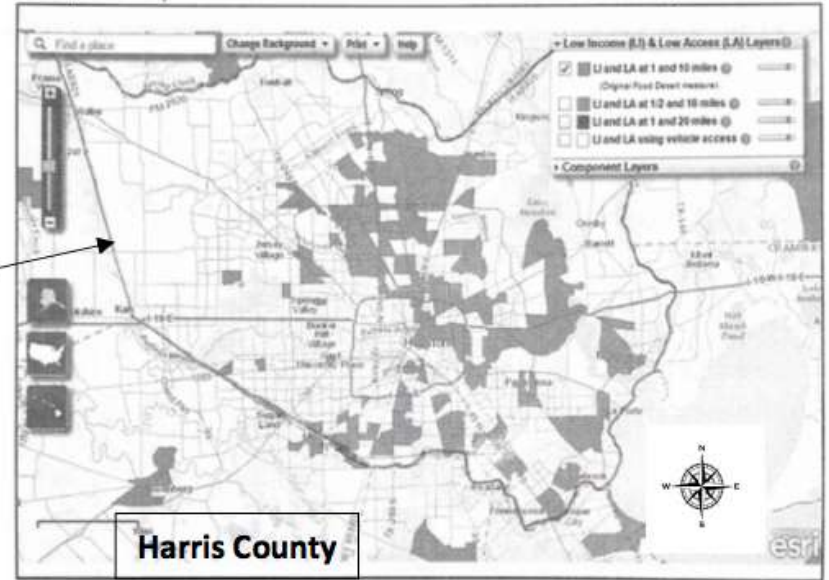
Map B. Food Deserts in Harris County



Map A. Food Deserts in the United

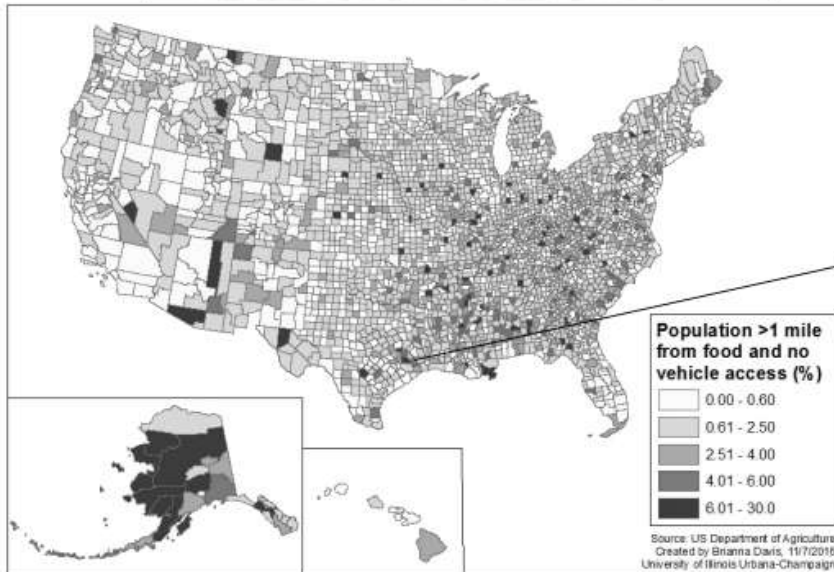


Map B. Food Deserts in Harris County

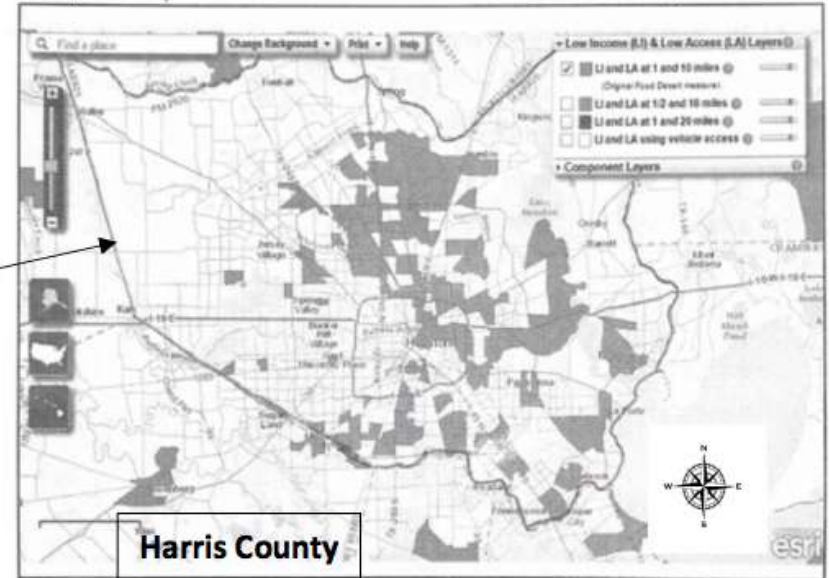


A. Compare the scale of the data as displayed on both of the maps above.

Map A. Food Deserts in the United



Map B. Food Deserts in Harris County



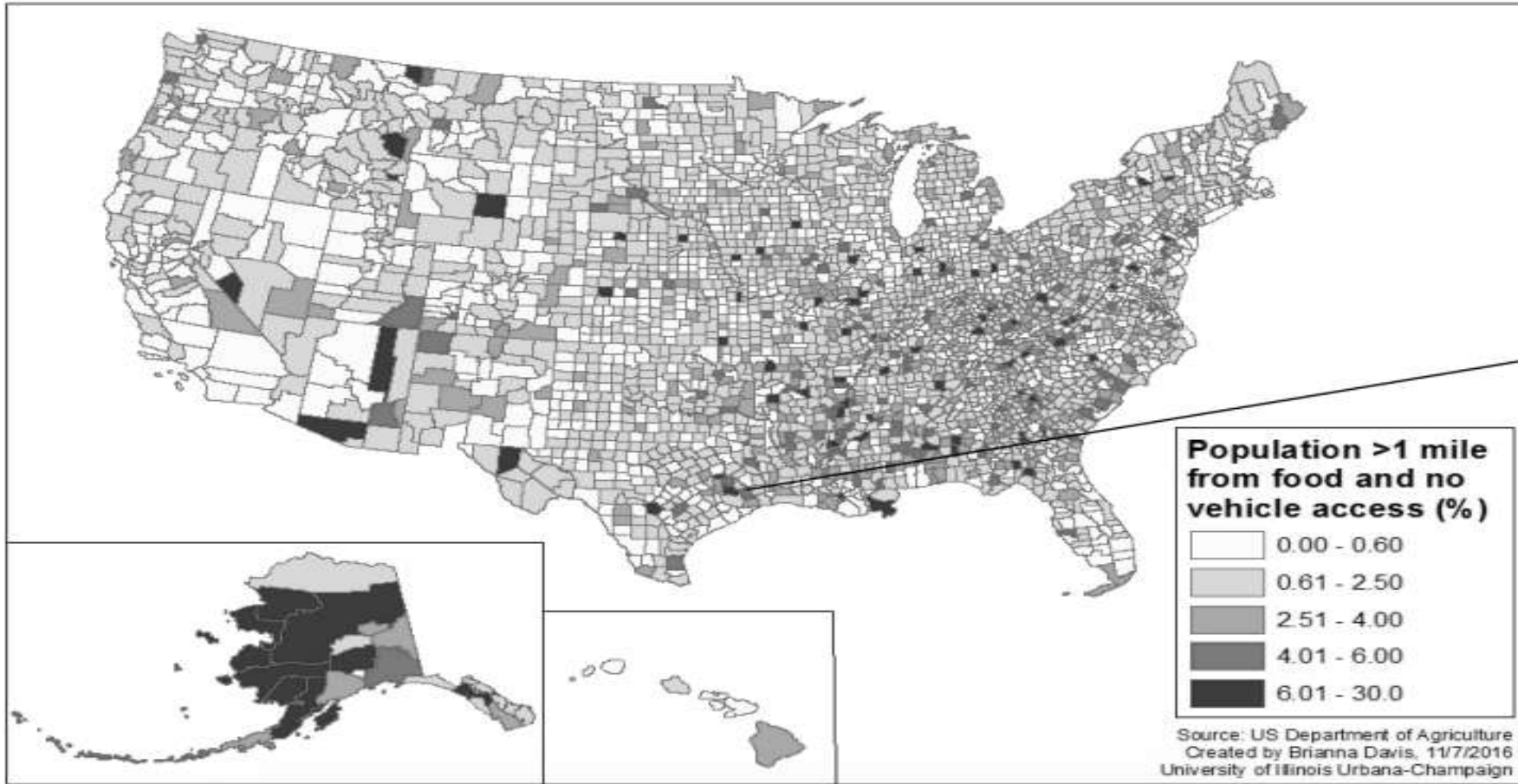
A. Compare the scale of the data as displayed on both of the maps above.

National scale (US), local scale (shows a county)

a. The scale of analysis in map A is at a county scale. *The map shows the whole United States but each county has its own corresponding data.* In comparison, *map B shows the food desert problem within a county at a local scale. It splits the county into different regions and compares the income level of the population at those regions to their food accessibility.*

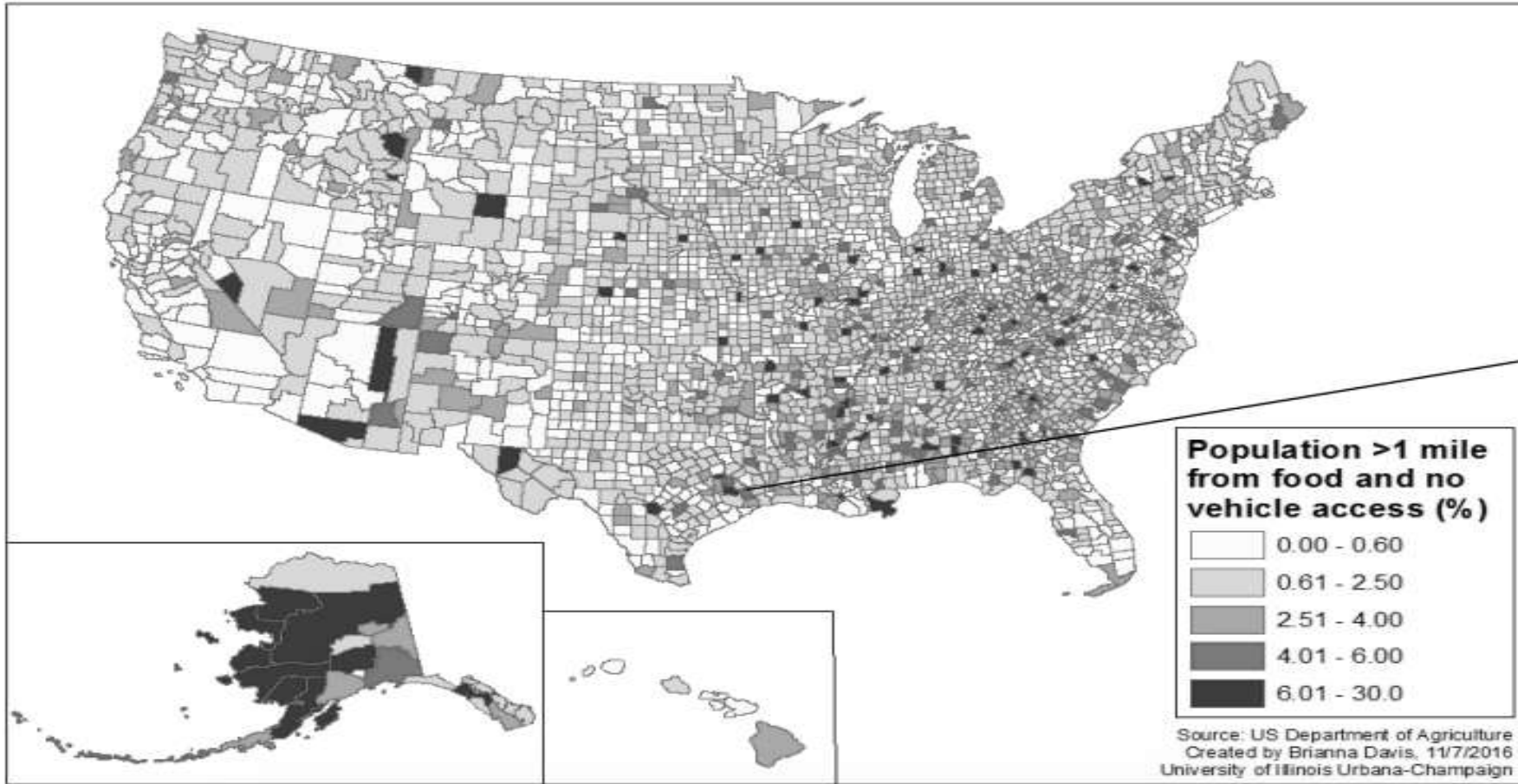
The data on map A is displayed on a national scale. Oftentimes, this means that it makes generalizations concerning the percentages in different counties, since *it cannot represent individual characteristics for cities.* *The data on map B is displayed on a local scale.* It gives more insight to the varying conditions surrounding food deserts *in different parts of one specific county as opposed the county as a whole.* Generally speaking, map B is more specific than map A.

Map A. Food Deserts in the United



B. Explain why (Map A) Food Deserts in the United States, does not adequately depict the problem of food deserts.

Map A. Food Deserts in the United

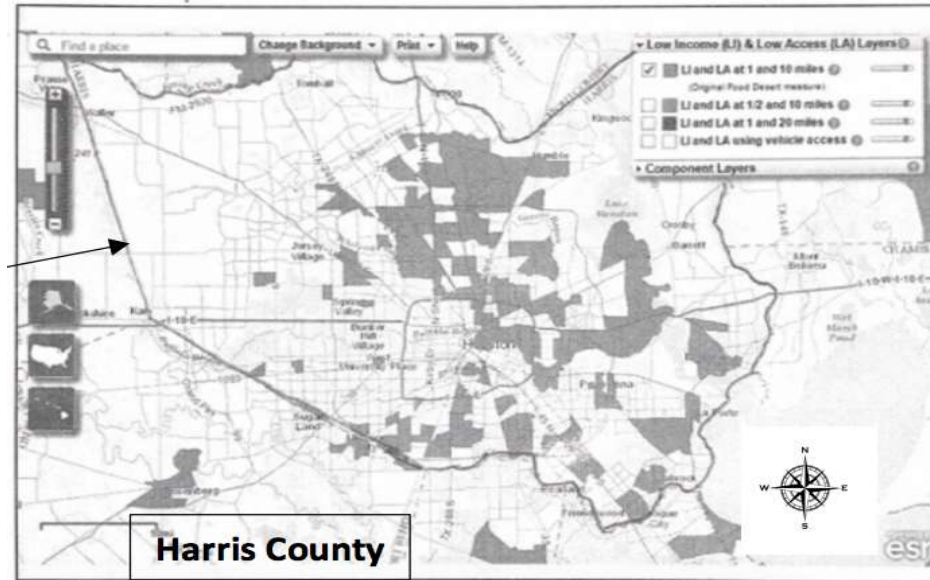


B. Explain why (Map A) Food Deserts in the United States, does not adequately depict the problem of food deserts.

Shows by county, lot of disparity within counties

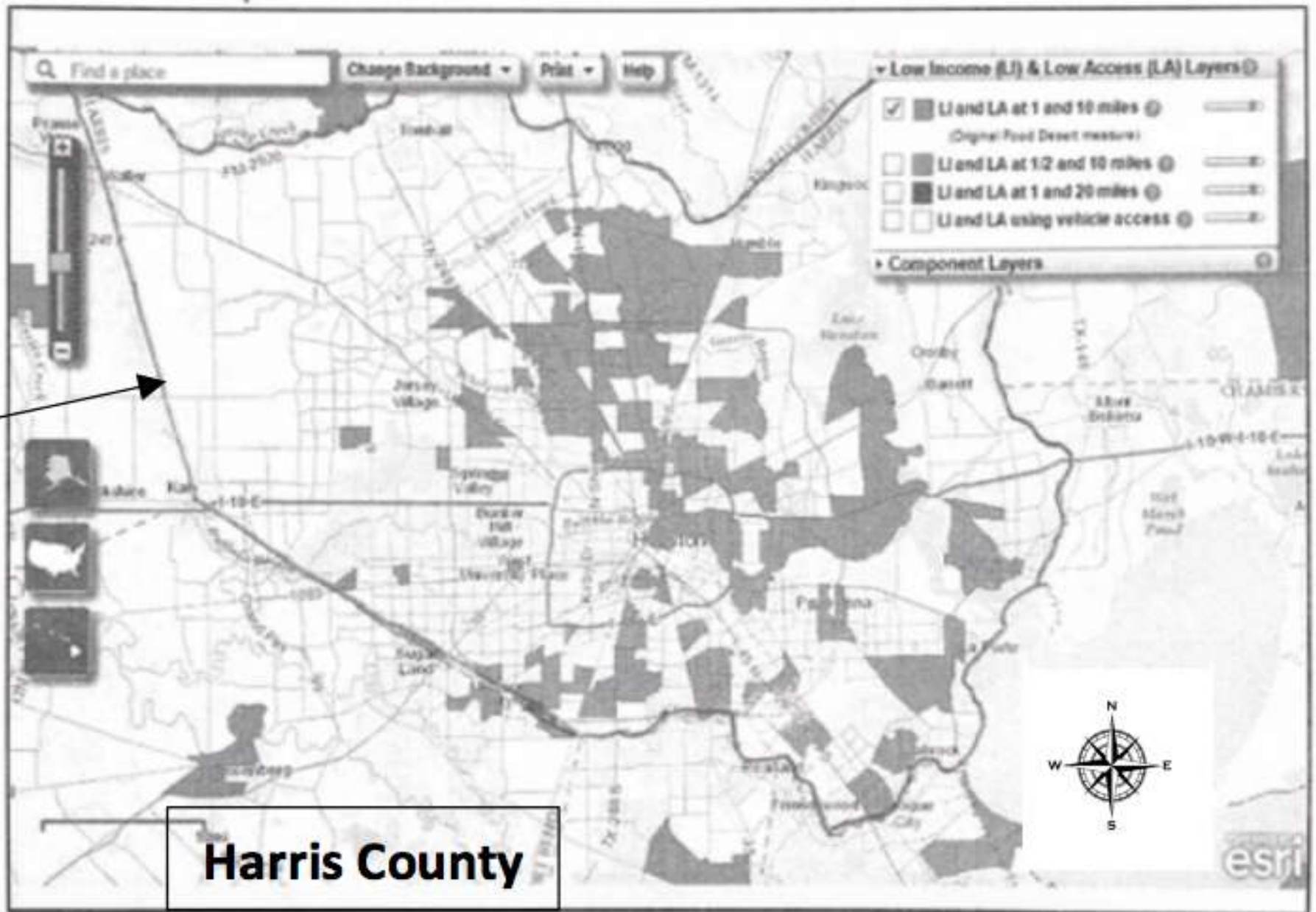
Map A does not adequately depict the problems with *food deserts because food deserts primarily affect a local area* (meaning certain neighborhoods). In order to properly analyze which neighborhoods/towns are affected by food deserts, one would have to investigate on a local scale, because there they would see more individual neighborhoods and places and how badly affected they are compared to others in the same region. *With map A, the scale is national. While you are able to tell which counties as a whole are suffering from the effects of food deserts, you cannot tell which neighborhoods are affected individually.*

Map B. Food Deserts in Harris County

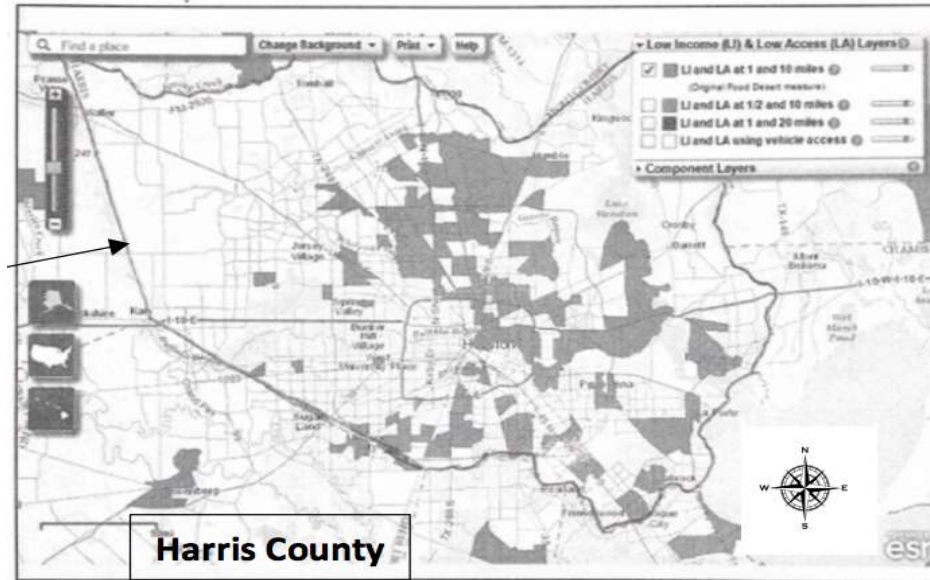


C. Explain one spatial pattern suggested by the distribution of food deserts in Harris County (Map B).

Map B. Food Deserts in Harris County



Map B. Food Deserts in Harris County



C. Explain one spatial pattern suggested by the distribution of food deserts in Harris County (Map B).

Clustered downtown, around city

C. Based on Map B, one conclusion suggested by the distribution of food deserts in Harris County is that most of the *low income households can be found in the North, South, and Eastern areas of the county, since the food deserts are primarily located in that area. Because there are few food deserts to the left (west) of downtown Houston, it can be inferred that there are more high income households in that region of the county.* It would be more profitable for companies to open stores in these regions, since families have access to transportation and can afford to regularly visit the stores.

D. Explain one social consequences of living in a food desert.

D. Explain one social consequences of living in a food desert.

- No healthy food, poor health, obesity
- Impact academics – cant focus, children fall behind in school

One social consequence to living in a food desert might be the *widespread use of fast-food restaurants or corner stores* to satisfy hunger needs, *which leads to higher risk of obesity, diabetes, and heart disease in these communities as the only readily available food is unhealthy.*

E. Describe one solution to ease the burden of residents living in food deserts.

E. Describe one solution to ease the burden of residents living in food deserts.

Charity, provide healthy lunches

Incentive for healthy food stores to open in poorer areas

One solution to ease the burden of residents living in food deserts would be to ***have better access to public transportation***. People living in areas with no grocery stores often cannot go to a different grocery store because of a lack of public transportation. By having ***more access to public transportation, it can be ensured that people are able to travel to different locations, in order to purchase healthy food and fresh produce***.

Weekly farmers markets that sell fresh produce are a way to alleviate some issues with food deserts. They are less expensive to curate and maintain than a full-on grocery store (smaller inventory, only 1-2 days a week, local vendors with cheaper prices), and are more flexible location-wise: they can be set up in a parking lot within a food desert for a few hours and taken down at night in a matter of minutes. ***That way, people living in food deserts are able to purchase some vegetables and fruits to eat for at least part of the week, enabling them to eat healthier diets overall, easing the risk of heart disease, diabetes, obesity in those areas without the hassle of trying to open up a grocery store in the area***.

F. Describe one political and one environmental reason of food insecurity in a country.

F. Describe one political and one environmental reason of food insecurity in a country.

environmental – land use, climate, weather
maybe food cant be grown, harder to get fresh,
healthy food?

Food shortages!

Climate change

F. Describe one political and one environmental reason of food insecurity in a country.

political – government policies, government actions

political leaders don't help poor communities

war and political instability

lack of jobs

Poor infrastructure

Environmental: a country could experience *a drought during growing season*, which in turn *results in a famine*: drastically lower/even nonexistent crop yields for the population to consume, affecting both subsistence farmers and national food distributors. *Commercial farmers* will also not have income, and in *turn cannot buy food for themselves*. **Political:** A country that imports a lot of food could become involved in a *political conflict with one of the countries that exports food to it*. Because of this, *the country that EXPORTS food could execute a trade embargo, starving the importing country of resources needed to feed the population*.

Figure 1: Map of the Arctic Ocean



Source: L.W. Brigham, University of Alaska Fairbanks (2014)

<https://aquapedia.waterdiplomacy.org/wiki/images/b/be/CAO.png>

The Arctic region is undergoing many changes as the sea ice continues to melt. As Arctic sea ice continues to decline exposing uncharted lands which may lead to future geopolitical challenges.

Figure 1: Map of the Arctic Ocean



Source: L.W. Brigham, University of Alaska Fairbanks (2014)

<https://aquapedia.waterdiplomacy.org/wiki/images/b/be/CAO.png>

A. Describe the significance of the 200-nautical-mile limit of the United Nations Convention on the Law of the Seas.

A. Describe the significance of the 200-nautical-mile limit of the United Nations Convention on the Law of the Seas.

Settles disputes over ocean, resources in oceans

The 200-mile nautical limit that UNCLOS imposed, known as the Exclusive Economic Zone, was actually the first official attempt at regulating sea boundaries. Each country is assigned an EEZ, which is the extension of the 200 nautical mile area from its coastline. ***Within this region, countries has special rights regarding natural resource extraction/exploration: they may claim fishing, drilling, and other natural resource extraction activities. For example, a country is allowed to exclude foreign ships from participating in any finishing activities within the EEZ.***

B. Using an applicable example, explain the role of a supranational organization in the Arctic region.

B. Using an applicable example, explain the role of a supranational organization in the Arctic region.

Countries work together for common good, sort out issues

An example of a supranational organization in the Arctic region is the ***Arctic Council, which serves to promote cooperation between Arctic nations, preserve biodiversity, and implement sustainable development practices in the region.*** The Arctic Council also exists to protect the rights and territories of indigenous peoples in the Arctic, which is becoming increasingly relevant as the growing presence of foreign powers and the melting of sea ice both threaten the Inuits' traditional ways of living.

C. Explain the political impact of continued melting of sea ice in the Arctic region.

C. Explain the political impact of continued melting of sea ice in the Arctic region.

Melting sea ice → global warming, water level rising, erosion

cities may have to be abandoned

extreme weather events?

agriculture?

Melting sea ice in the Arctic, glaciers included, can result in the appearance of **land that was previously uninhabited**. **Several different countries could lay claim to this land, and as a result create land ownership disputes, as well as disputes concerning the extraction of any natural resources** that may exist there. This will overall result in geopolitical conflicts and possibly even war as countries compete for sovereignty over these regions.

The political impact of melting sea ice in the Arctic is that it flares tensions between **competing Arctic countries that compete for new resources and land made accessible by the receding sea ice**. For example, Russia has made contested claims already in the Arctic region with Denmark, inflaming tensions between the two countries and leading to the formation of supranational organizations (Arctic Council) to try to politically resolve the issue.

zoom

D. Explain the global economic impact as a result of the melting sea ice in the Arctic region

D. Explain the global economic impact as a result of the melting sea ice in the Arctic region

Impact on agriculture

One global economic impact as a result of melting sea ice would be ***the influx of natural resources affecting global trade of fossil fuels***. As melting ice gives Arctic countries increased access to oil and natural gas deposits, their reliance on other countries for importing fossil fuels would decrease. This could hinder the economic development of other countries, such as the members of OPEC, as well decrease the prices of fossil fuels worldwide due to the newfound supply.

Melting sea ice directly results in ***rising sea levels throughout the world***. This can ***affect the tourism industries of many countries that are known for their beaches***; they may become inaccessible with gradual flooding. More importantly, ***harbors that serve as important break-of-bulk points may see some issues with rising sea levels*** as the land upon which the docks and storage facilities are built could eventually be overtaken; this will ***seriously affect global shipping trade***. Any coastal city in which other industries are located will also be adversely affected: entire industries/headquarters of companies/even government or trade centers will have to be shut down or moved if the threat of rising sea levels become too great.

TAKEAWAYS

- Be creative – stretch your answer
- Discuss
- Show your line of thinking



UNIT 5

AGRICULTURE

- Agricultural practices + Climate
- Impact of first agricultural revolution and second agricultural revolution (industrial)
- Impact of Green Revolution (third agricultural revolution)
- Origin and impact of Fourth Agricultural Revolution (Organic farming, Eat Local)

- Subsistence vs. commercial practices: what does that say about a country?
- Land use/land cost – Bid Rent, Von Thunen Model
- Impact of technology, industrial agriculture
- Environmental effects of agricultural land use include pollution, land cover change, desertification, soil salinization, and conservation efforts

- Challenges of feeding a global population include lack of food access, as in cases of food insecurity and food deserts; problems with distribution systems; adverse weather; and land use lost to suburbanization.
- Women in agriculture

Key Terms

- Intensive farming vs. extensive farming
 - ▣ Intensive Farming refers to an agricultural system, wherein there is high level use of labor and capital, in comparison to the land area. Extensive Farming is a farming technique, in which large farms are being cultivated, with relatively lower inputs, i.e. capital and labor.

- Subsistence vs. commercial

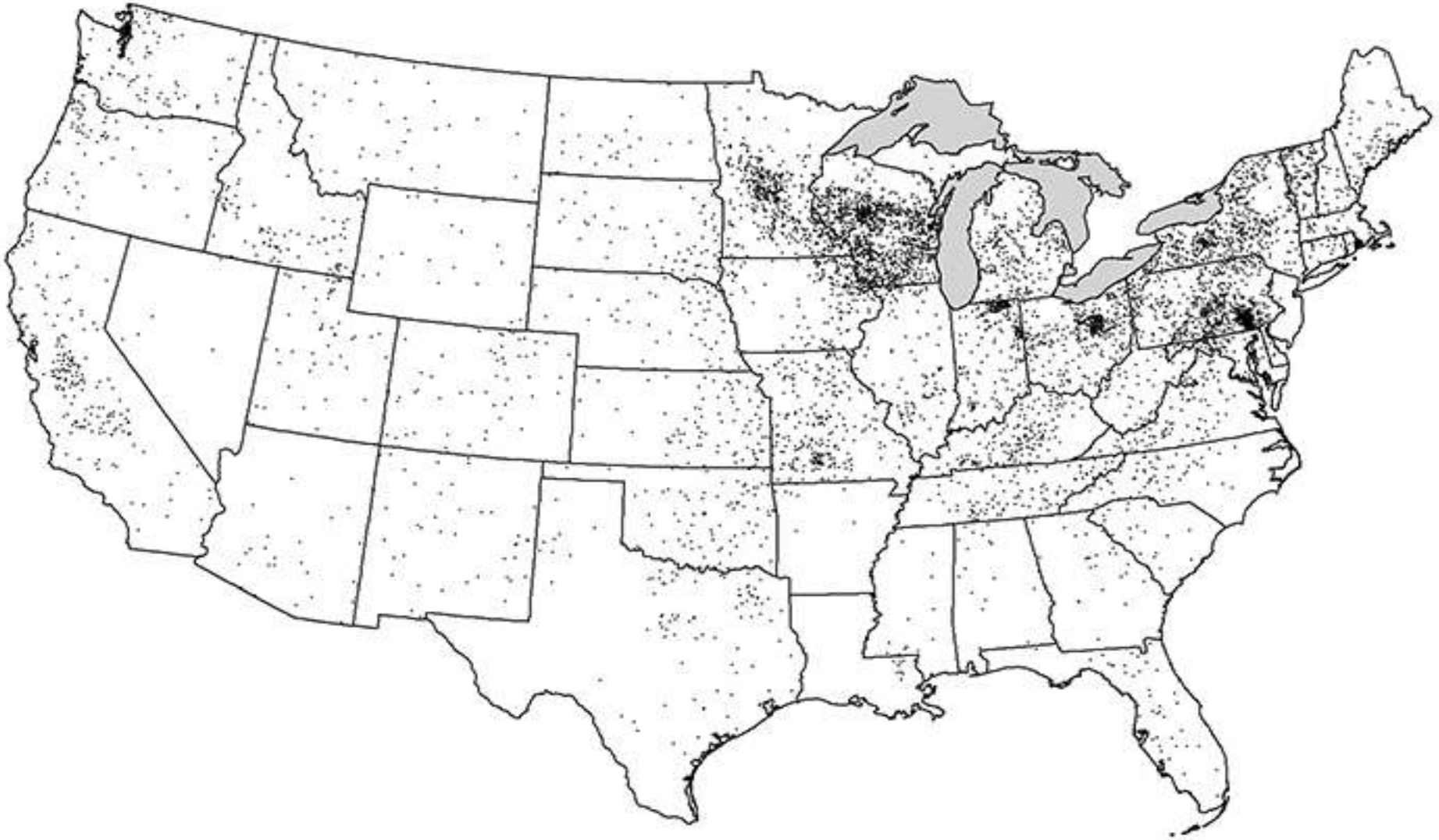
Key Terms

- Commodity chains
- Specific technological innovations
- Food desert

FRQ SAMPLE

1 stimulus

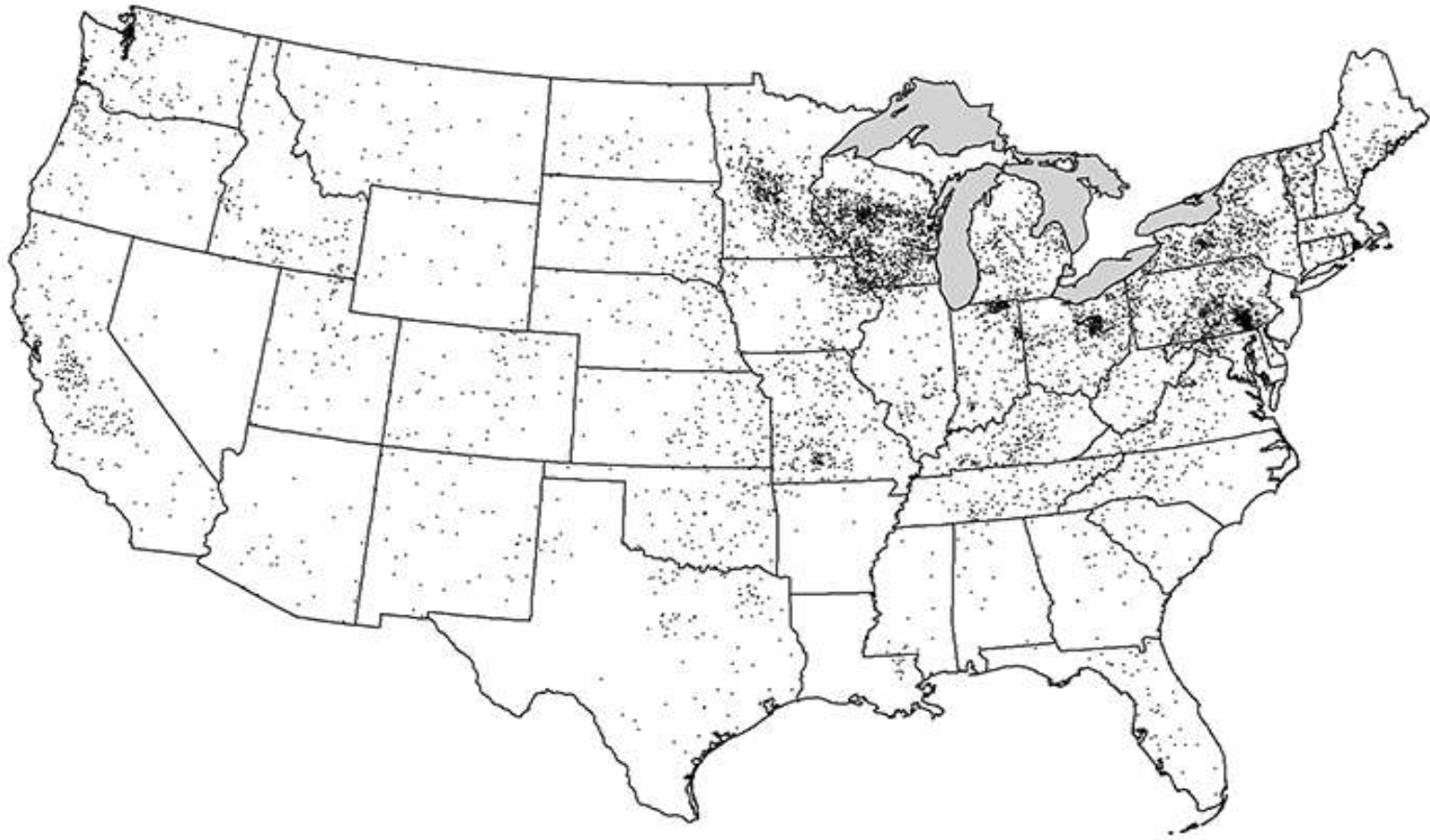
DAIRY FARMS IN THE UNITED STATES



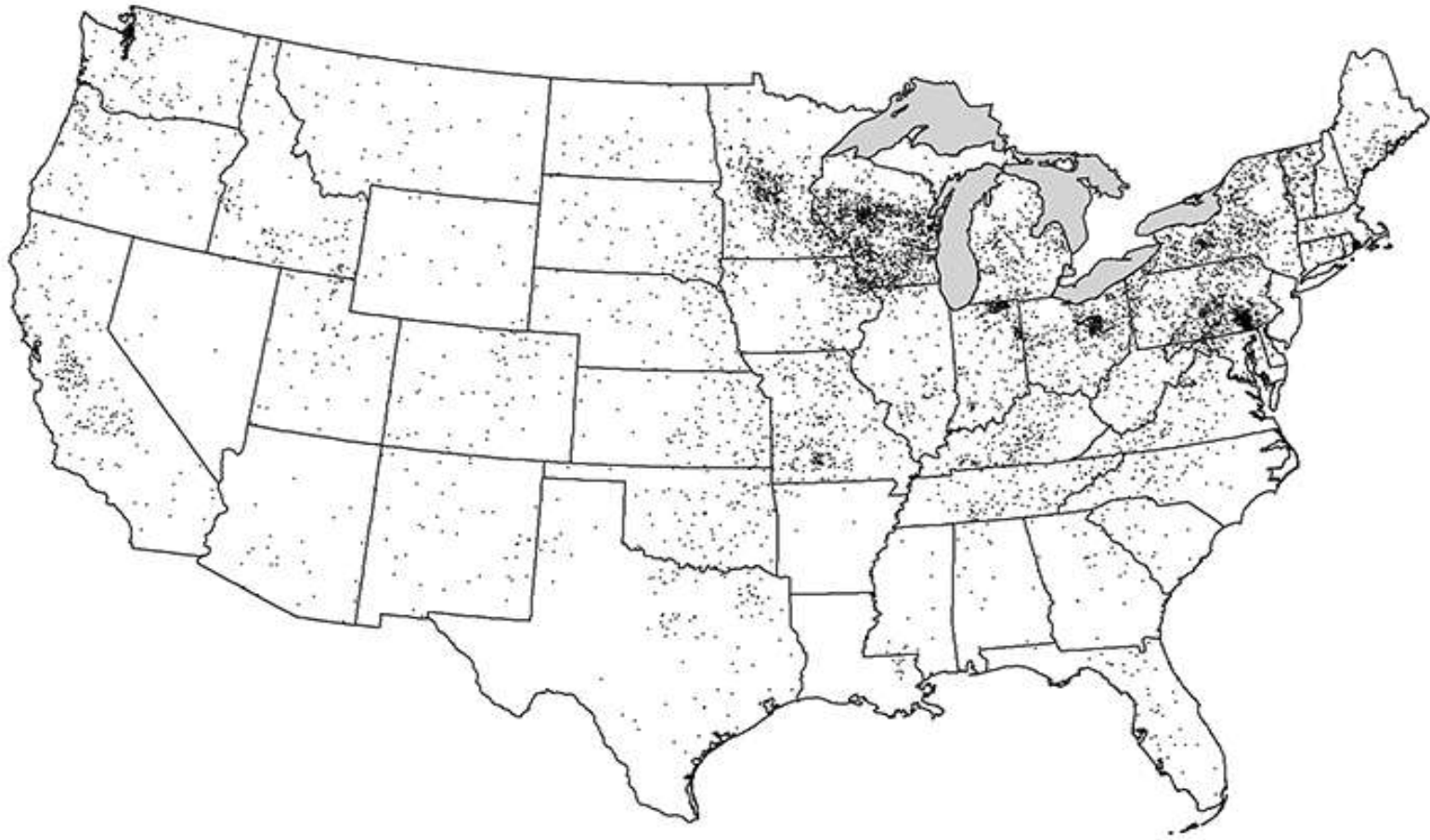
The map shows the distribution of dairy farms across the Lower 48 of the United States. Each dot on the map represents approximately ten dairy farms.

The map shows the distribution of dairy farms across the Lower 48 of the United States. Each dot on the map represents approximately ten dairy farms.

- A. Identify ONE type of boundary data shown on the map.
- B. Identify the region of the United States where most dairy farms are located.
- C. Identify ONE spatial pattern shown on the map.
- D. Describe the characteristic land use associated with the spatial pattern shown on the map.
- E. Describe TWO geographic features not shown on the map that would help explain the patterns of dairy farming shown on the map.

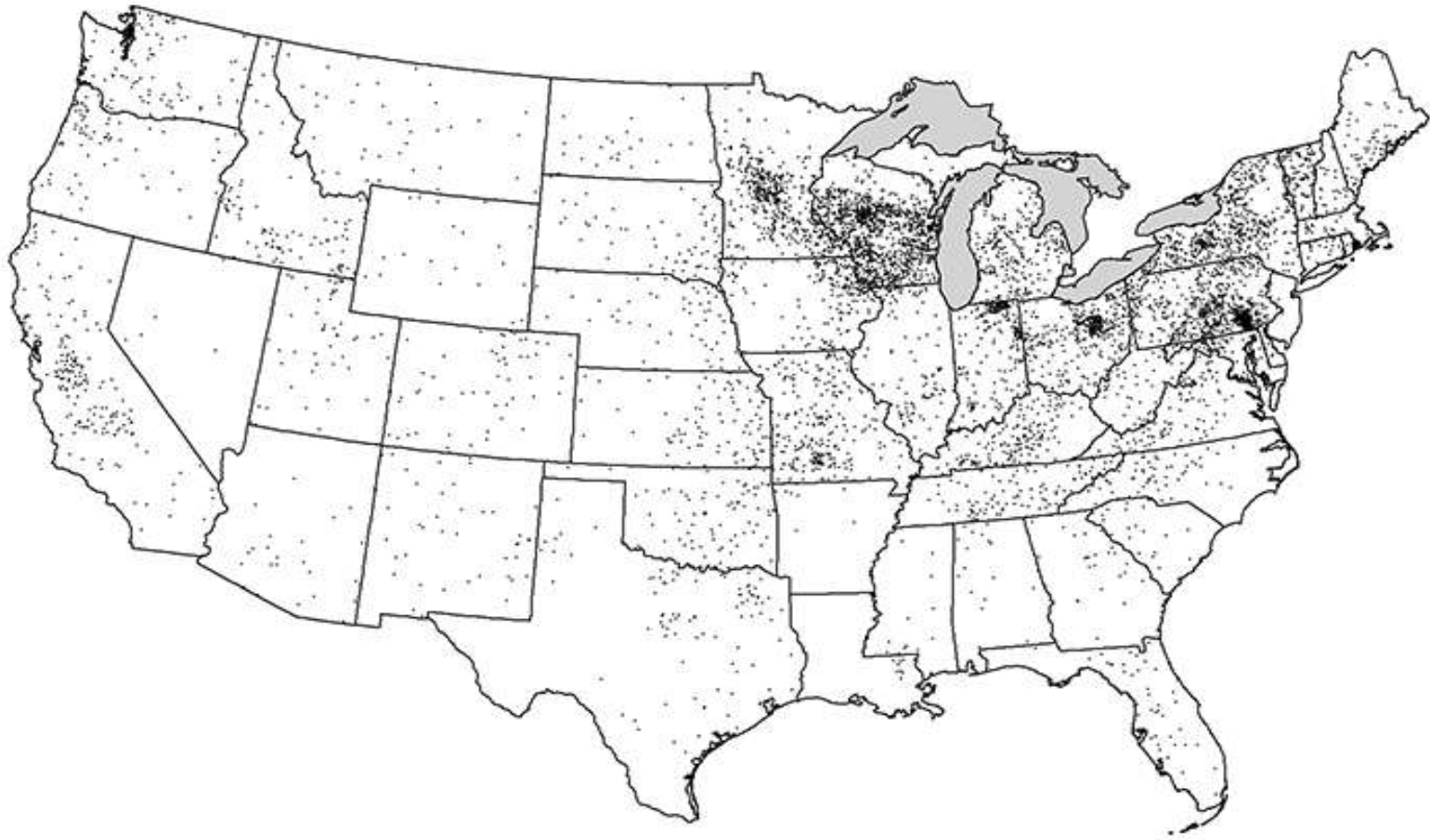


A. Identify ONE type of boundary data shown on the map.

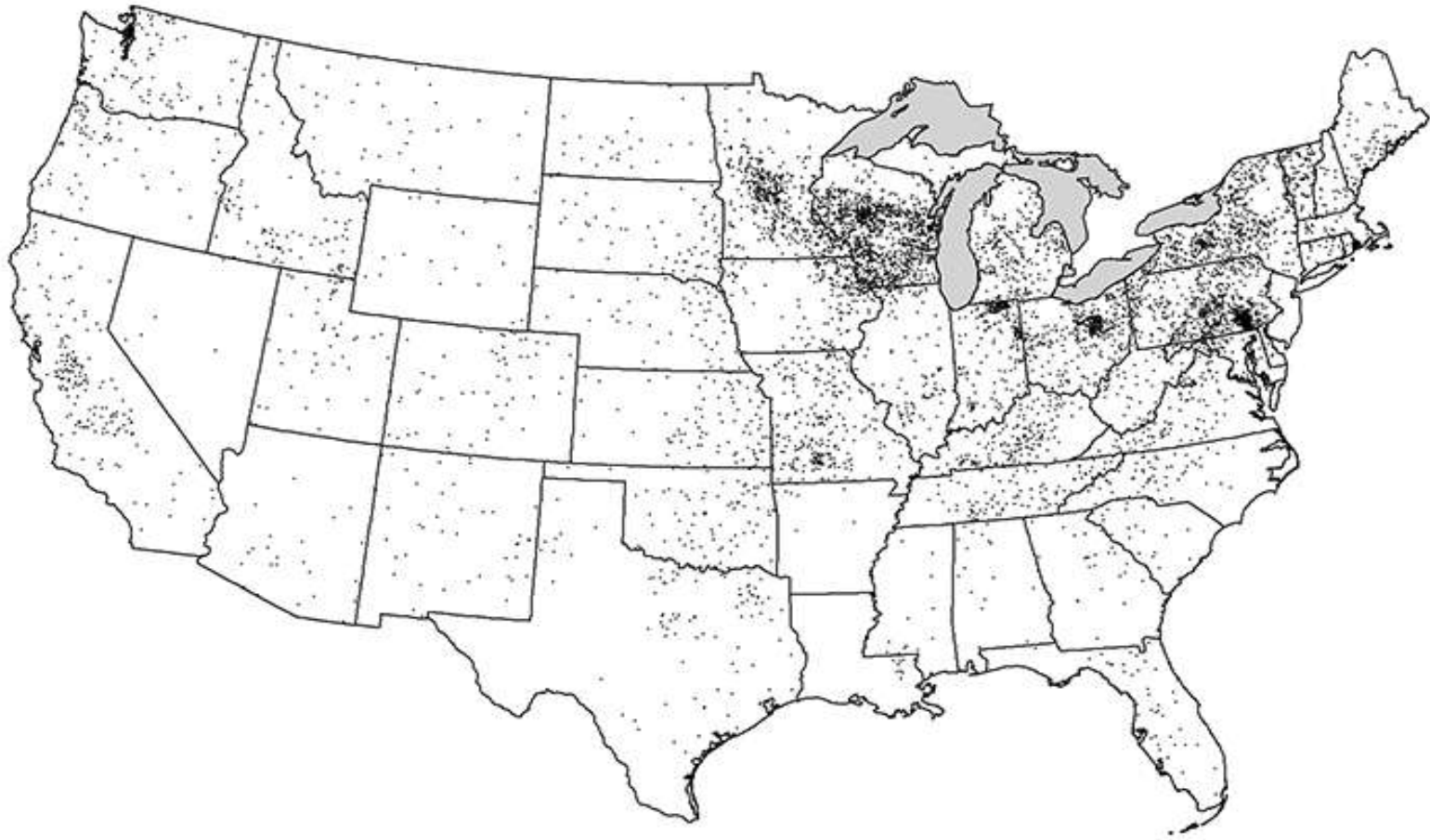


A. Identify ONE type of boundary data shown on the map.

- State boundaries
- National boundary of the Lower 48 of the United States
- Boundaries of the Great Lakes



B. Identify the region of the United States where most dairy farms are located.

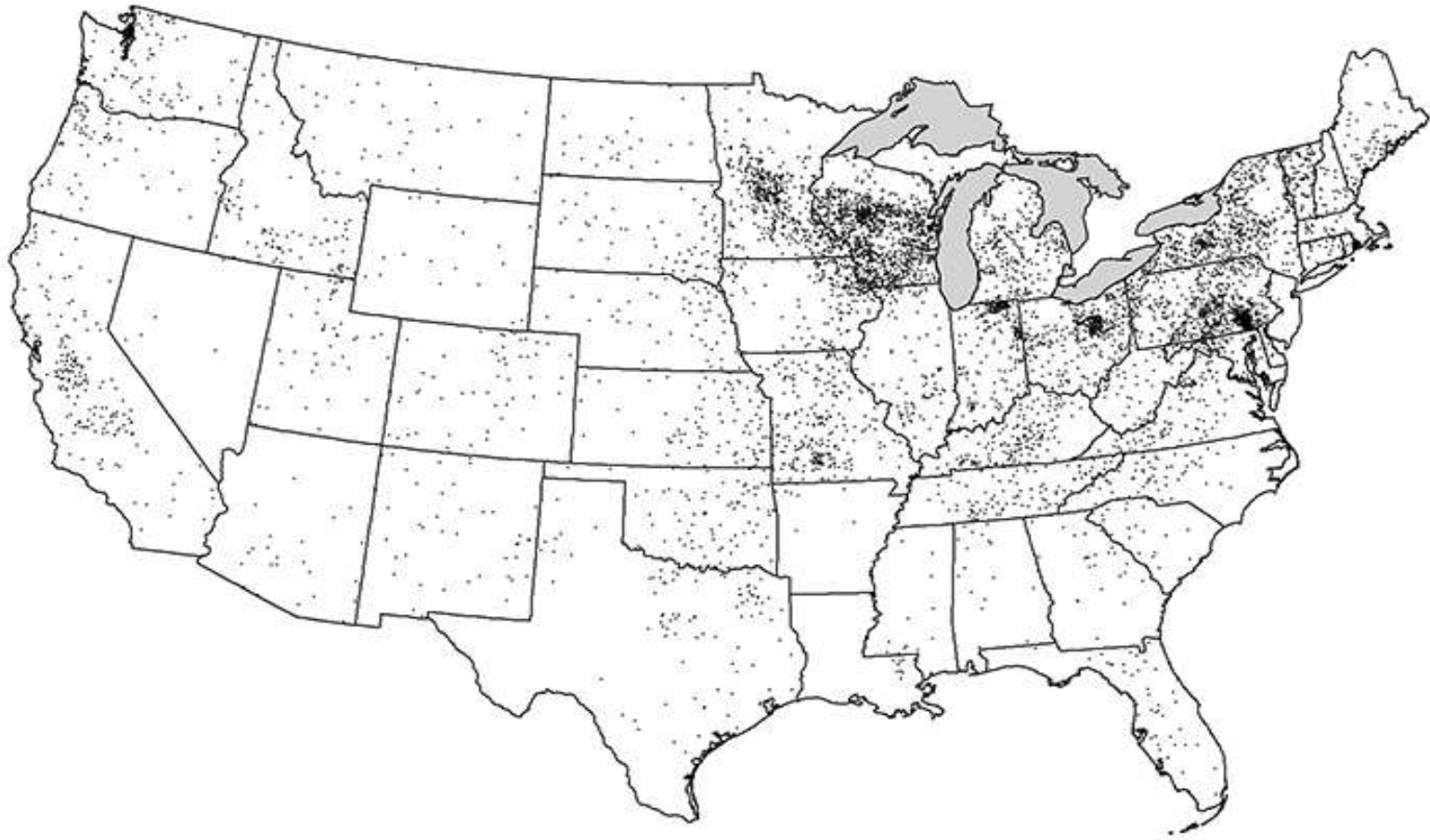


B. Identify the region of the United States where most dairy farms are located.

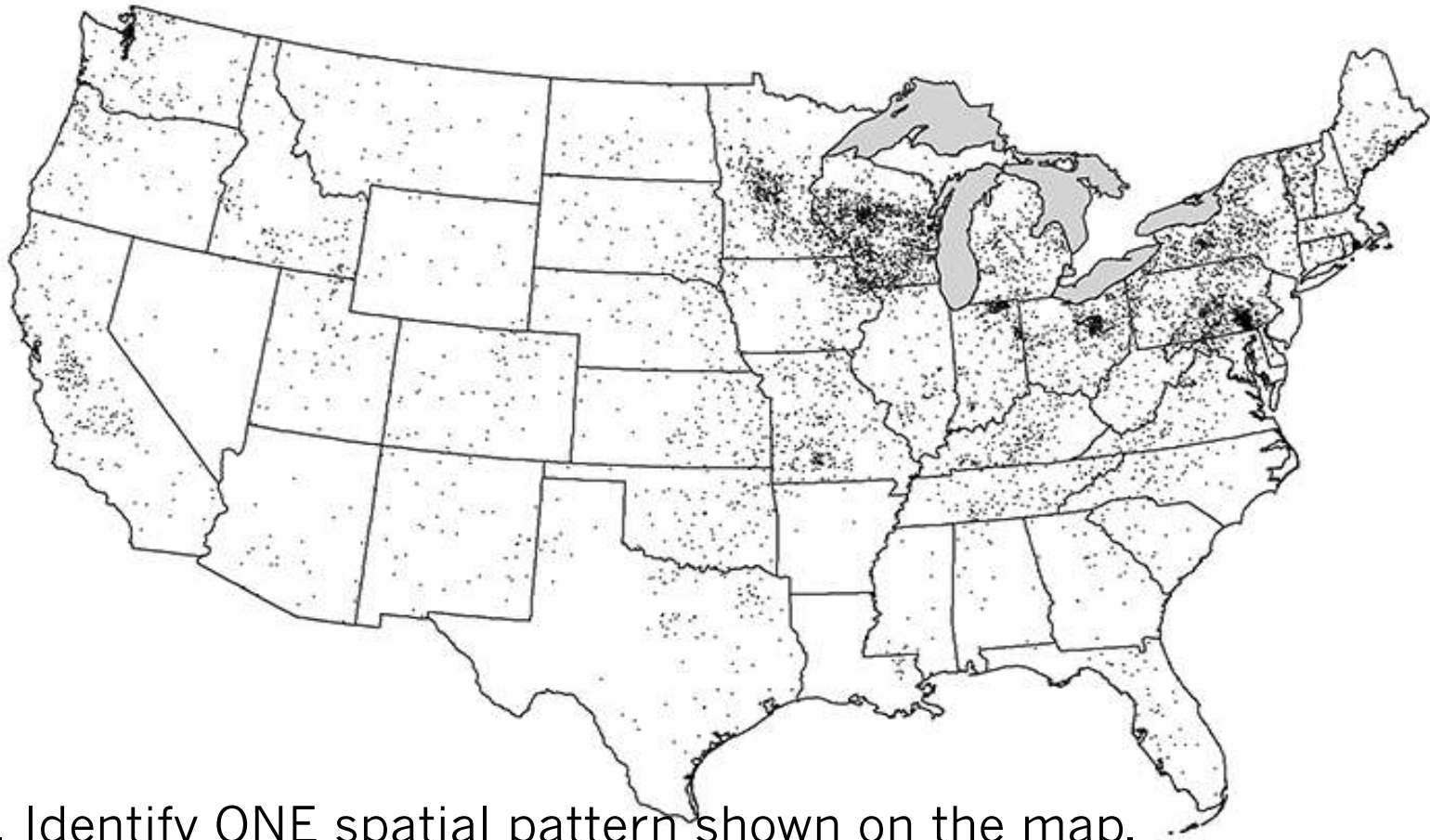
Northeast or northeastern quarter

Midwest

Great Lakes

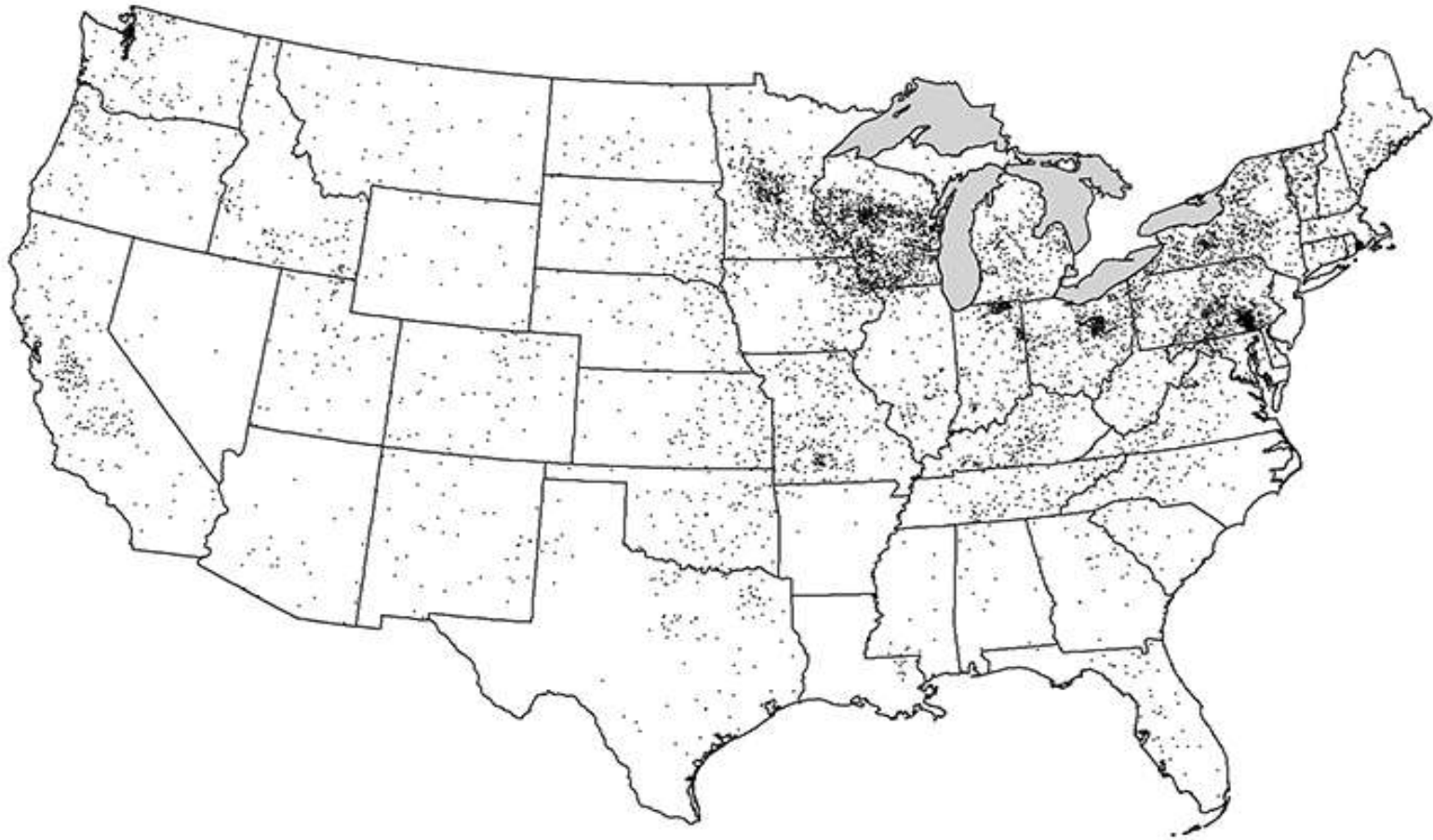


C. Identify ONE spatial pattern shown on the map.

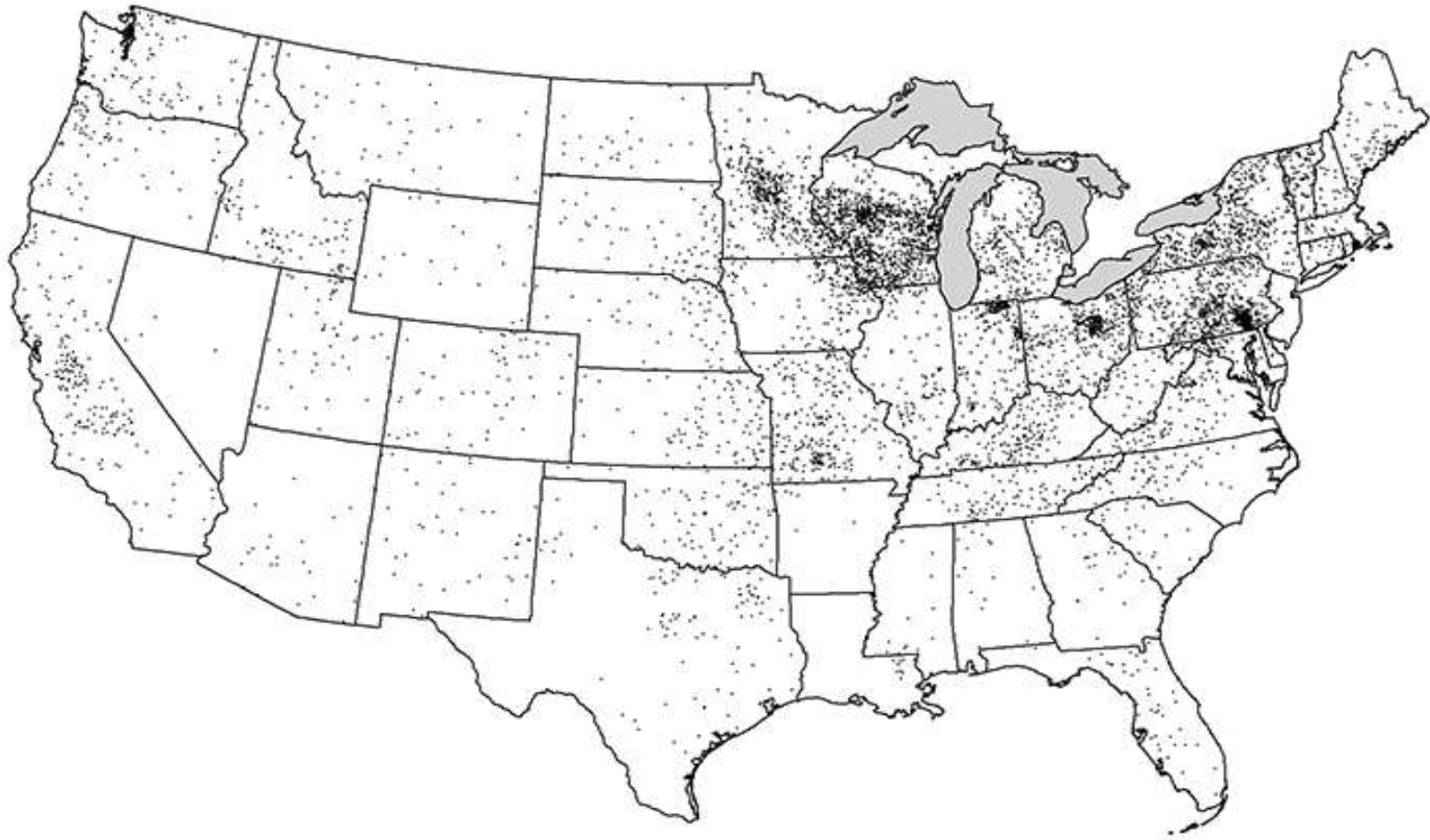


C. Identify ONE spatial pattern shown on the map.

- Clustering or agglomeration around some locations within the region
- High density within a state, e.g., Wisconsin
- Dispersion across state or states
- Exclusion of mountainous or urban areas

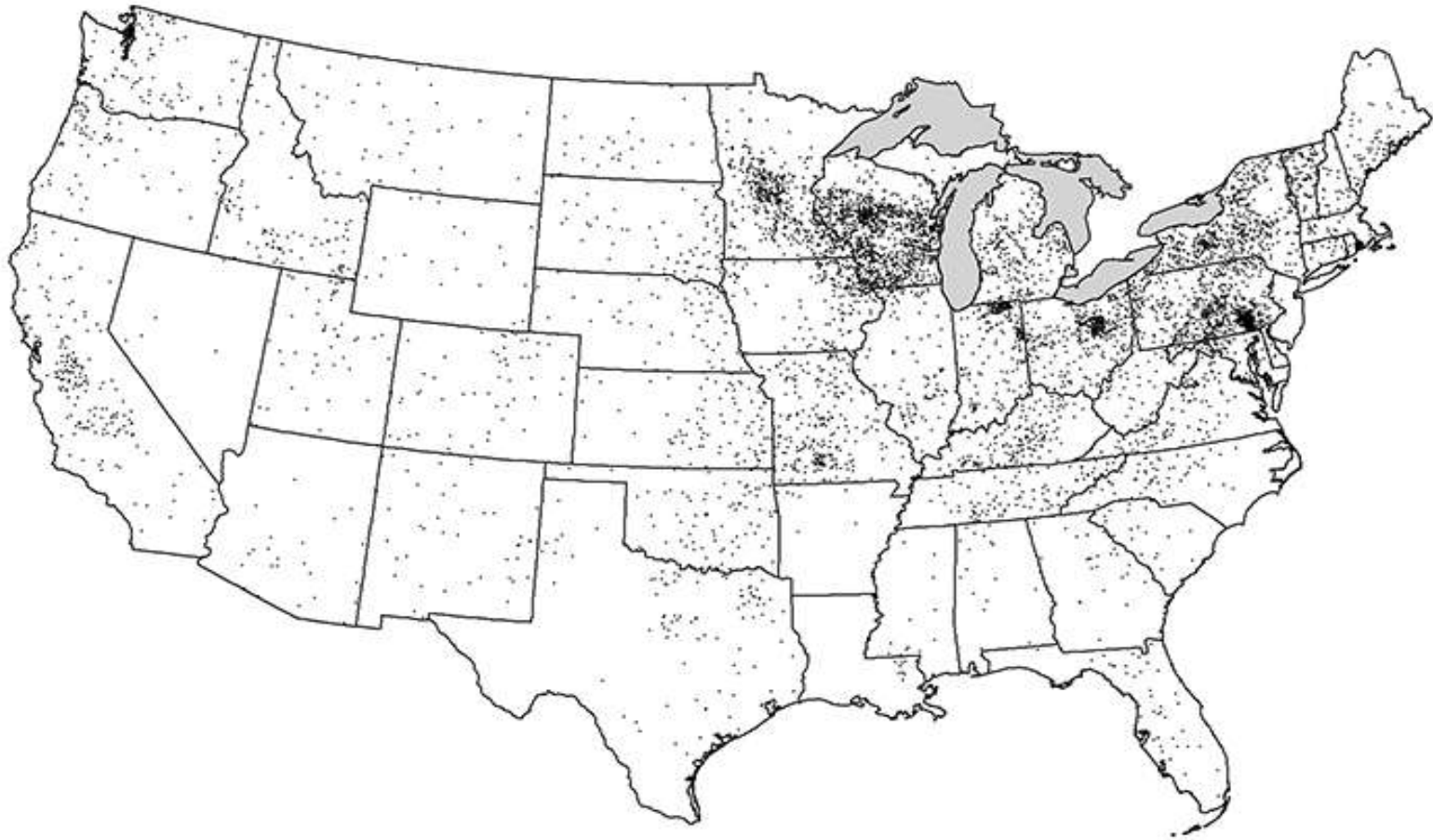


D. Describe the characteristic land use associated with the spatial pattern shown on the map.



D. Describe the characteristic land use associated with the spatial pattern shown on the map.

Dairy farms are associated with rural, agricultural, low-density types of land use.



E. Describe TWO geographic features not shown on the map that would help explain the patterns of dairy farming shown on the map.

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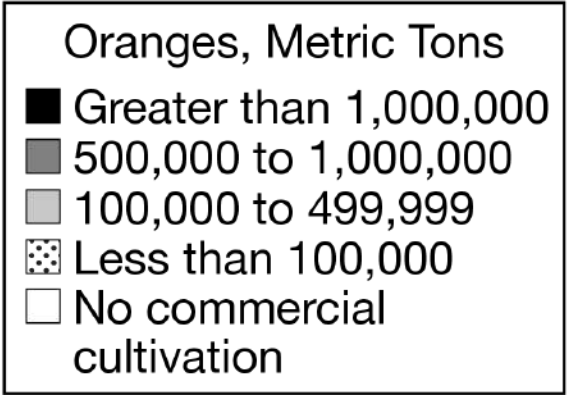
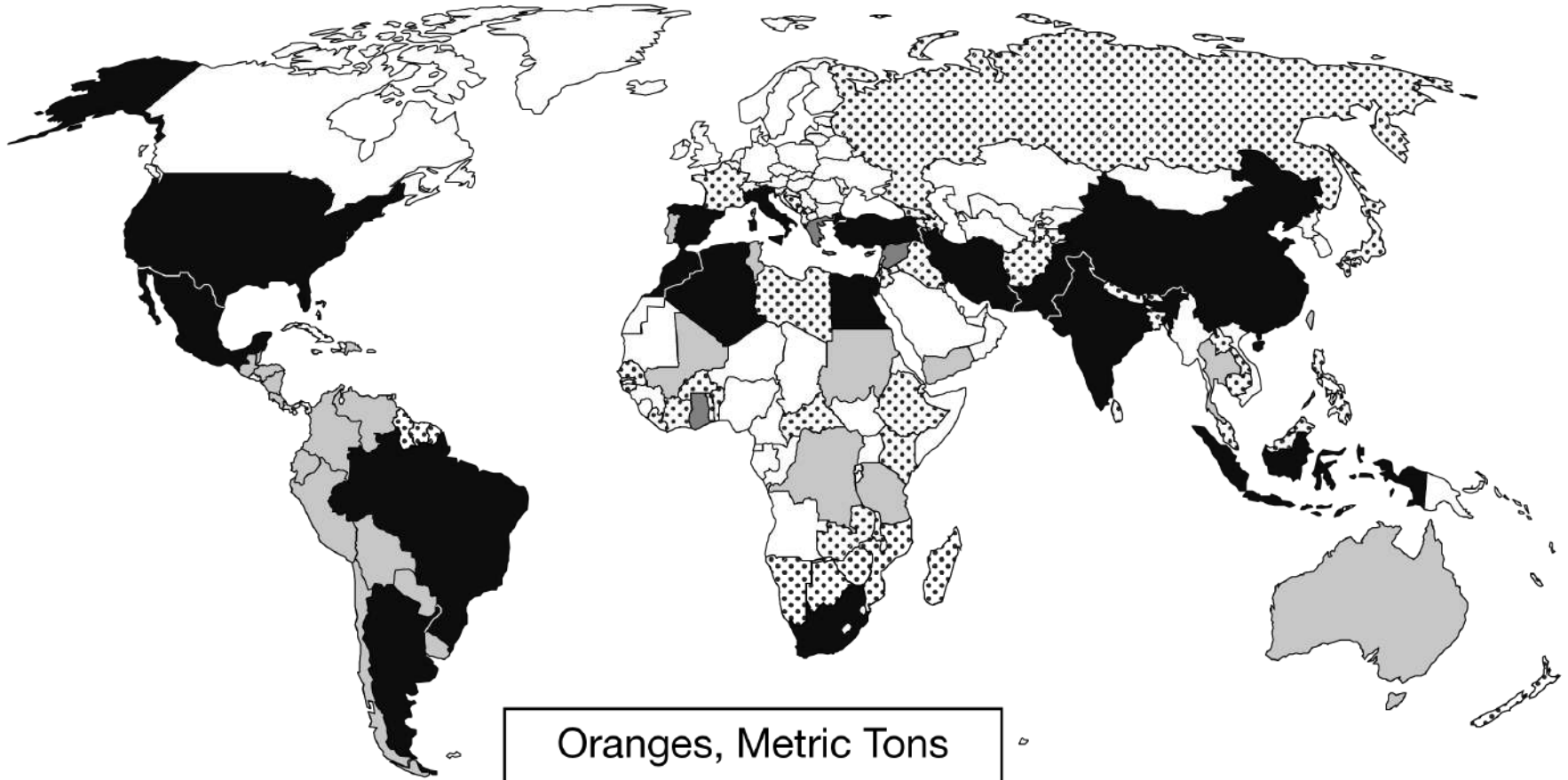
- Average annual amounts of precipitation would help explain which locations are suitable for dairy farming.
- Average annual temperature would help explain which locations are suitable for dairy farming.
- The location of rivers or lakes would help explain which locations have access to surface water resources.
- The location of groundwater or aquifers (one credited) would help explain which areas have access to groundwater resources.
- The location of land used for feed crops, pasture, or forage (e.g., corn, alfalfa, soybeans, grass, hay, grains) would help explain where food for dairy cows is grown.
- City locations would help explain areas of urban rather than rural land use.
- Population density would help explain areas of urban and rural land use.
- The location of Amish or Mennonite communities would help explain areas where dairy farming is part of the cultural landscape.

TAKEAWAYS

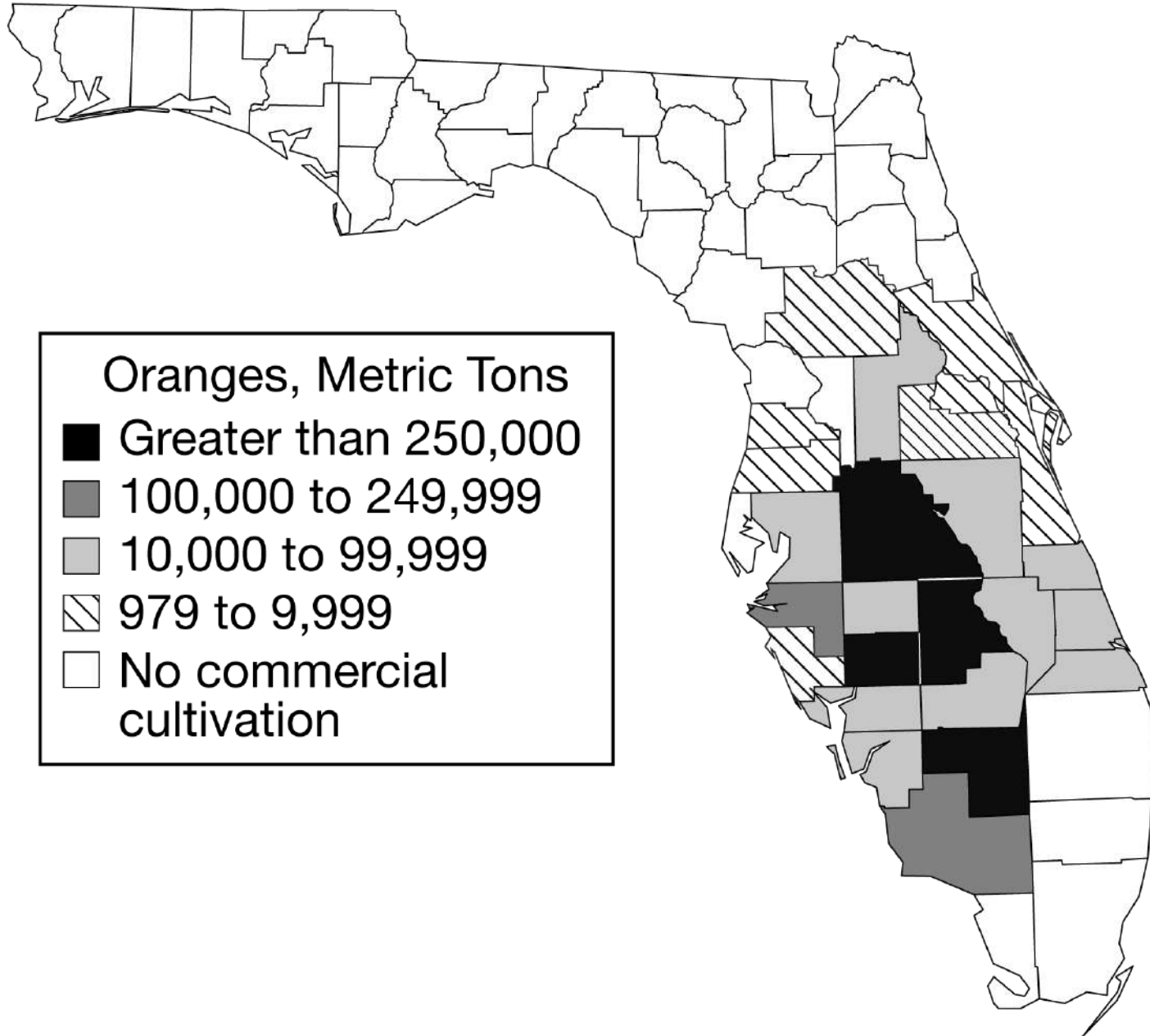


- Explain why something is the way it is

MAP 1: WORLD ANNUAL ORANGE CROP



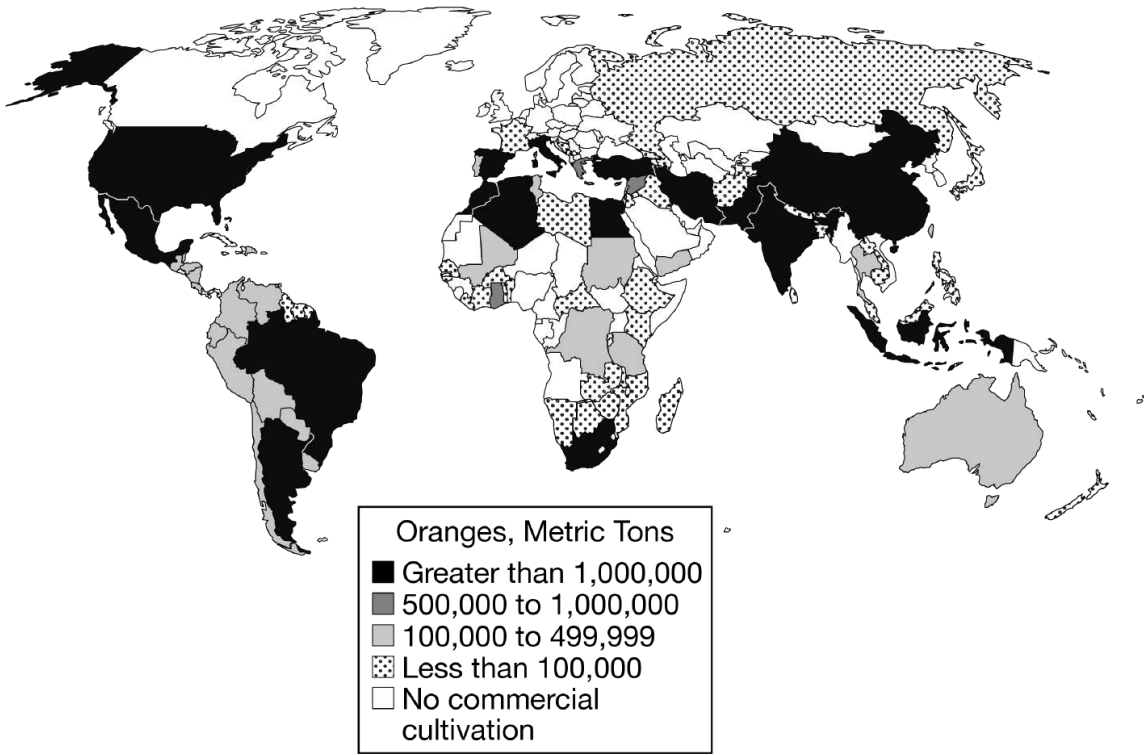
MAP 2: FLORIDA ANNUAL ORANGE CROP



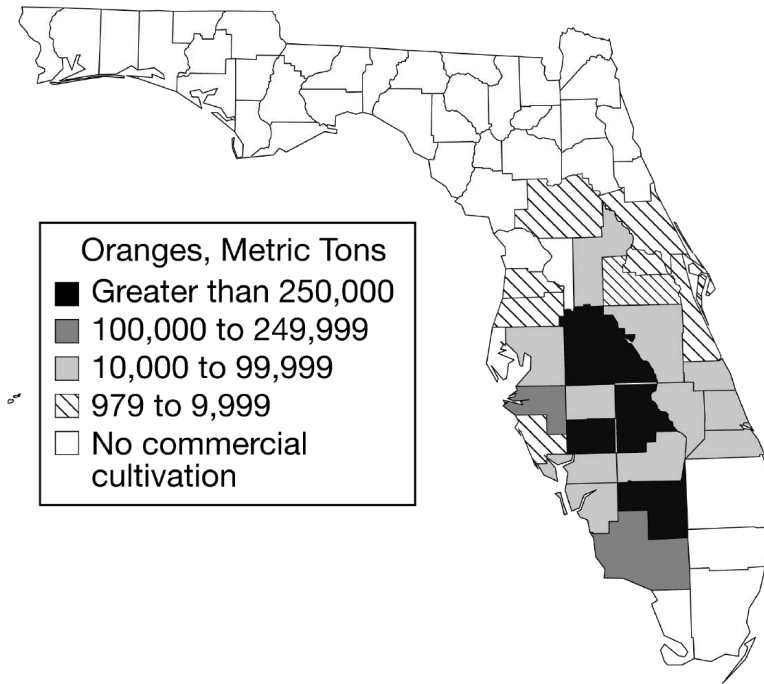
The maps show annual orange crop harvests for two different scales of analysis.

- A. Identify the scale of analysis for the data provided in both maps.
- B. Orange production is a type of specialty agriculture. Describe ONE characteristic of specialty agriculture.
- C. Describe the spatial pattern of orange cultivation in Florida.
- D. Explain ONE barrier to agricultural development that prevents counties in South Florida from producing oranges as a crop.
- E. Explain ONE barrier to agricultural development that prevents counties in North Florida from producing oranges as a crop.
- F. In the world map the United States appears to be a large producer of oranges. Explain how the world map misrepresents the scale of production for the cultivation of oranges in the United States.
- G. Using the maps explain how oranges, as a global food source, are part of a commodity chain within multinational agribusiness corporations.

MAP 1: WORLD ANNUAL ORANGE CROP

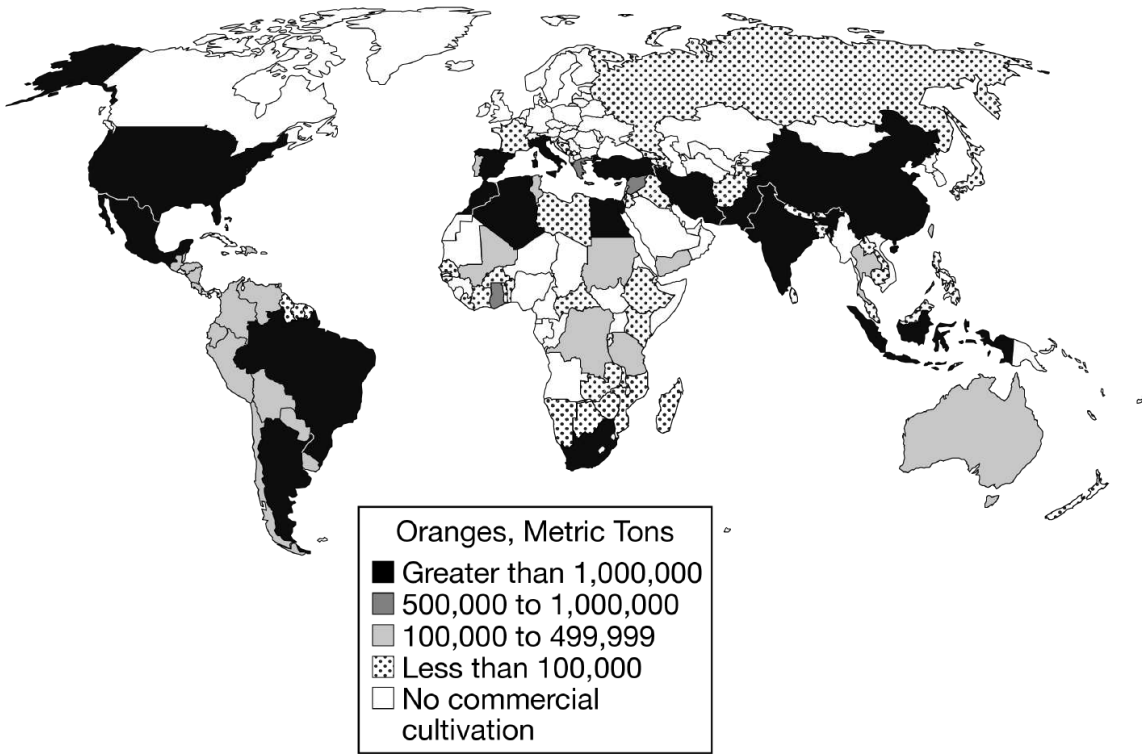


MAP 2: FLORIDA ANNUAL ORANGE CROP

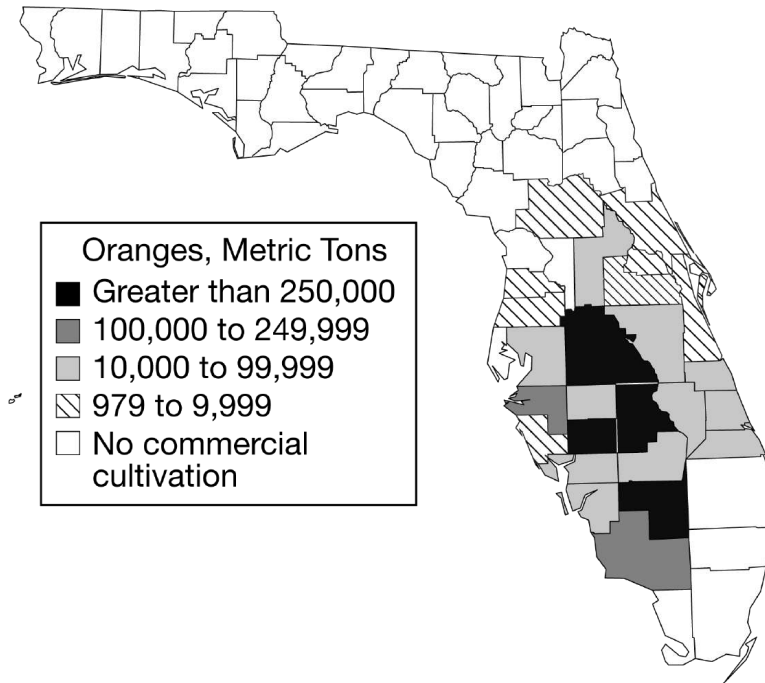


A. Identify the scale of analysis for the data provided in both maps.

MAP 1: WORLD ANNUAL ORANGE CROP



MAP 2: FLORIDA ANNUAL ORANGE CROP



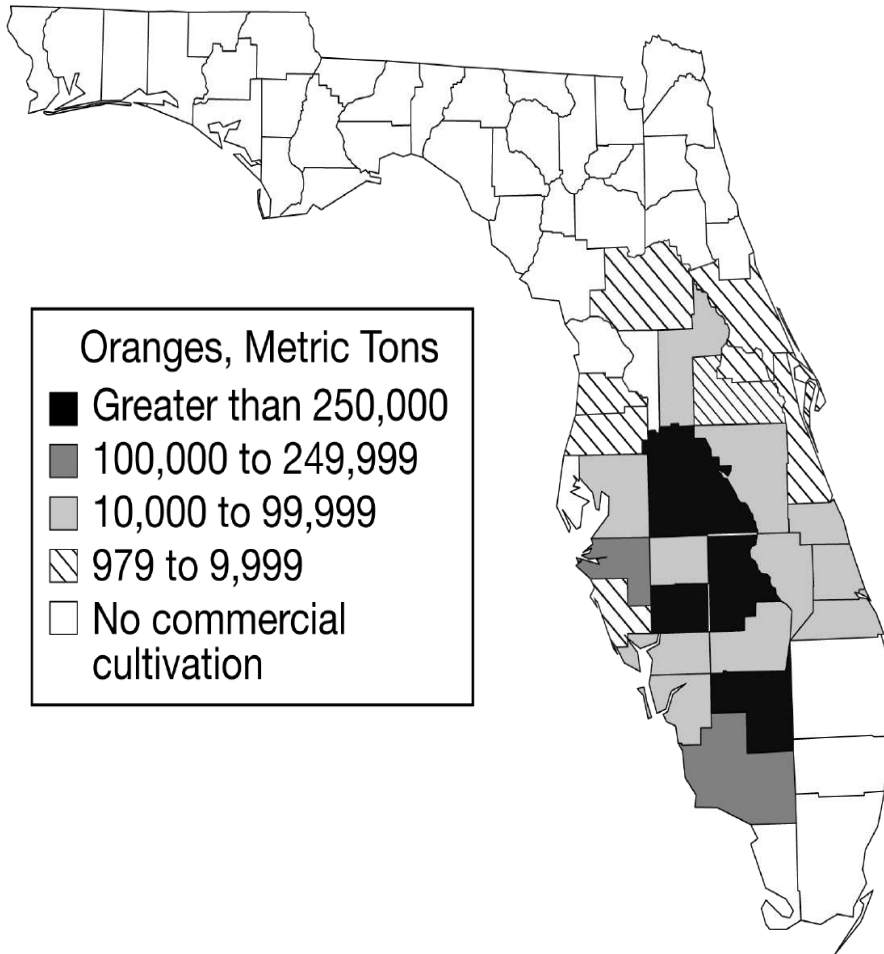
- A. Identify the scale of analysis for the data provided in both maps.
- The map of World Annual Orange Crop shows a country scale of analysis.
 - The map of Florida Annual Orange Crop shows a county scale of analysis.

B. Orange production is a type of specialty agriculture.
Describe ONE characteristic of specialty agriculture.

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Describe ONE characteristic of specialty agriculture.

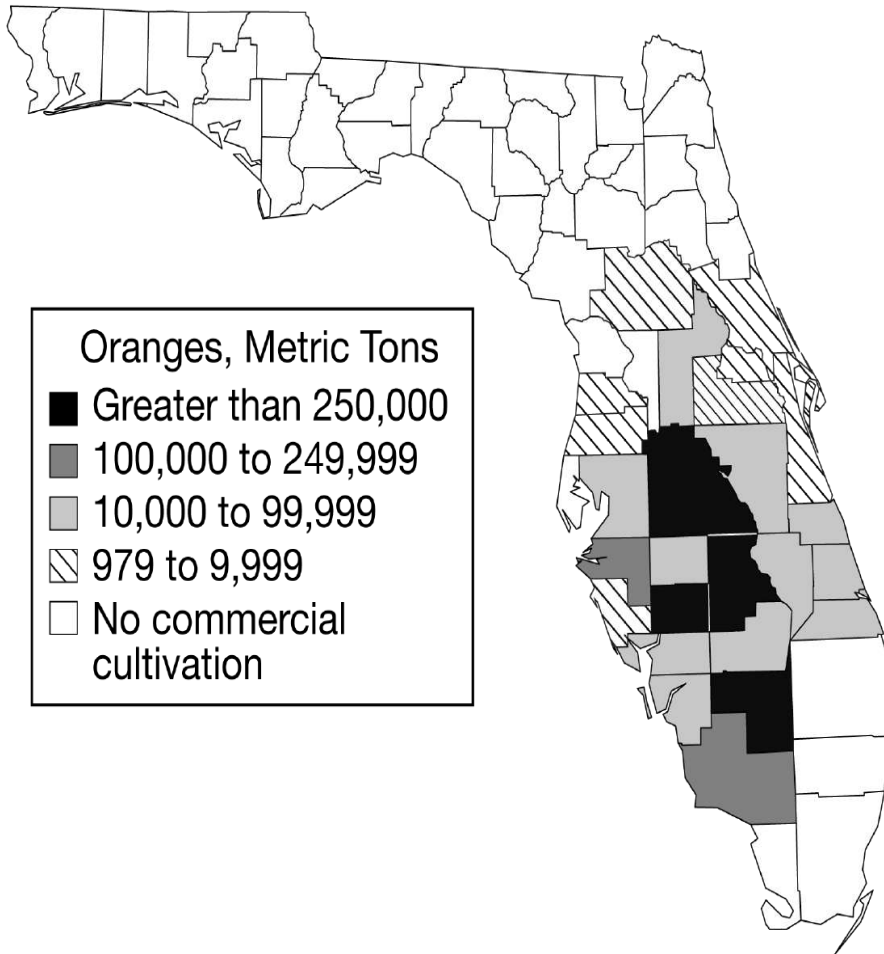
- Specialty agriculture refers to the production of fruits, nuts, vegetables, heirloom varieties of crops or animal breeds, regional foods, culinary herbs and/or spices, and medicinal and/or decorative plants.
- Specialty agriculture is labor-intensive or land-intensive

MAP 2: FLORIDA ANNUAL ORANGE CROP



C. Describe the spatial pattern of orange cultivation in Florida.

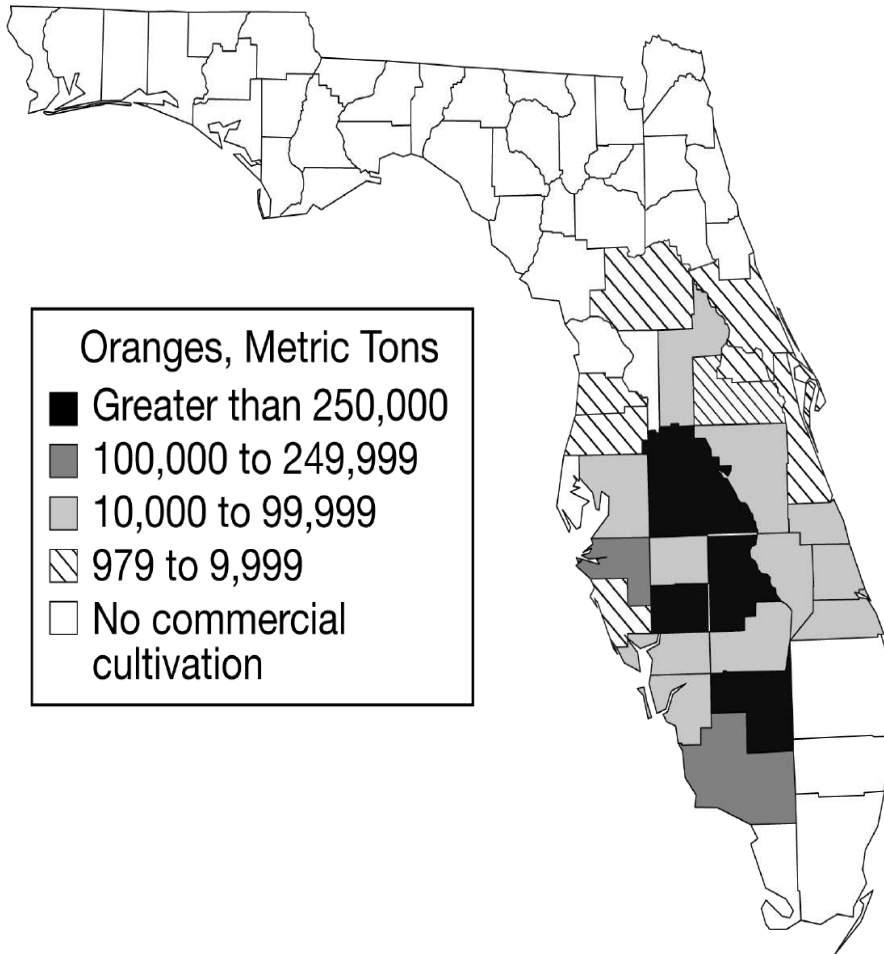
MAP 2: FLORIDA ANNUAL ORANGE CROP



C. Describe the spatial pattern of orange cultivation in Florida.

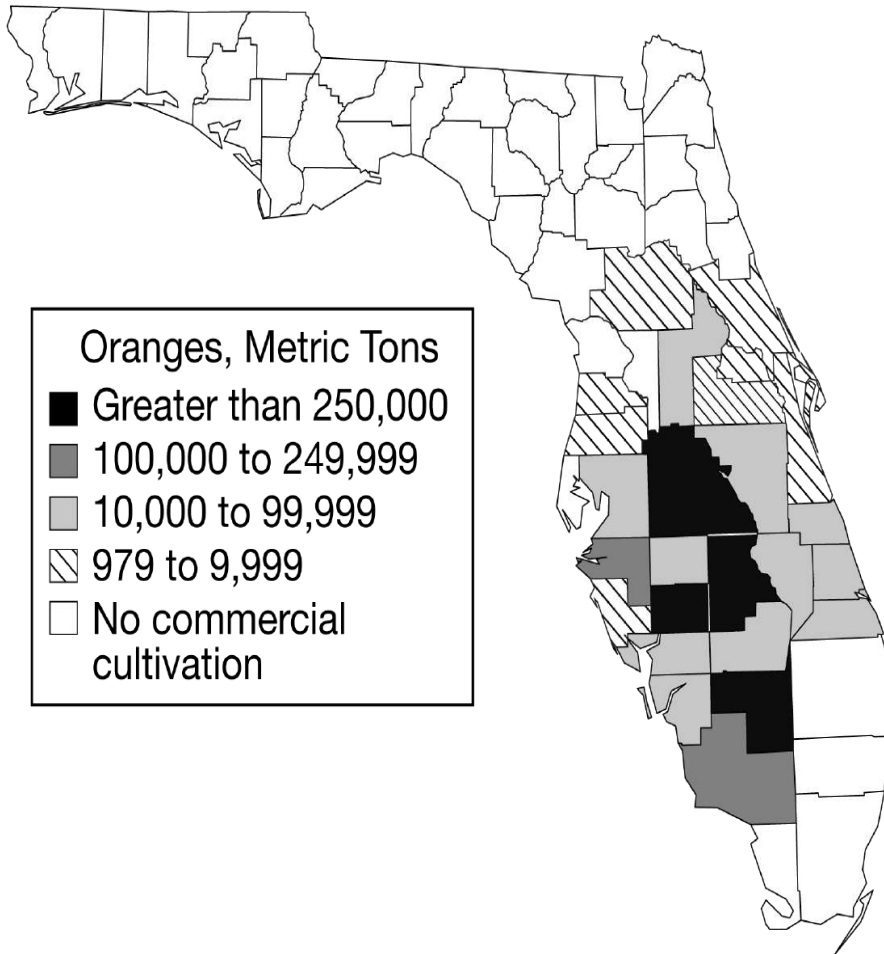
- There is a clustered pattern of orange cultivation in Florida.
- Orange production is concentrated in central Florida.

MAP 2: FLORIDA ANNUAL ORANGE CROP



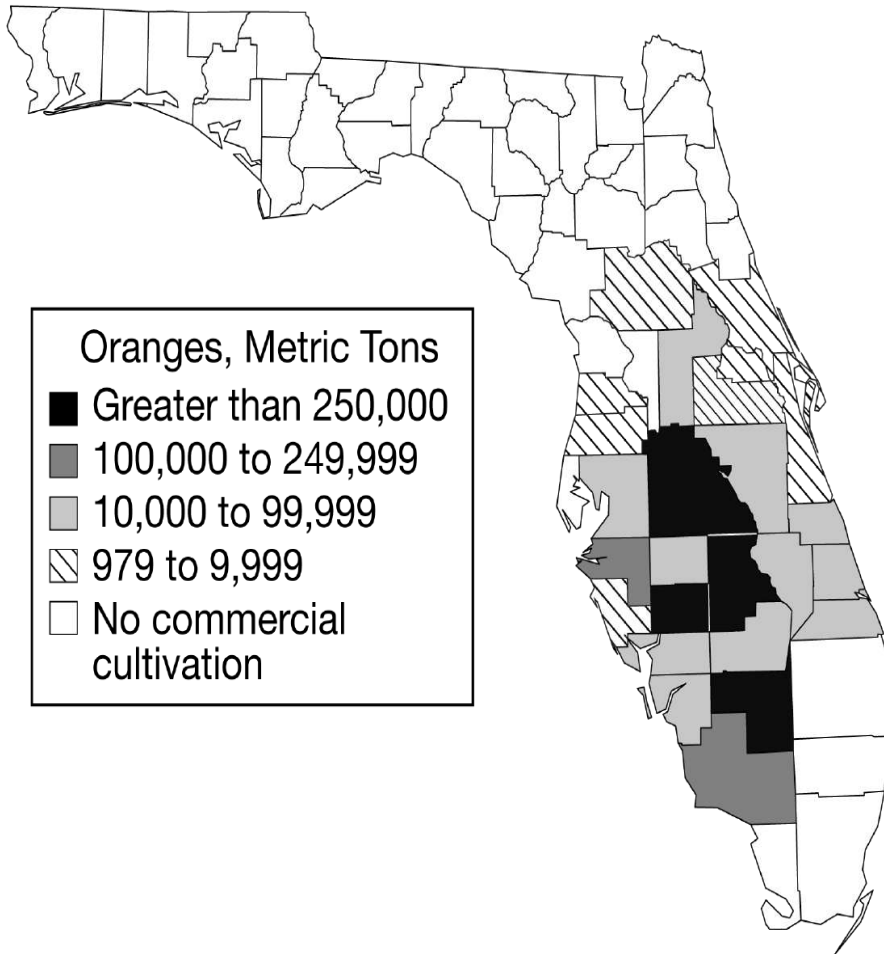
D. Explain ONE barrier to agricultural development that prevents counties in South Florida from producing oranges as a crop.

MAP 2: FLORIDA ANNUAL ORANGE CROP



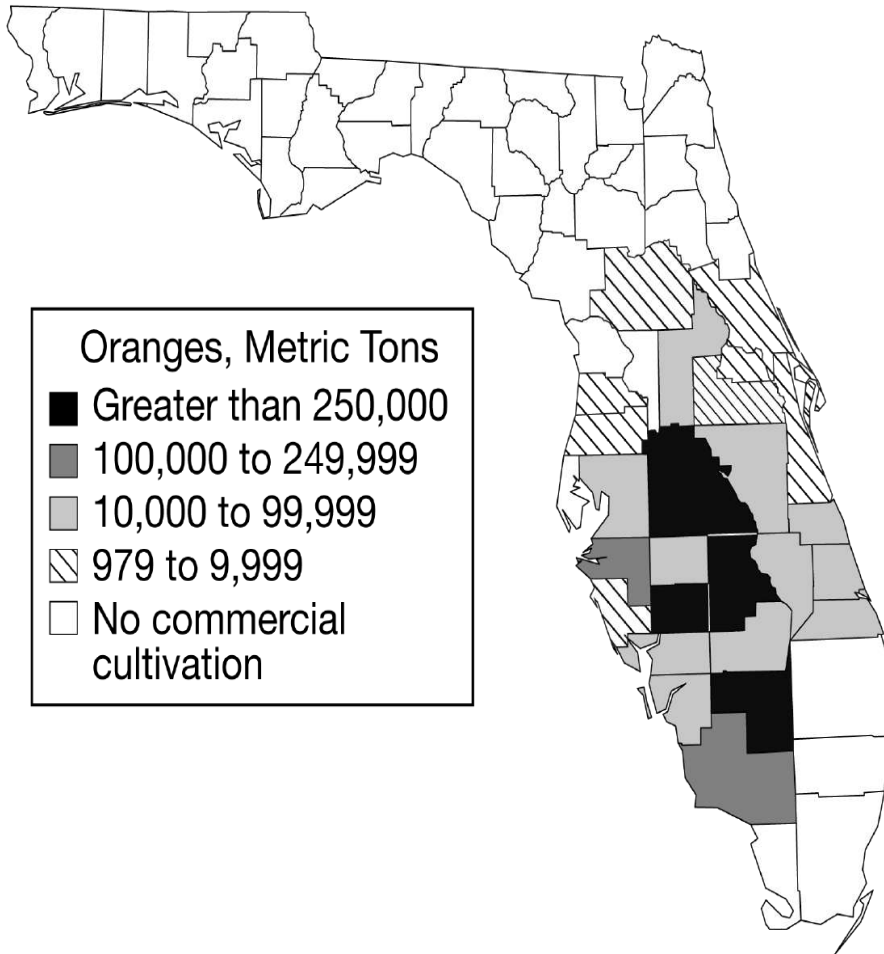
- D. Explain ONE barrier to agricultural development that prevents counties in South Florida from producing oranges as a crop.
- Orange cultivation is prevented or replaced by urban and/or suburban land development.
 - Orange cultivation is prevented by the protection of natural areas and parks, including Everglades National Park and Big Cypress National Preserve.
 - Orange cultivation is not suited to wetland environments.

MAP 2: FLORIDA ANNUAL ORANGE CROP



E. Explain ONE barrier to agricultural development that prevents counties in North Florida from producing oranges as a crop.

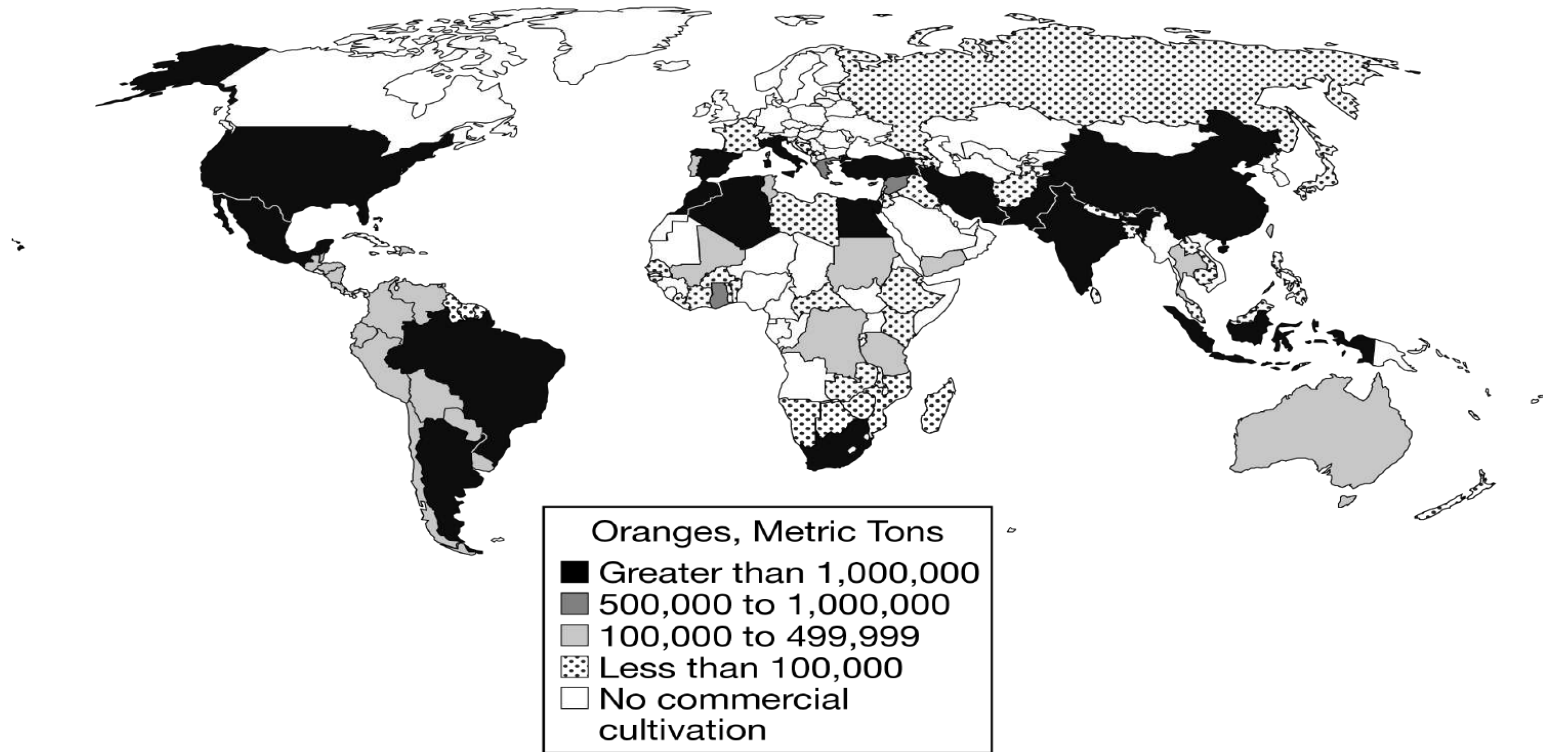
MAP 2: FLORIDA ANNUAL ORANGE CROP



E. Explain ONE barrier to agricultural development that prevents counties in North Florida from producing oranges as a crop.

- Orange cultivation is limited to frost-free areas without freezing temperatures.
- Clay soils or poorly drained soils may limit cultivation.

MAP 1: WORLD ANNUAL ORANGE CROP



F. In the world map the United States appears to be a large producer of oranges. Explain how the world map misrepresents the scale of production for the cultivation of oranges in the United States.

- F. In the world map the United States appears to be a large producer of oranges. Explain how the world map misrepresents the scale of production for the cultivation of oranges in the United States.
- Although oranges are only grown in some parts of the United States, the world map categorizes the entire country as a top global producer of oranges.
 - The world map does not show specific areas of citrus cultivation in Central Florida, South Texas, Southern Arizona, and Southern California.
 - The world map shows northern states, including Alaska, as part of the orange cultivation region.

G. Using the maps explain how oranges, as a global food source, are part of a commodity chain within multinational agribusiness corporations.

G. Using the maps explain how oranges, as a global food source, are part of a commodity chain within multinational agribusiness corporations.

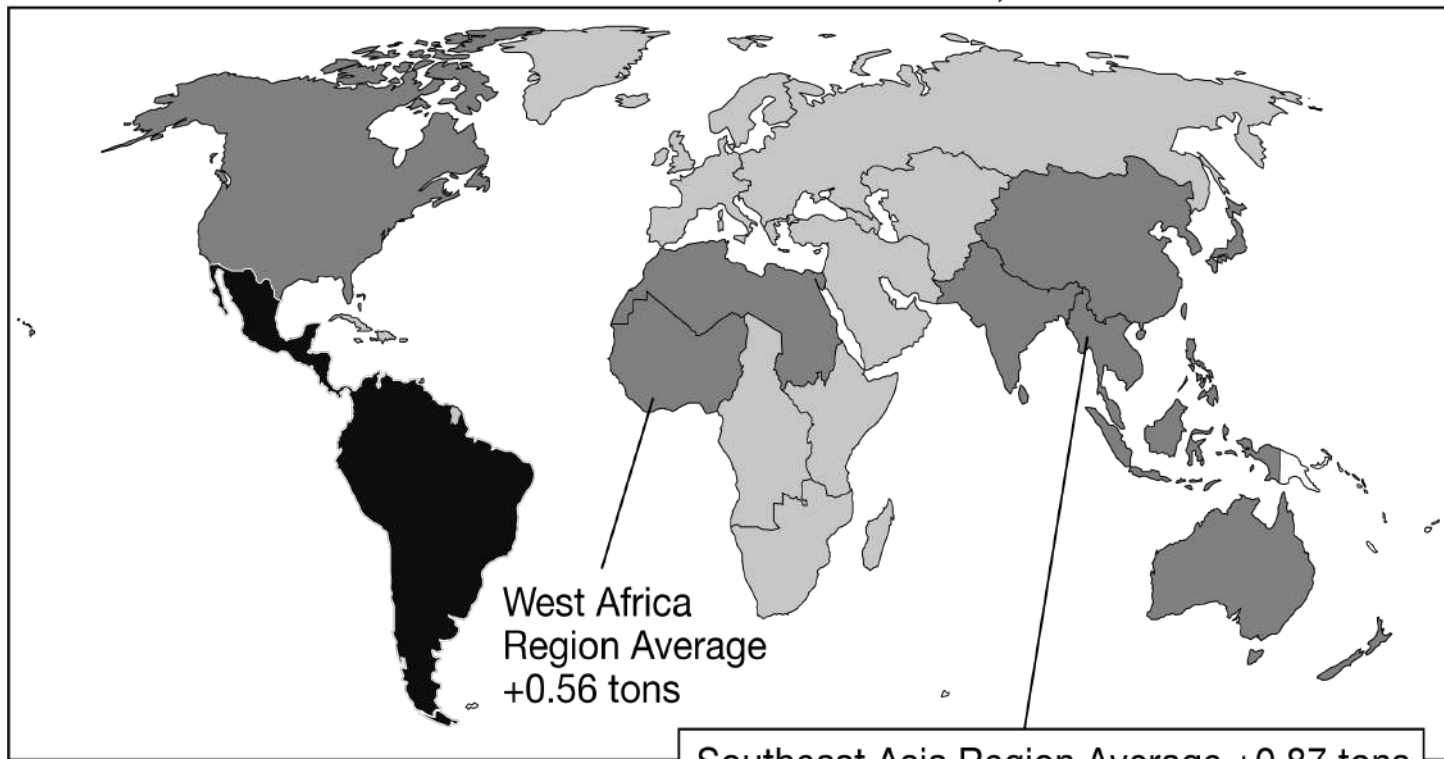
The response correctly explains how oranges are part of a commodity chain within multinational agribusiness corporations that move oranges from growing regions to processing facilities and to stores, using ONE of the following:

- Orange juice is concentrated and frozen for shipment and sale
- Oranges are peeled, cut, and/or sliced for use in salads or desserts.
- Orange peels are processed for use in fragrances, teas, essential oils, cleaning agents, and skin-care products.
- Orange juice, peels, and/or zest are used in the manufacturing of beverages and baked goods.
- Oranges are used to produce vitamin C supplements and vitamin C enrichment for other foods.

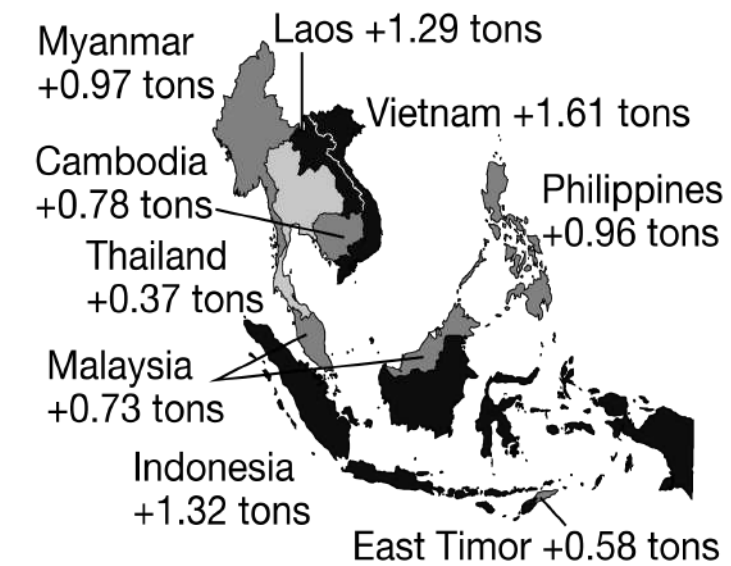
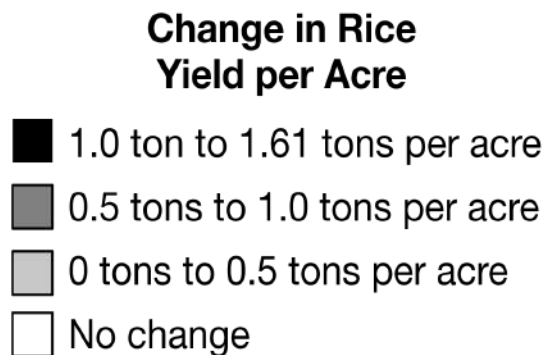
TAKEAWAYS

- Break apart of the question
- Answer what you know

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



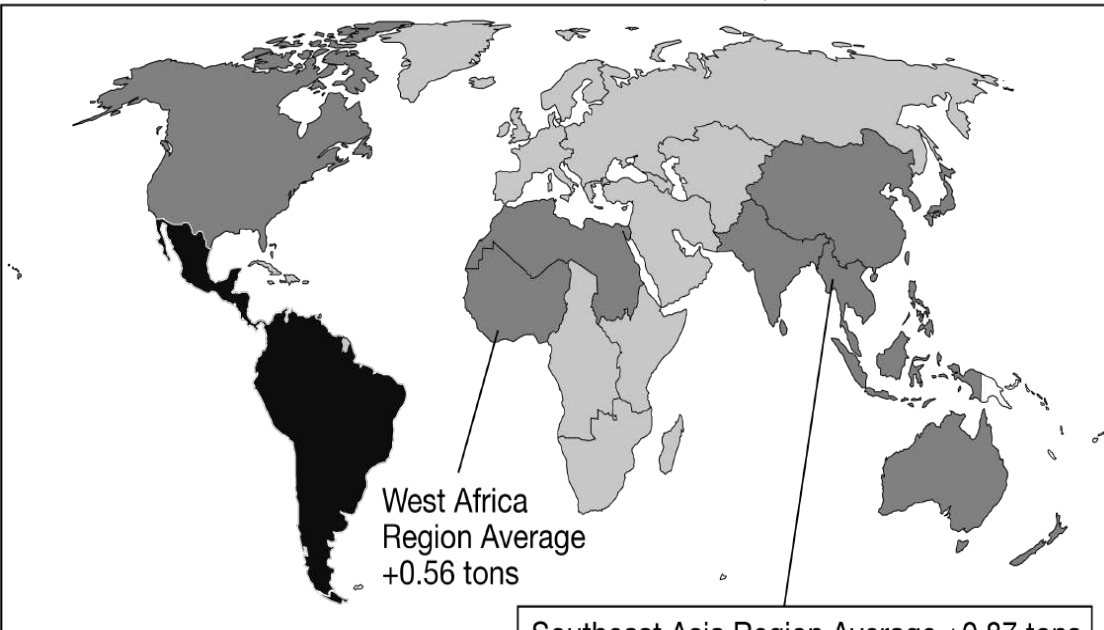
Southeast Asia Region Average +0.87 tons



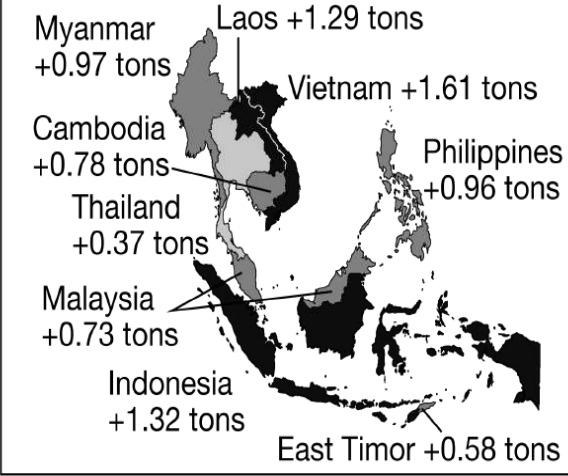
Crop production can be measured in yield, which is the average amount of a crop produced per unit of land in a single year. Yields are used to compare the level of productivity between different places. The maps show the change in tons of rice per acre of farmland between 1970 and 2015.

- A. Identify the scales of analysis in the two maps shown.
- B. 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.
- C. 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.
- D. Describe ONE technological advancement that made the Green Revolution possible.
- E. Using the data shown on the maps, explain how the Green Revolution affected farmers in less developed countries.
- F. Explain the degree to which mechanization changed rice production in less developed countries.
- G. Explain how the use of agricultural chemicals contributed to the change in rice production.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons

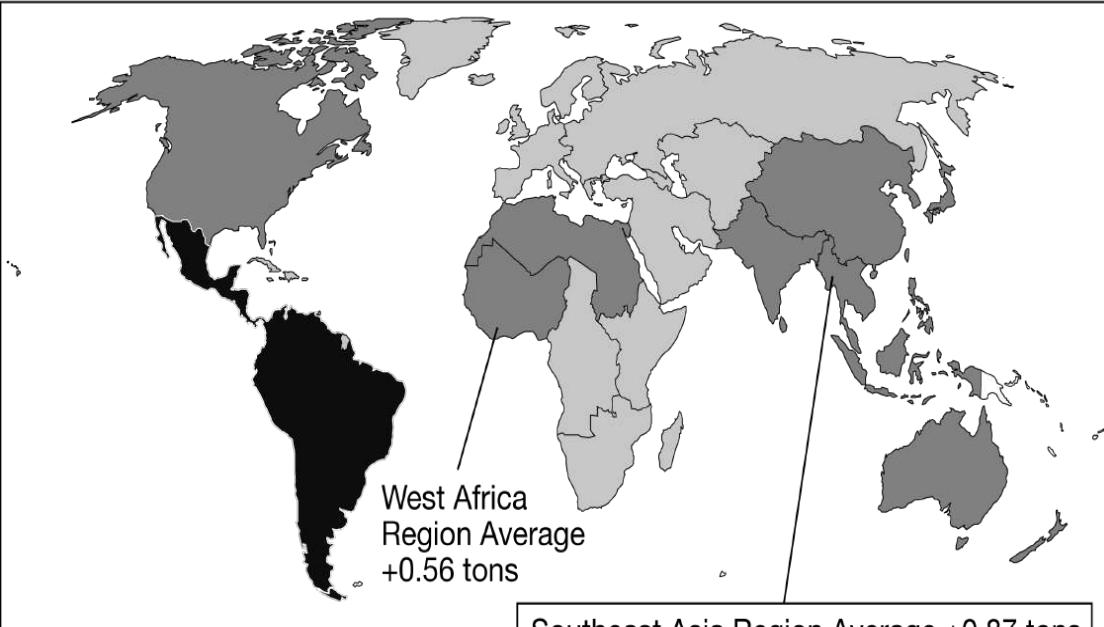


Change in Rice Yield per Acre

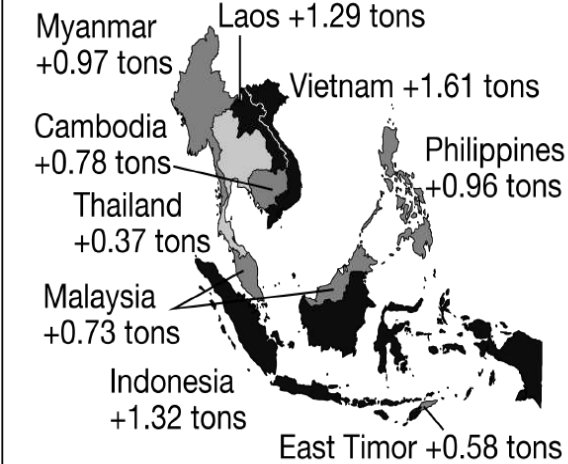
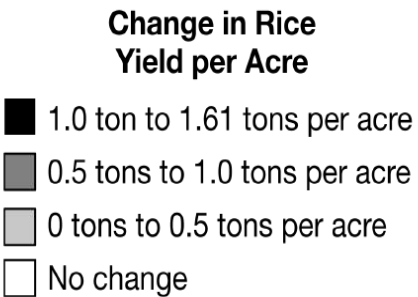
- 1.0 ton to 1.61 tons per acre
- 0.5 tons to 1.0 tons per acre
- 0 tons to 0.5 tons per acre
- No change

A. Identify the scales of analysis in the two maps shown.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



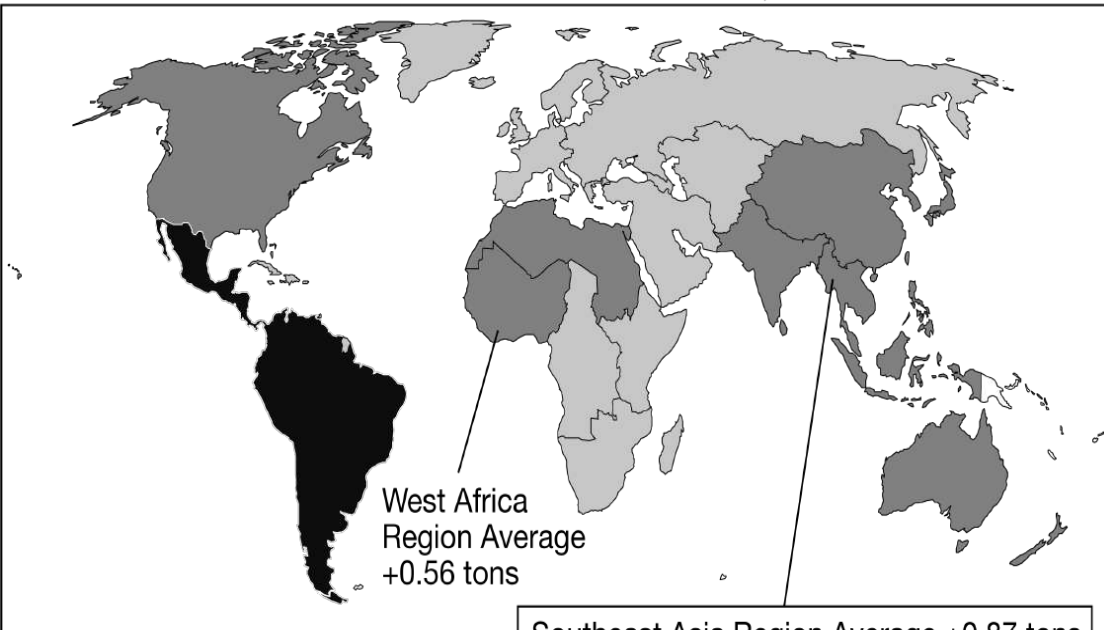
Southeast Asia Region Average +0.87 tons



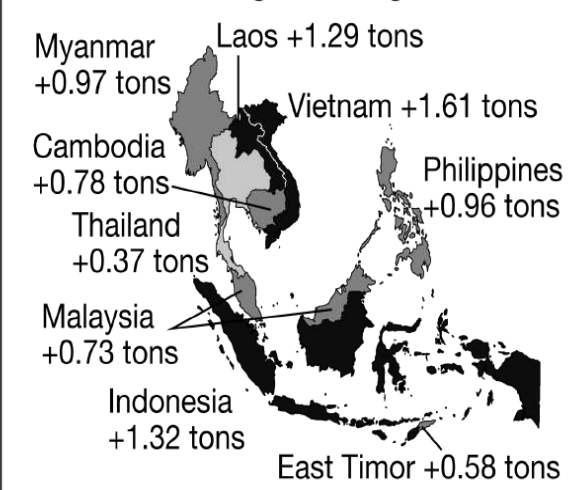
A. Identify the scales of analysis in the two maps shown.

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

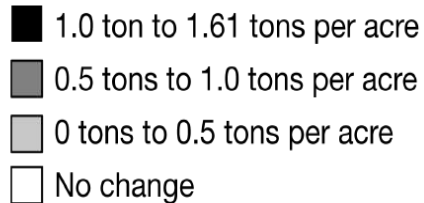
CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons

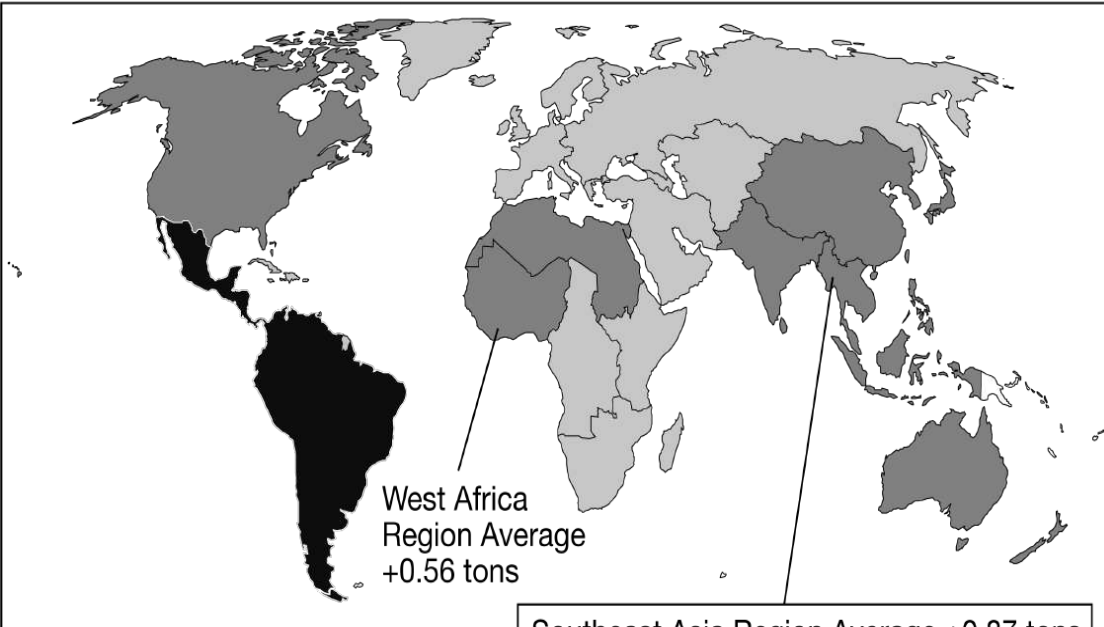


Change in Rice Yield per Acre

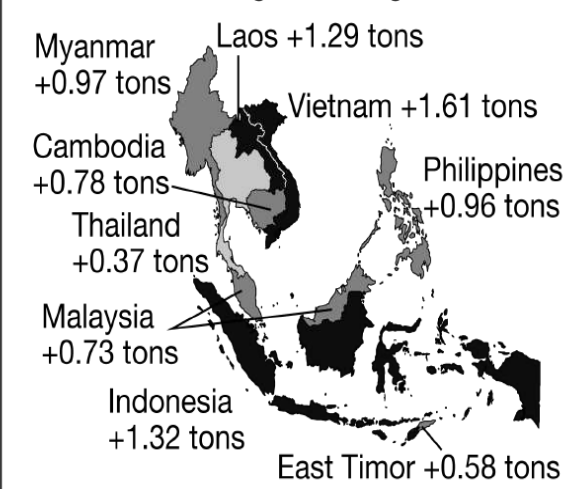


B. Explain why all of Southeast Asia is shaded in a single color in the world map, whereas Southeast Asian countries are shaded differently in the regional map.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons



Change in Rice Yield per Acre

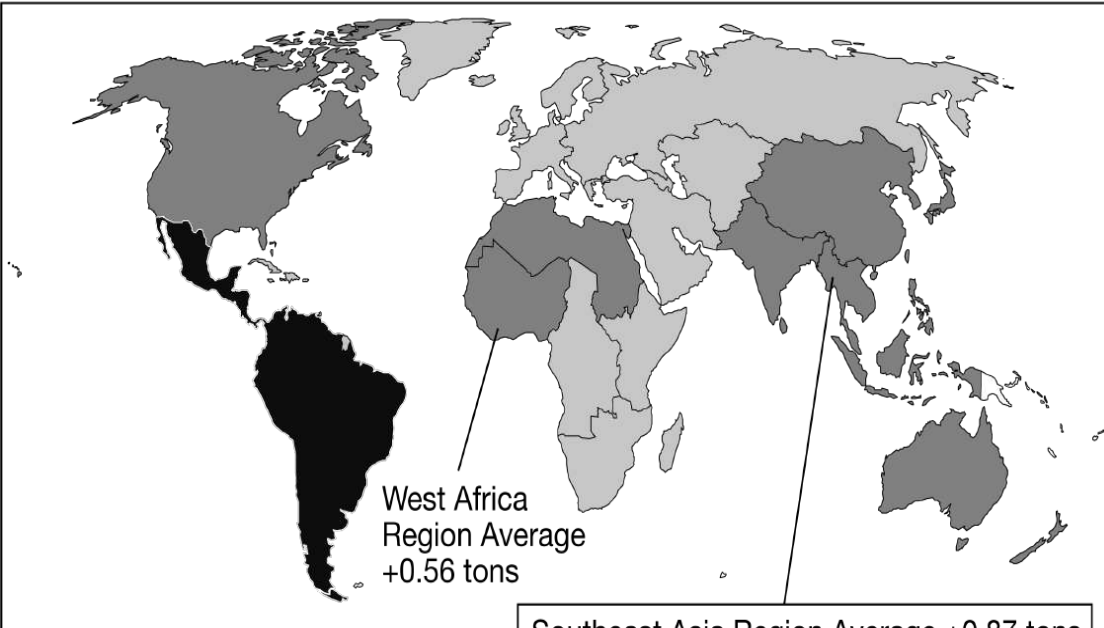
- 1.0 ton to 1.61 tons per acre
- 0.5 tons to 1.0 tons per acre
- 0 tons to 0.5 tons per acre
- No change

Source: Food and Agriculture Organization FAOSTAT

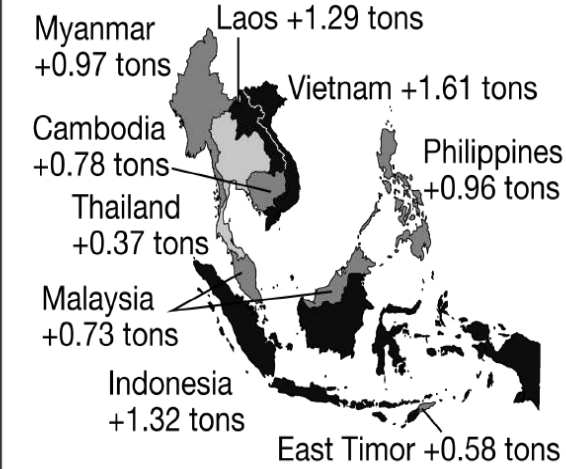
B. Explain why all of Southeast Asia is shaded in a single color in the world map, whereas Southeast Asian countries are shaded differently in the regional map.

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

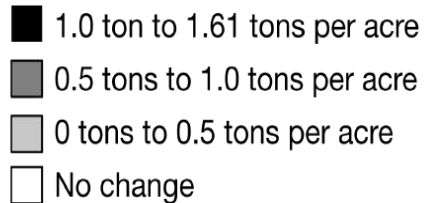
CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons



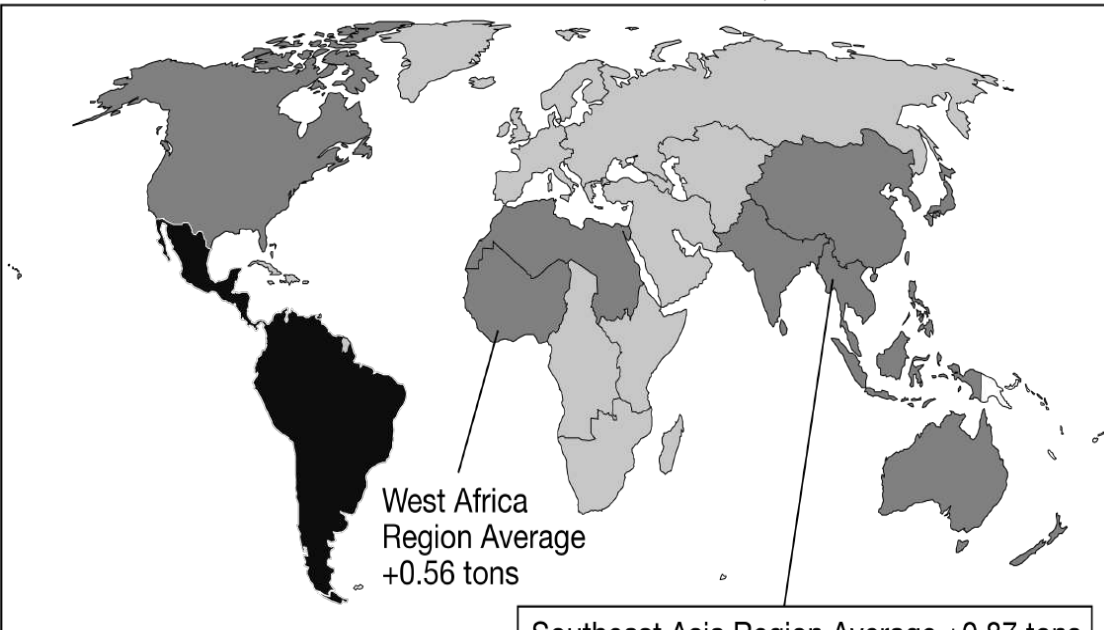
Change in Rice Yield per Acre



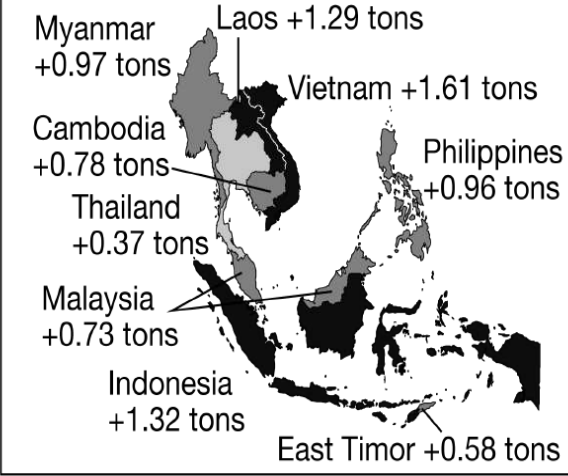
B. Explain why all of Southeast Asia is shaded in a single color in the world map, whereas Southeast Asian countries are shaded differently in the regional map.

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

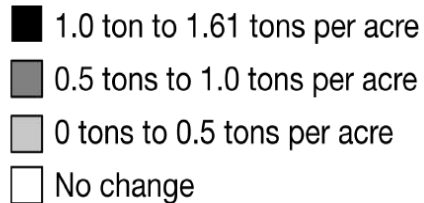
CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



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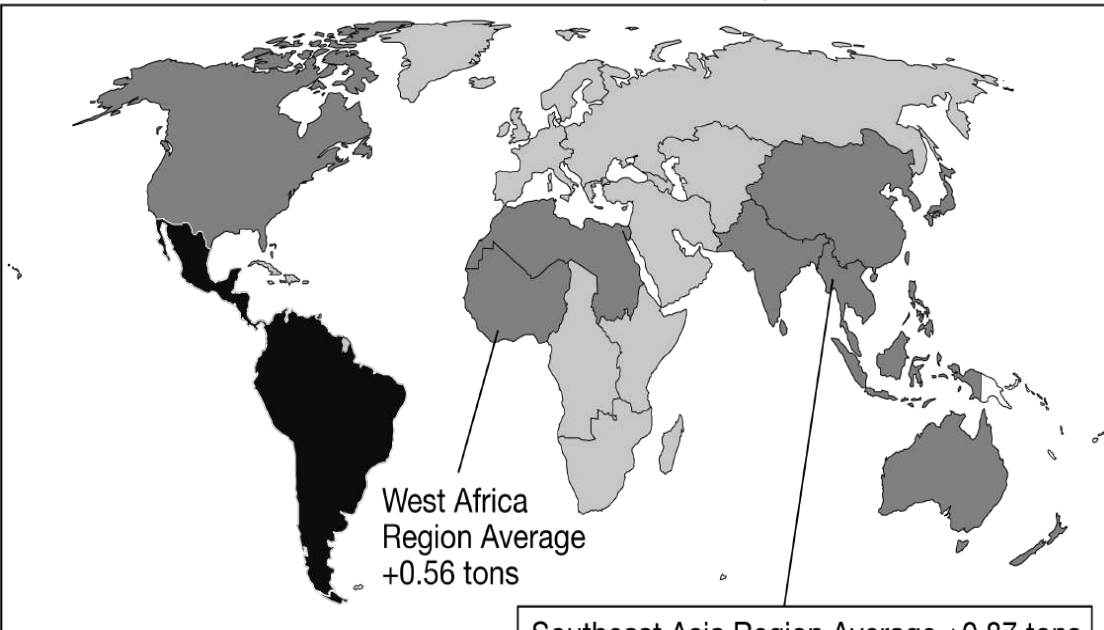


Change in Rice Yield per Acre

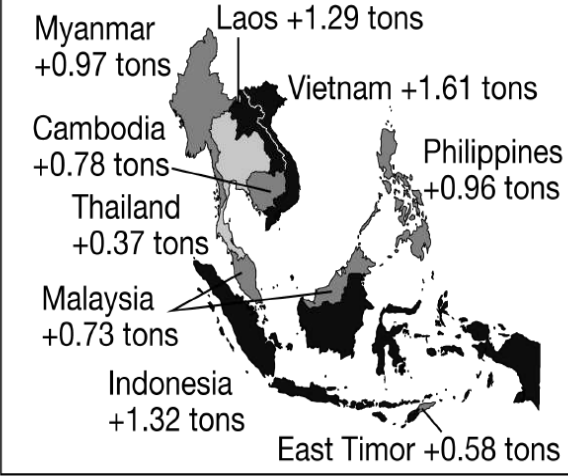


C. Describe what the rice production data for Southeast Asia and West Africa, where rice is traditionally grown, imply about the intensity of land use in these areas.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons



Change in Rice Yield per Acre

- 1.0 ton to 1.61 tons per acre
- 0.5 tons to 1.0 tons per acre
- 0 tons to 0.5 tons per acre
- No change

C. 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.

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.

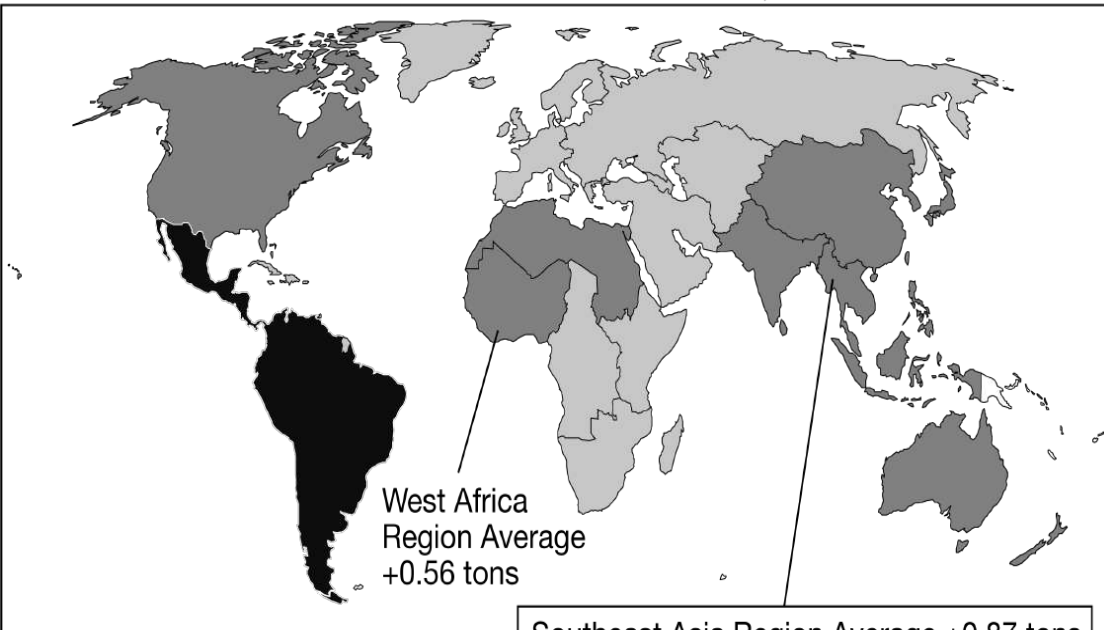
In West Africa, rice is grown in a more traditional manner without the use of high-yield seeds, agricultural chemicals, and mechanization. The land is used less intensively because the soil nutrients quickly decline and new fields must be planted. Much of the rice grown in West Africa is grown by subsistence 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.

D. Describe ONE technological advancement that made the Green Revolution possible.

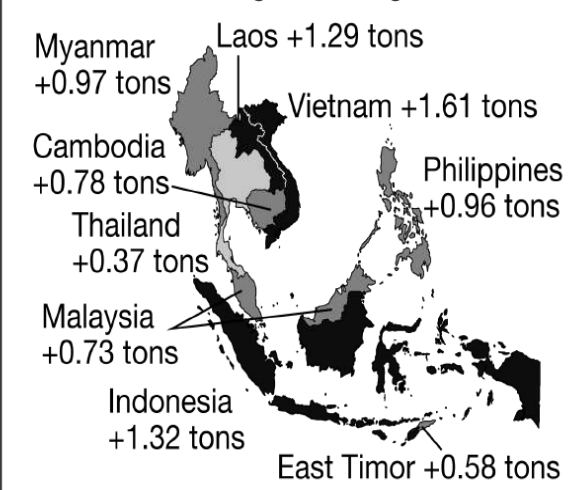
D. Describe ONE technological advancement that made the Green Revolution possible.

- 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.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



Southeast Asia Region Average +0.87 tons

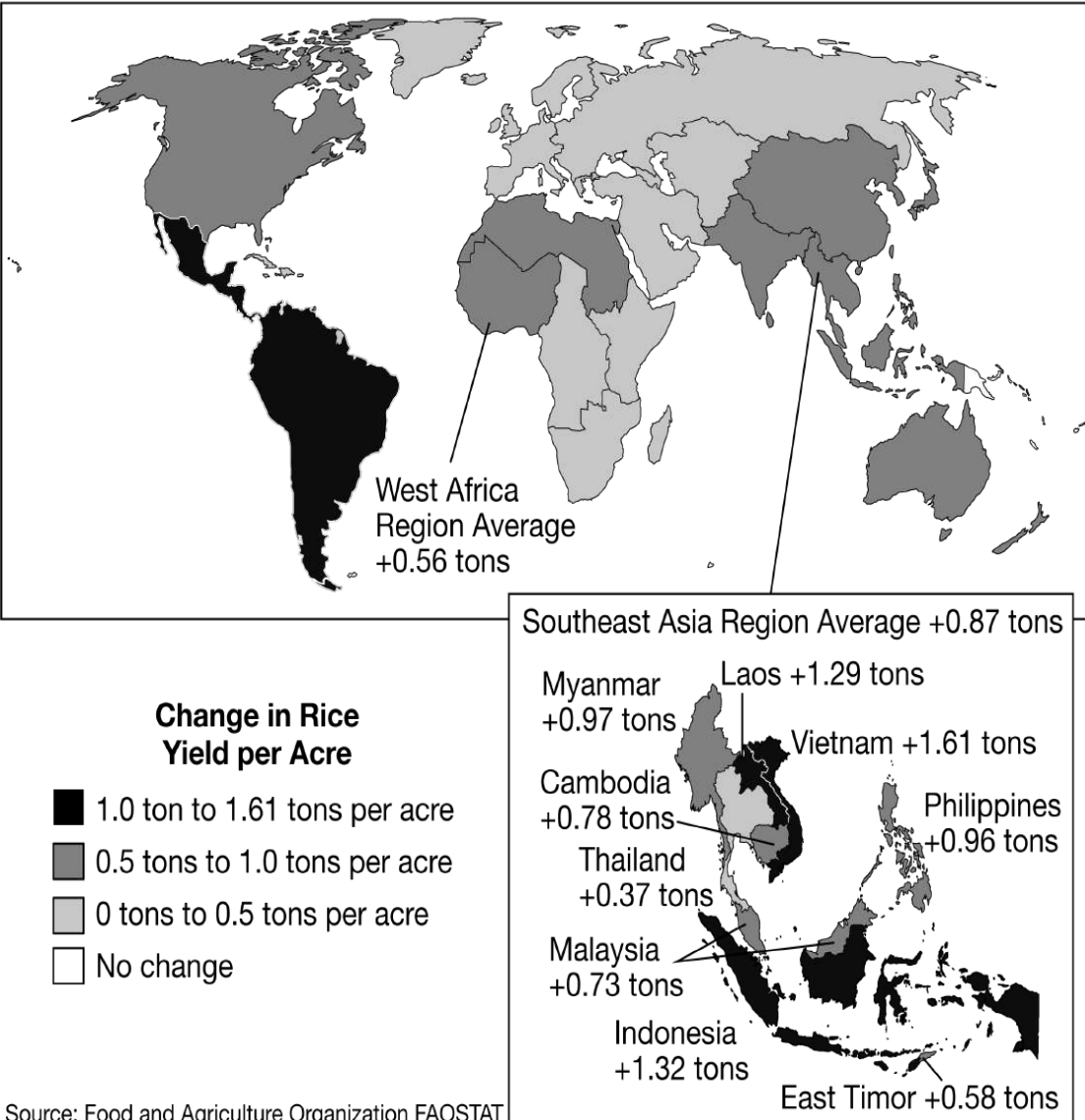


Change in Rice Yield per Acre

- 1.0 ton to 1.61 tons per acre
- 0.5 tons to 1.0 tons per acre
- 0 tons to 0.5 tons per acre
- No change

E. Using the data shown on the maps, explain how the Green Revolution affected farmers in less developed countries.

CHANGE IN AVERAGE RICE YIELD PER ACRE, 1970 TO 2015



E. Using the data shown on the maps, explain how the Green Revolution affected farmers in less developed countries.

- 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.

F. Explain the degree to which mechanization changed rice production in less developed countries.

F. Explain the degree to which mechanization changed rice production in less developed countries.

- 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.

G. Explain how the use of agricultural chemicals contributed to the change in rice production.

G. Explain how the use of agricultural chemicals contributed to the change in rice production.

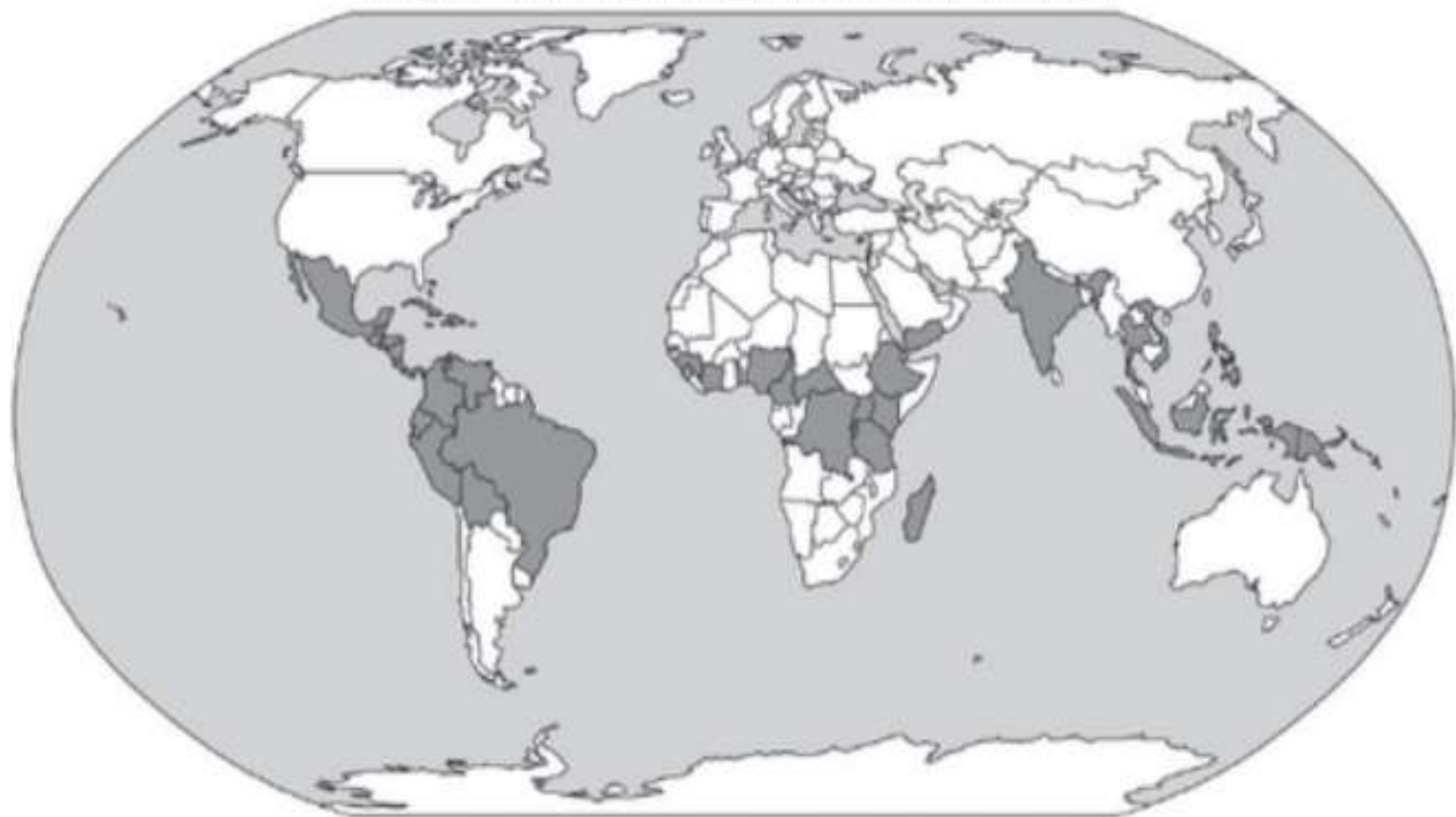
- The use of agricultural chemicals such as pesticides contributed to the increase in yields for rice production through crop sprays, which eliminated pests that devoured the crop before it could be harvested.
- The use of agricultural chemicals such as synthetic fertilizers increased crop yields by 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.

TAKEAWAYS

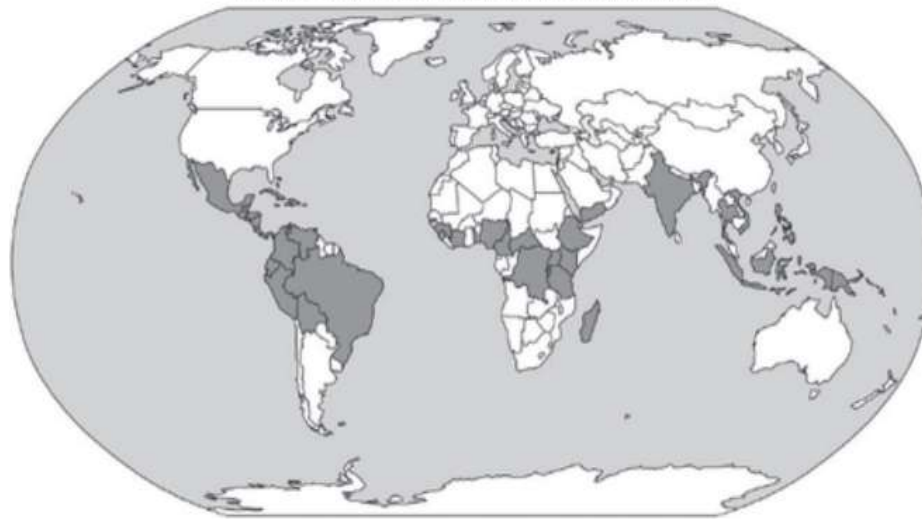


- Map Questions – make sure you narrow your answer to specific point they ask about

MAJOR COFFEE PRODUCING COUNTRIES



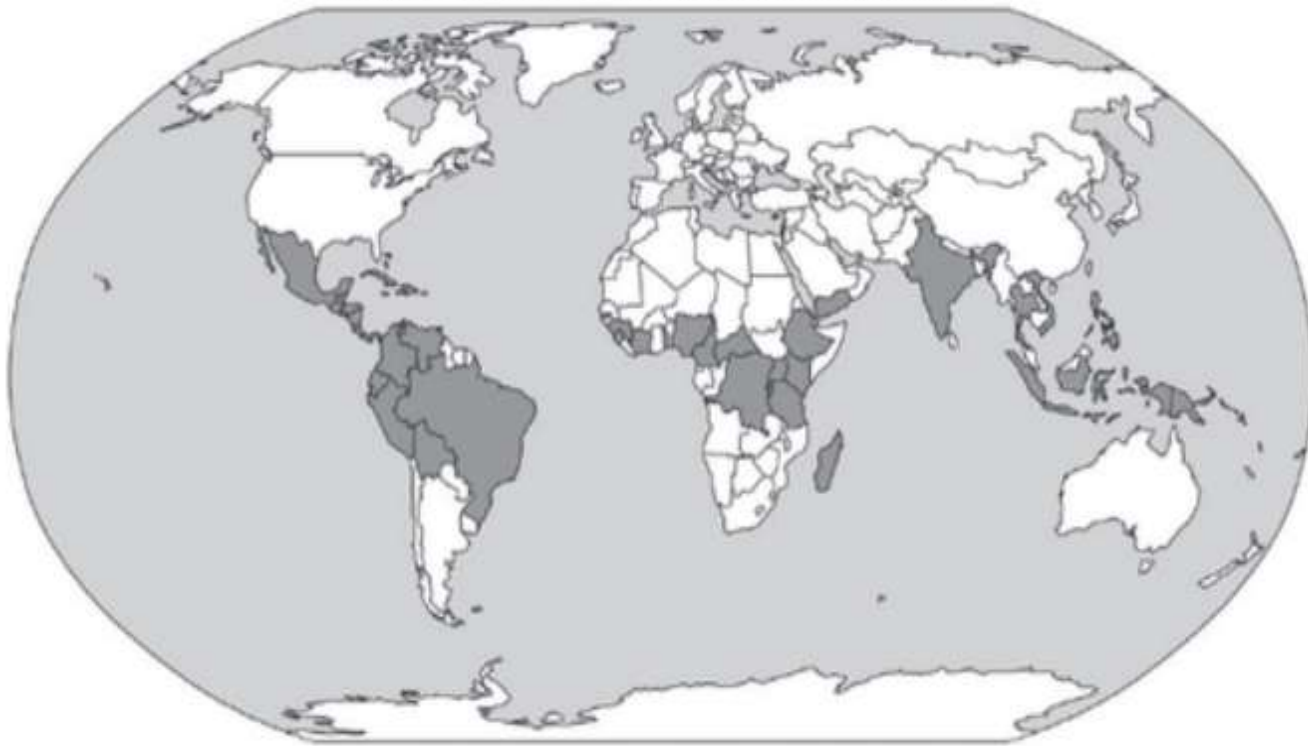
MAJOR COFFEE PRODUCING COUNTRIES



Agricultural systems, such as the production of coffee, are part of a global network.

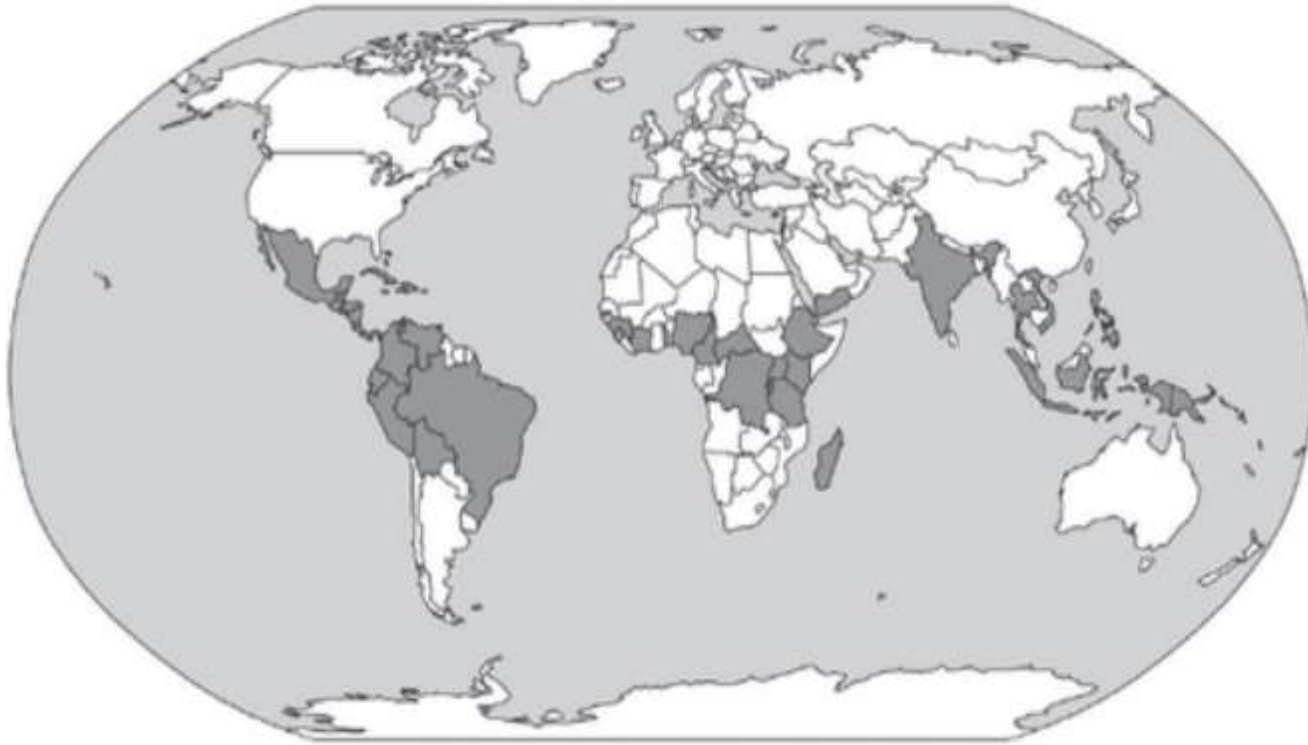
- A. Describe a common characteristic shared by the coffee producing countries shown on the map.
- B. Explain two impacts of coffee farming on producing countries.
- C. Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.
- D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

MAJOR COFFEE PRODUCING COUNTRIES



- A. Describe a common characteristic shared by the coffee producing countries shown on the map.

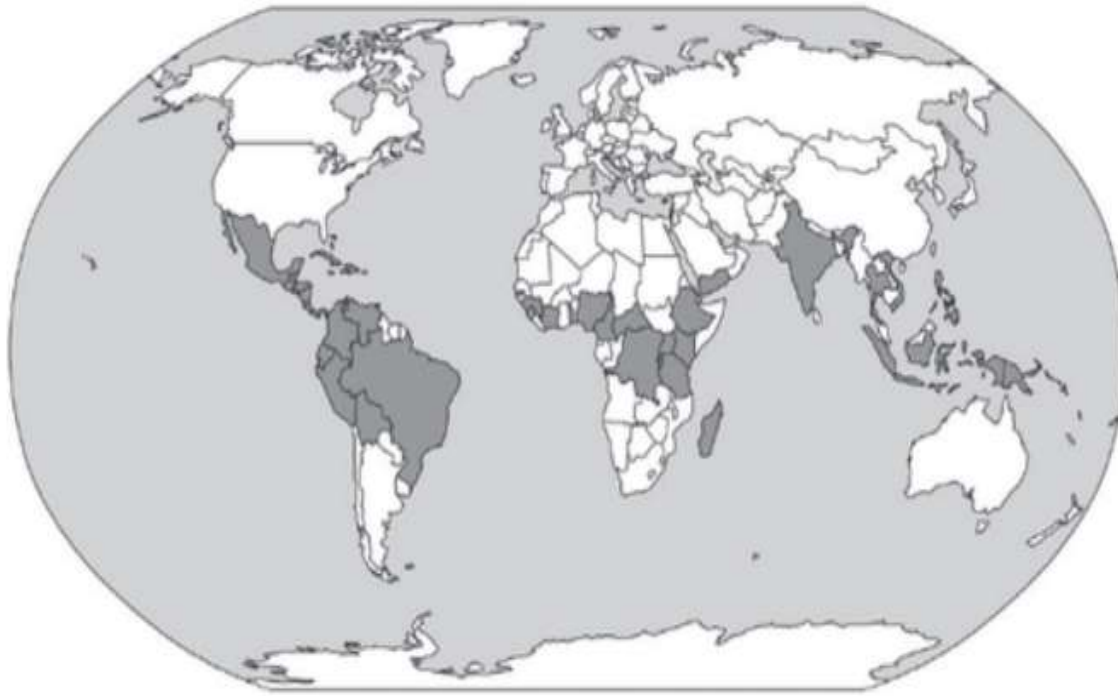
MAJOR COFFEE PRODUCING COUNTRIES



A. Describe a common characteristic shared by the coffee producing countries shown on the map.

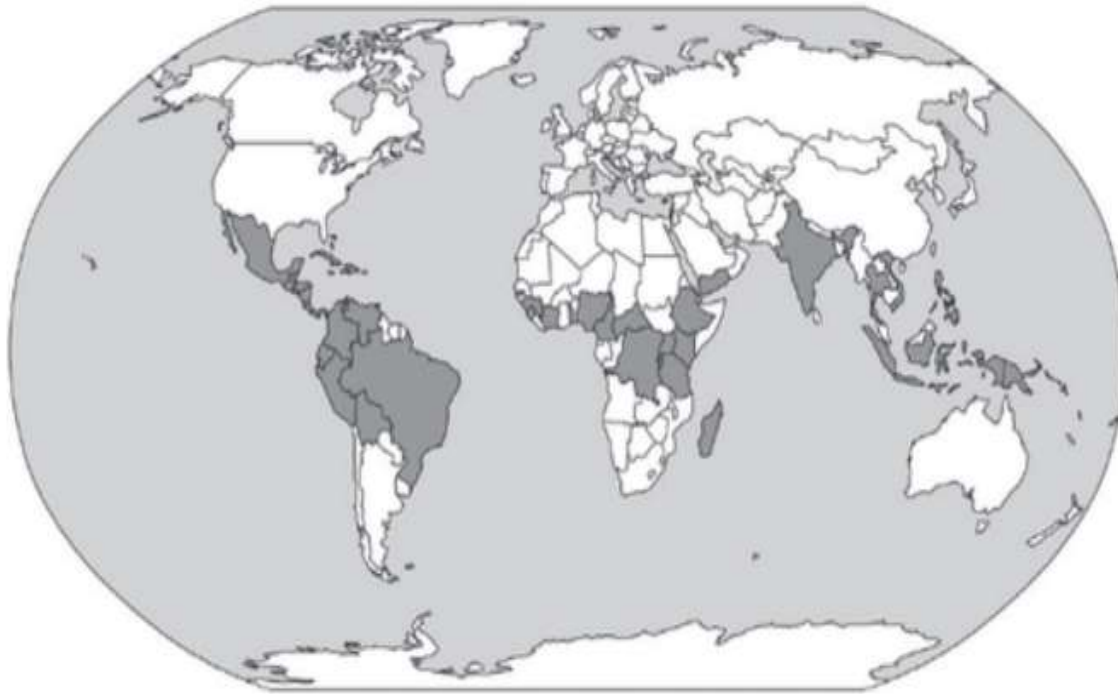
- Less developed, developing, peripheral, semi-peripheral
- Tropical regions or between tropic lines, low latitudes, equatorial
- Former colonies
- Utilize plantation or small-scale agriculture

MAJOR COFFEE PRODUCING COUNTRIES



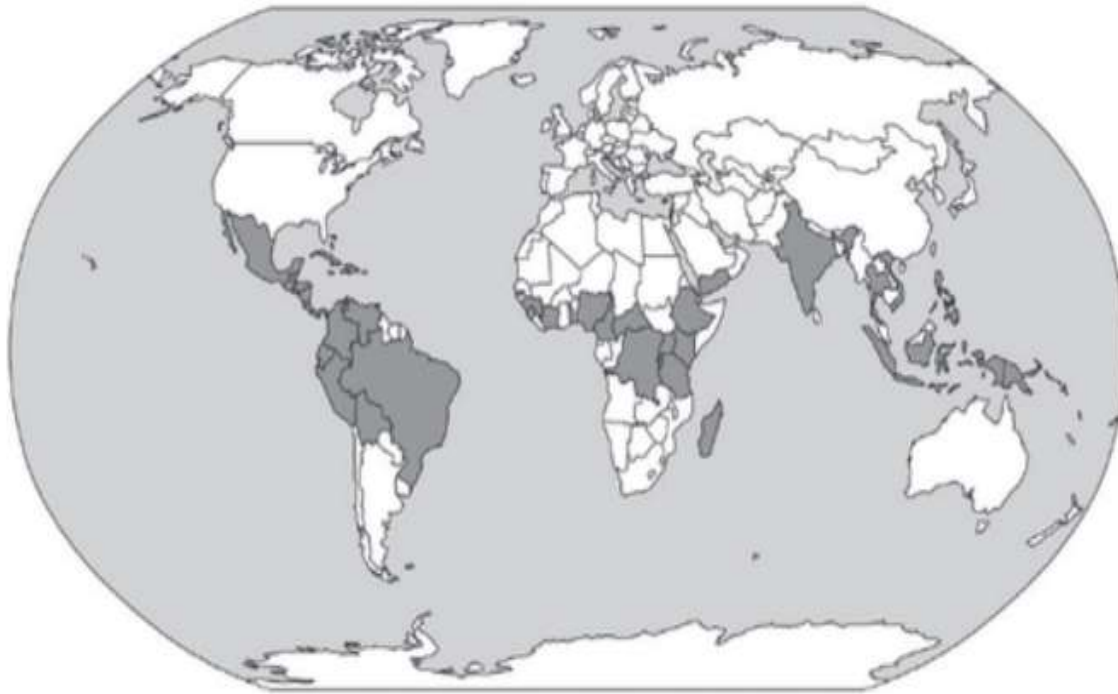
B. Explain two impacts of coffee farming on producing countries.

MAJOR COFFEE PRODUCING COUNTRIES



- B. Explain two impacts of coffee farming on producing countries.
- economic development: increased employment, growth of GNP, development of infrastructure, cash/export crop, improved foreign exchange, increased global trade/better international relations

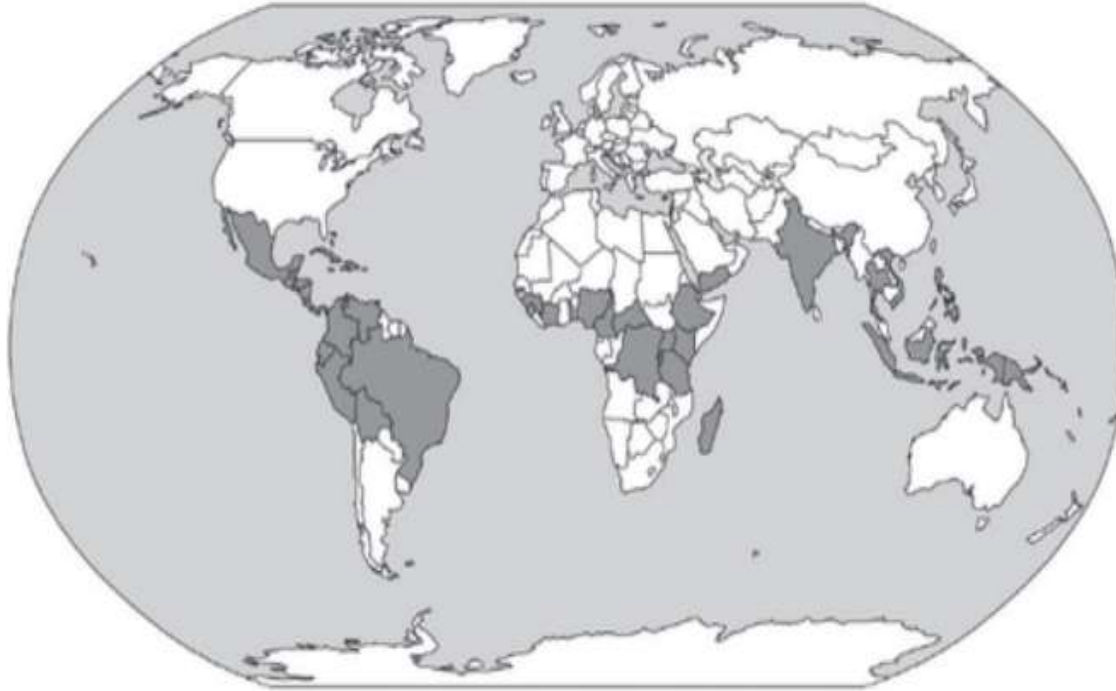
MAJOR COFFEE PRODUCING COUNTRIES



B. Explain two impacts of coffee farming on producing countries.

- single commodity dependency: economic dependence of a single crop; coffee prices set by global traders; negatively impact farmers' income and quality of life; proliferation of low wage jobs; underdevelopment as a result of profits leaving the country

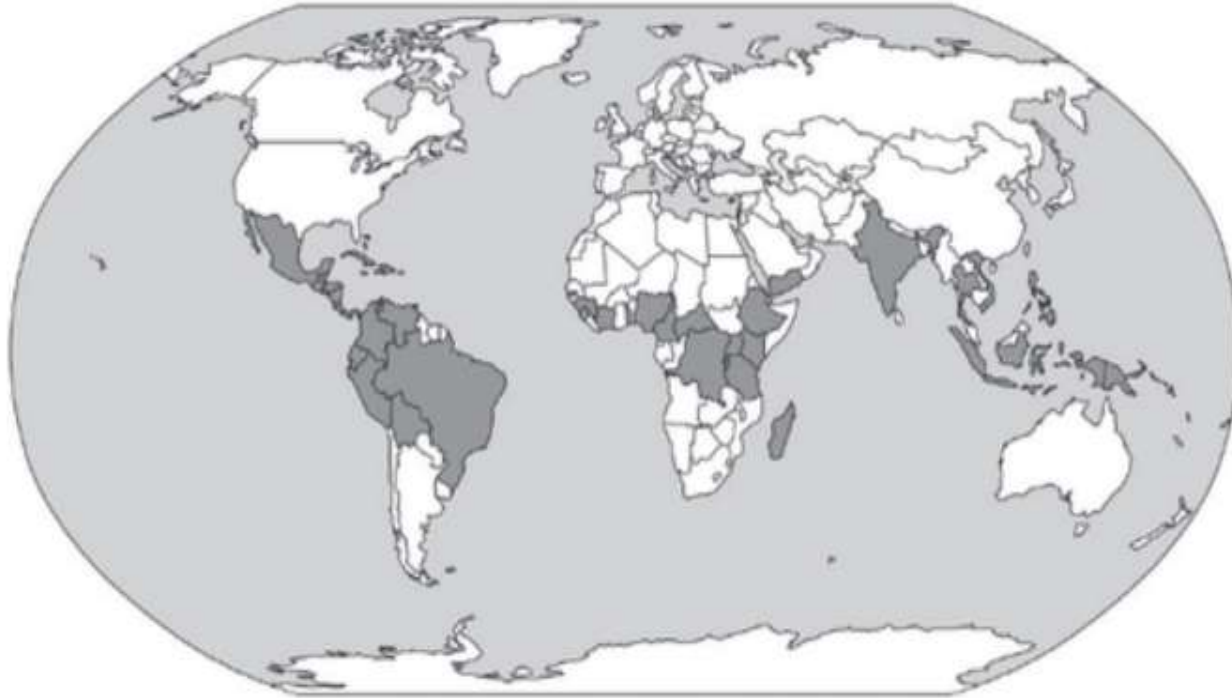
MAJOR COFFEE PRODUCING COUNTRIES



B. Explain two impacts of coffee farming on producing countries.

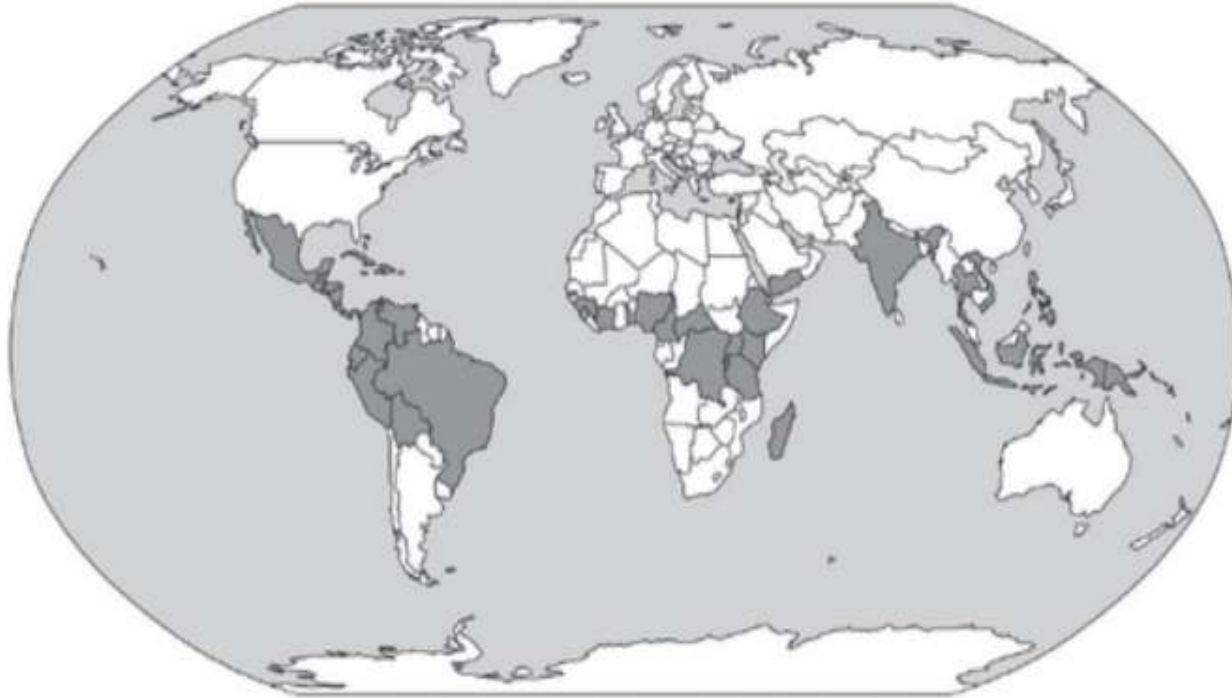
- environmental: harmful effects of agricultural chemicals; water use issues; deforestation; biodiversity loss; soil erosion
- agricultural land use: coffee, or other case crop, versus food; coffee production limits what other crops/livestock can be grown to meet local needs; shift from traditional to commercial agriculture

MAJOR COFFEE PRODUCING COUNTRIES



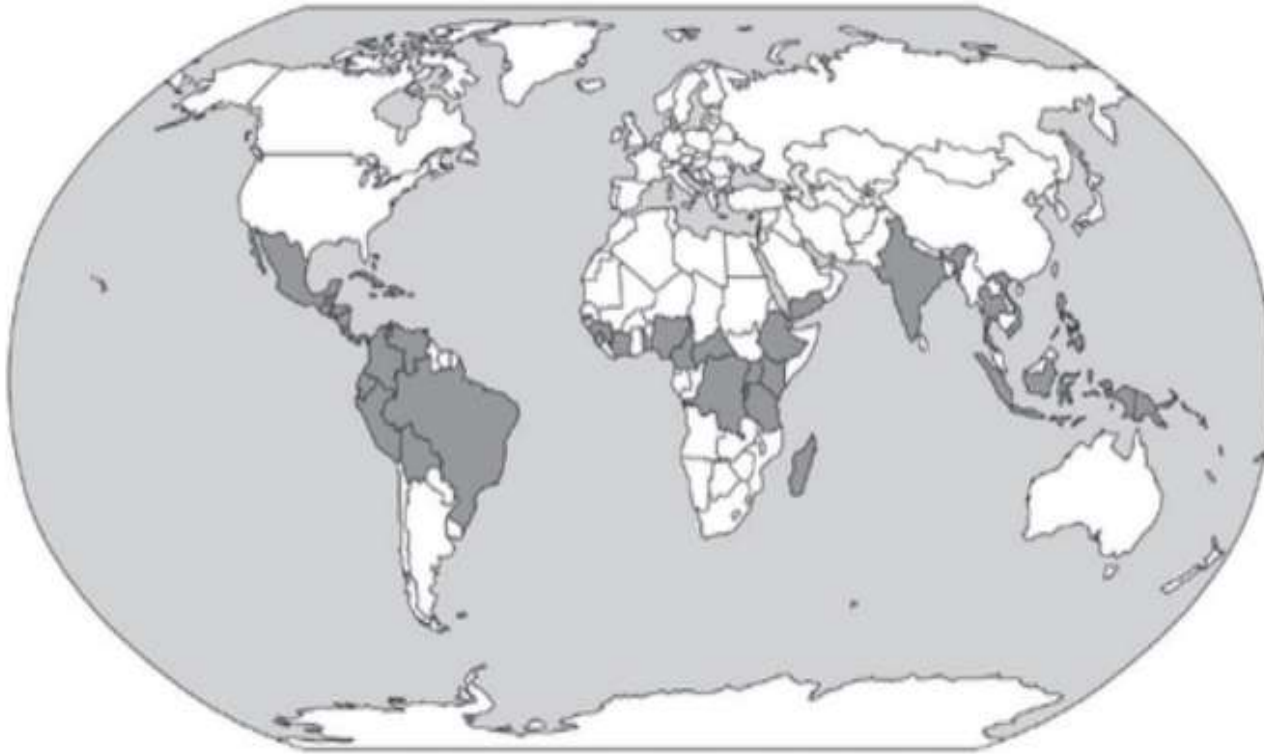
- C. Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.

MAJOR COFFEE PRODUCING COUNTRIES



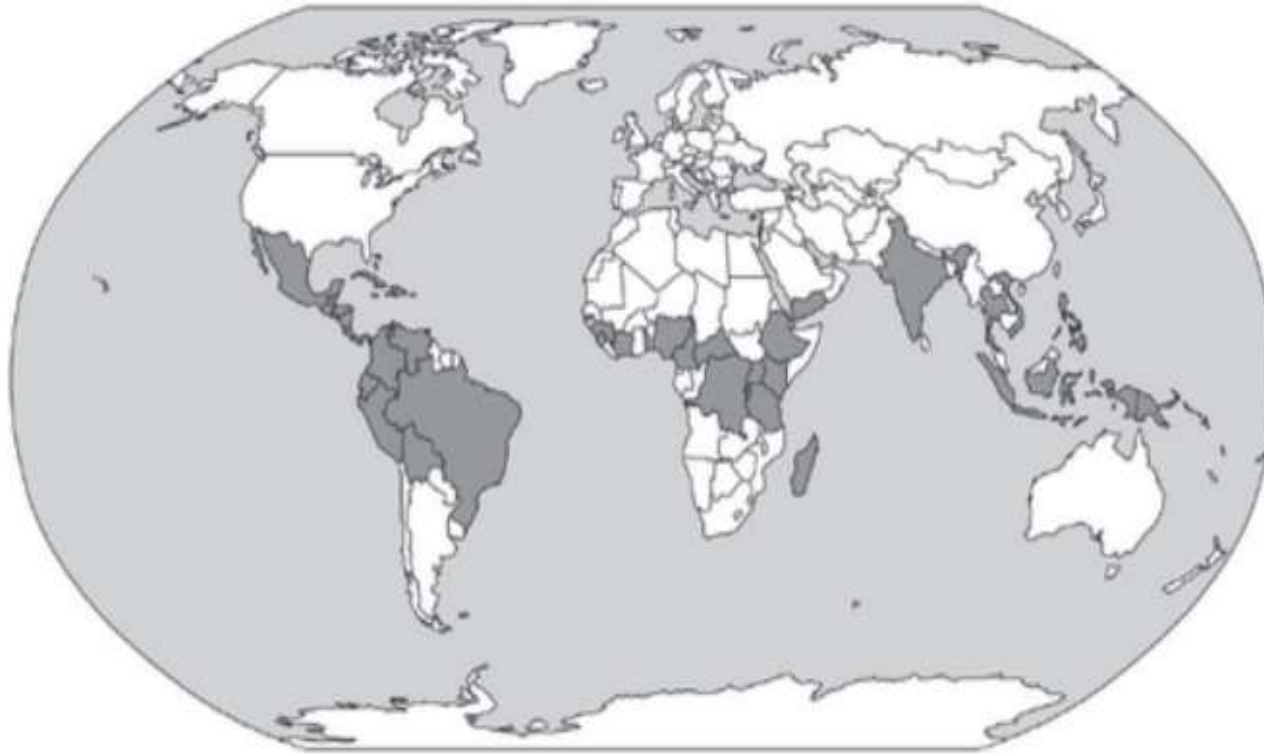
- C. Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.
- increased production: increased resources dedicated to coffee production (land, machines, chemicals, labor); adoption of new techniques dedicated to coffee production; increased profit; new players in coffee industry
 - increased fair trade production: increased farm earnings/workers' wages; fewer links in the commodity chain; more environmentally friendly farming techniques

MAJOR COFFEE PRODUCING COUNTRIES



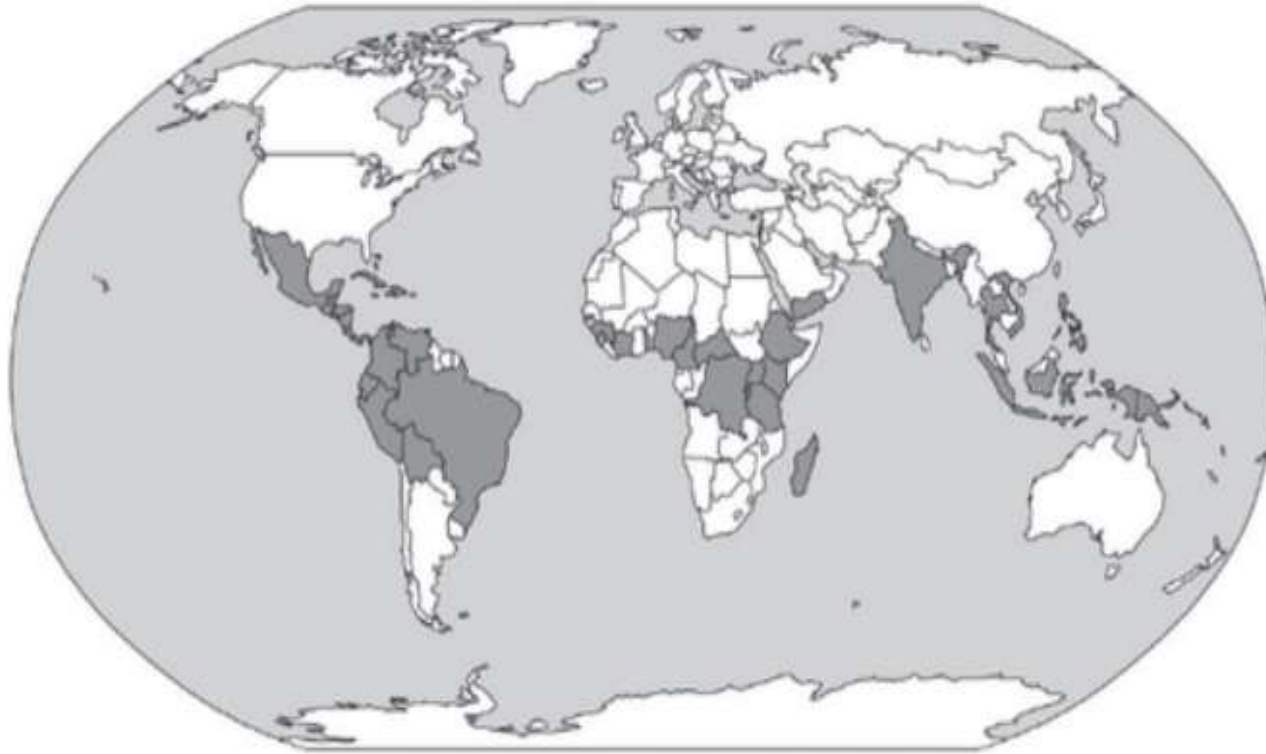
D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

MAJOR COFFEE PRODUCING COUNTRIES



- D. Explain one change in the urban landscape in the developed world associated with coffee consumption.
- more coffee shops – discussion related to special concept/explanation/geographic theory; proximity to consumers (exit ramps, malls, office buildings, campus areas); central place theory (population threshold, range, density of coffee shops); diffusion (uniform/homogenous landscapes, placelessness)

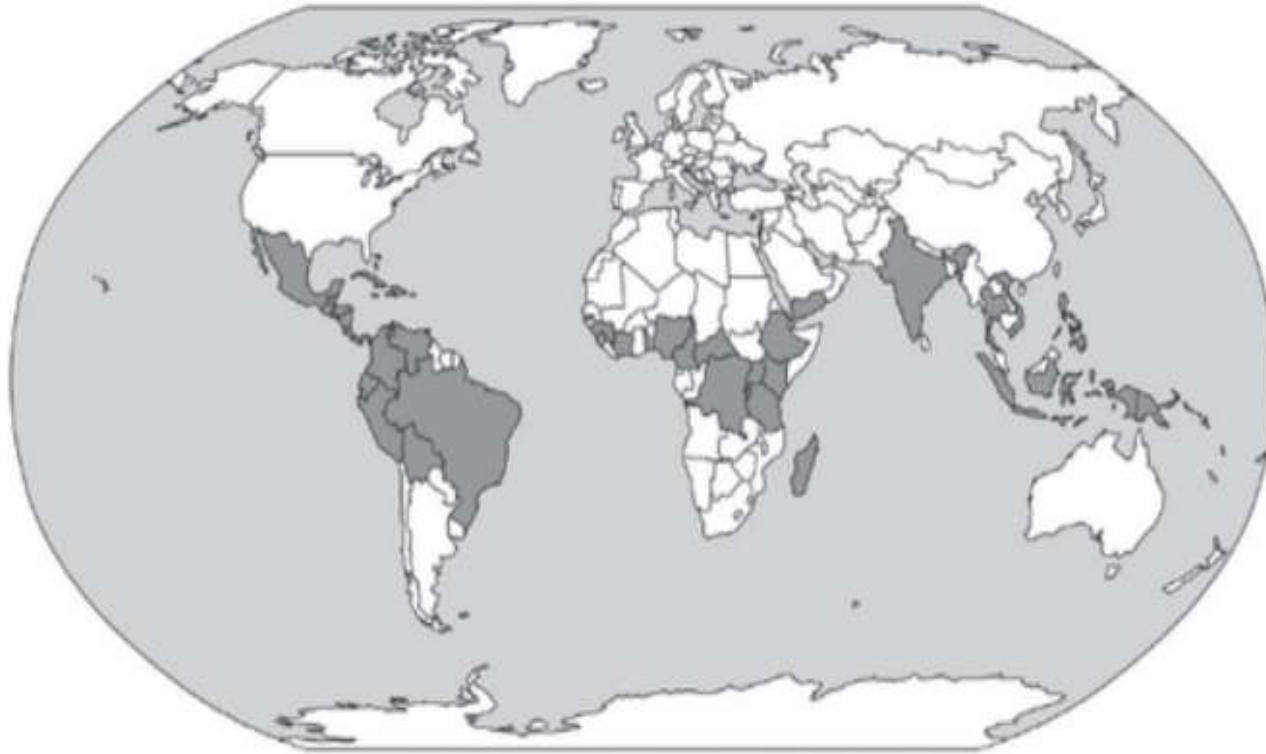
MAJOR COFFEE PRODUCING COUNTRIES



D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

- multi-function/specialty coffee shops – destination coffee shops used as gathering spots (for the arts, business meetings, study, Wi-Fi); coffee-related merchandise (mugs, t-shirts, beans, gift bags)

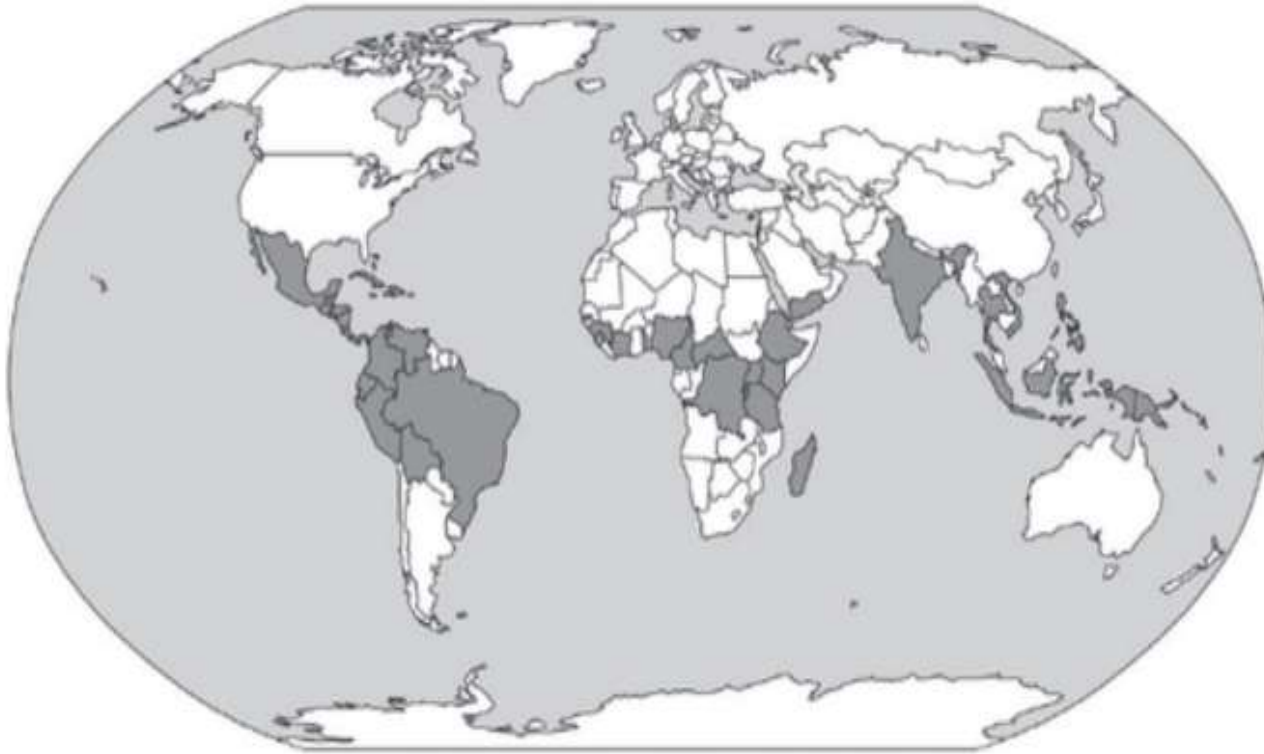
MAJOR COFFEE PRODUCING COUNTRIES



D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

• coffee shop as catalyst – revitalization of CBD/neighborhood (real estate value enhancer, foot traffic multiplier, gentrification magnet, streetscape upgrades, agglomeration economies)

MAJOR COFFEE PRODUCING COUNTRIES



D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

- environmental impact – change in urban viewscape (litter and signage); emissions and traffic congestion at drive-through windows; open space loss/urban sprawl

TAKEAWAYS

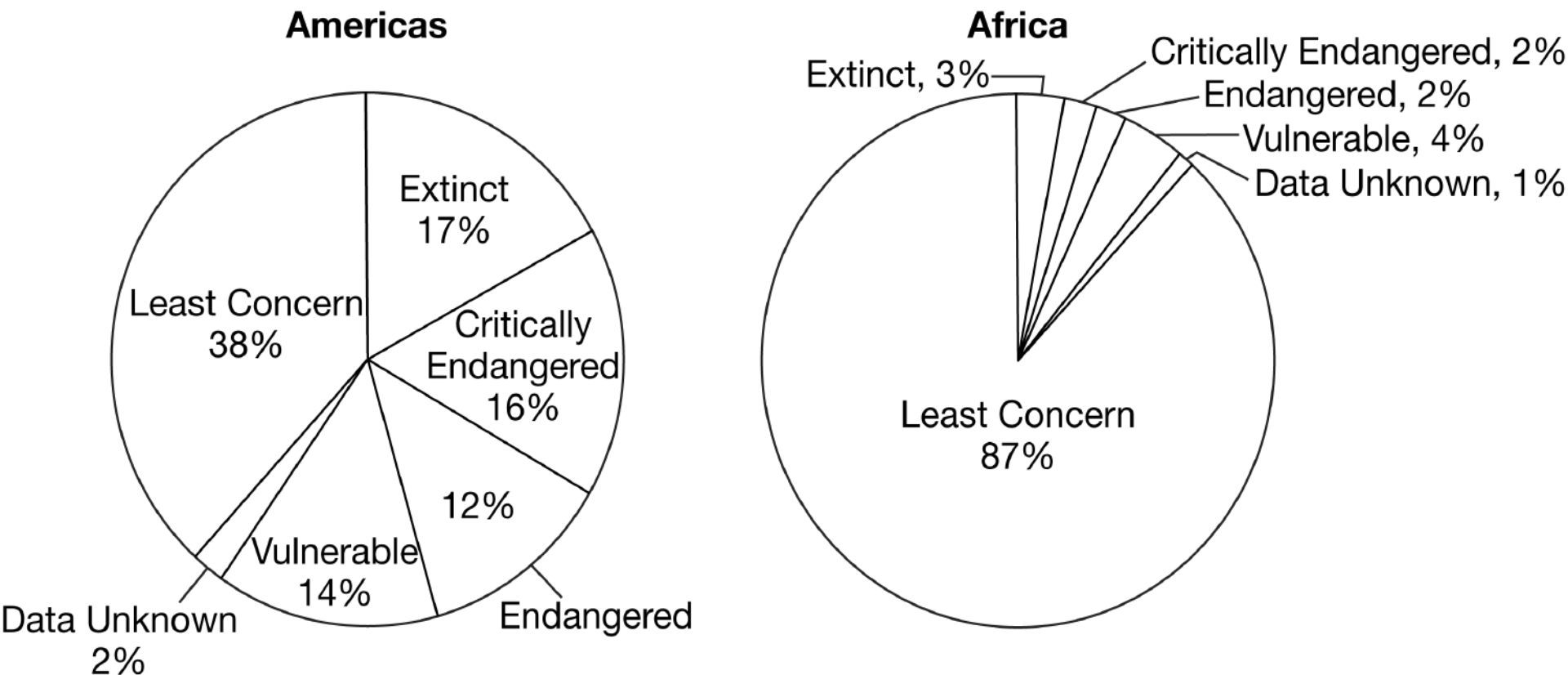
- Use what you know
- Avocados – similar experience
 - ▣ Maybe not? Just go with it

FRQ PACKET

10 QUESTIONS

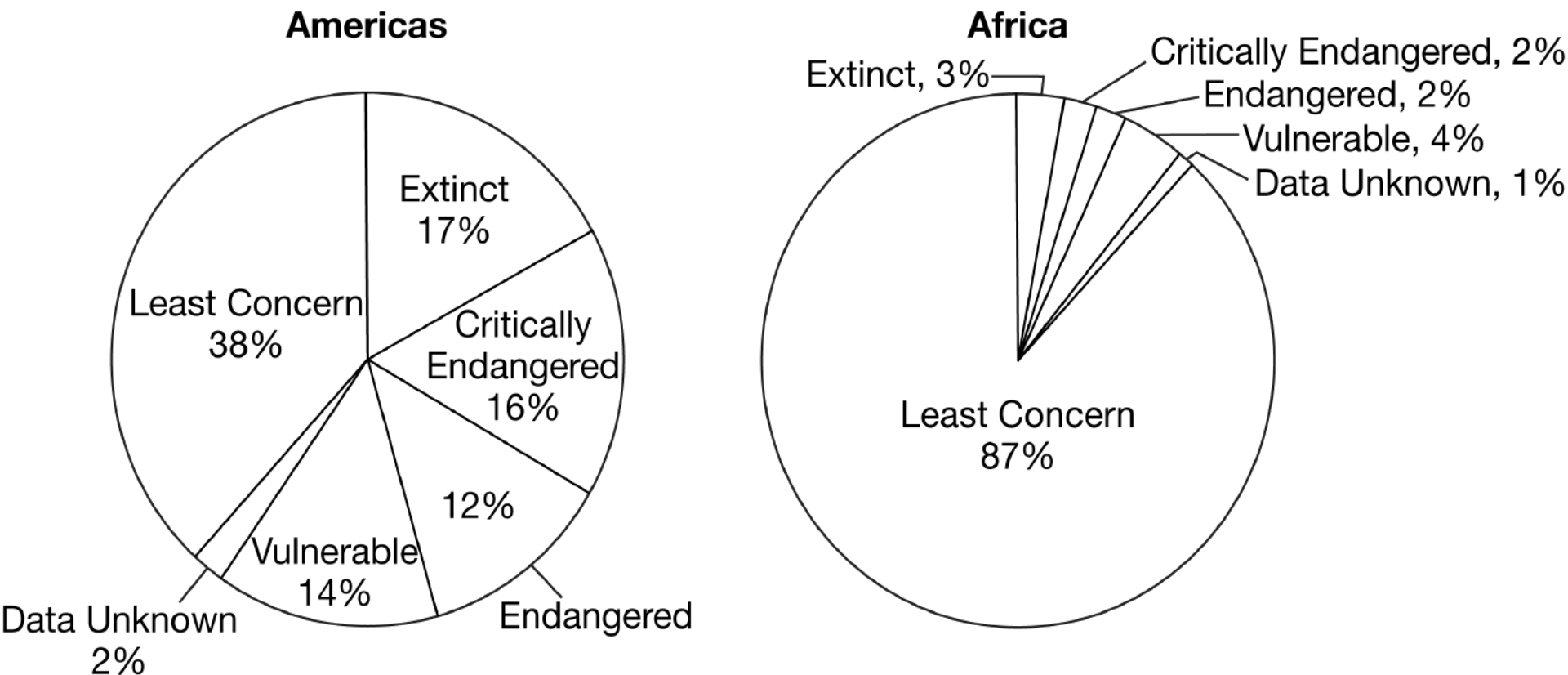


LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970



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.

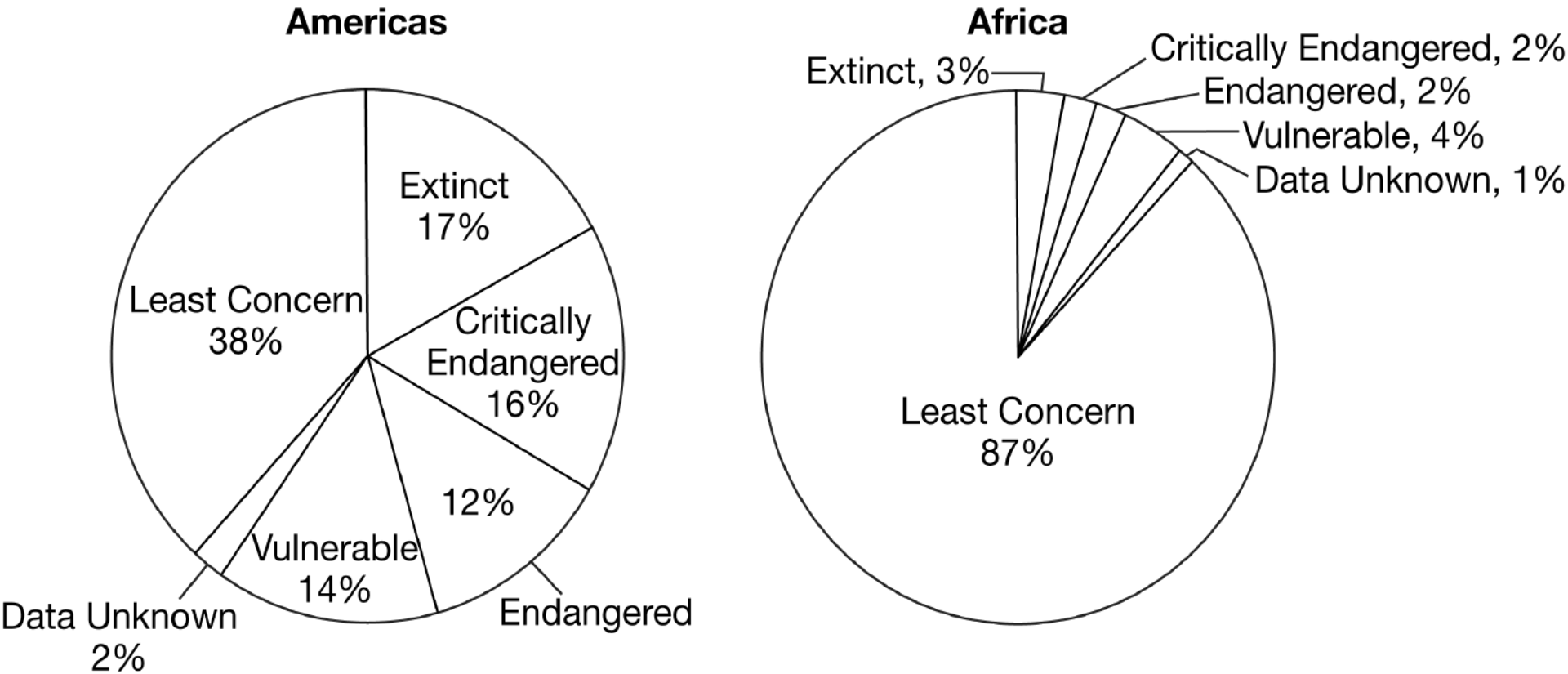
LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970



A. Define the term “indigenous language.”

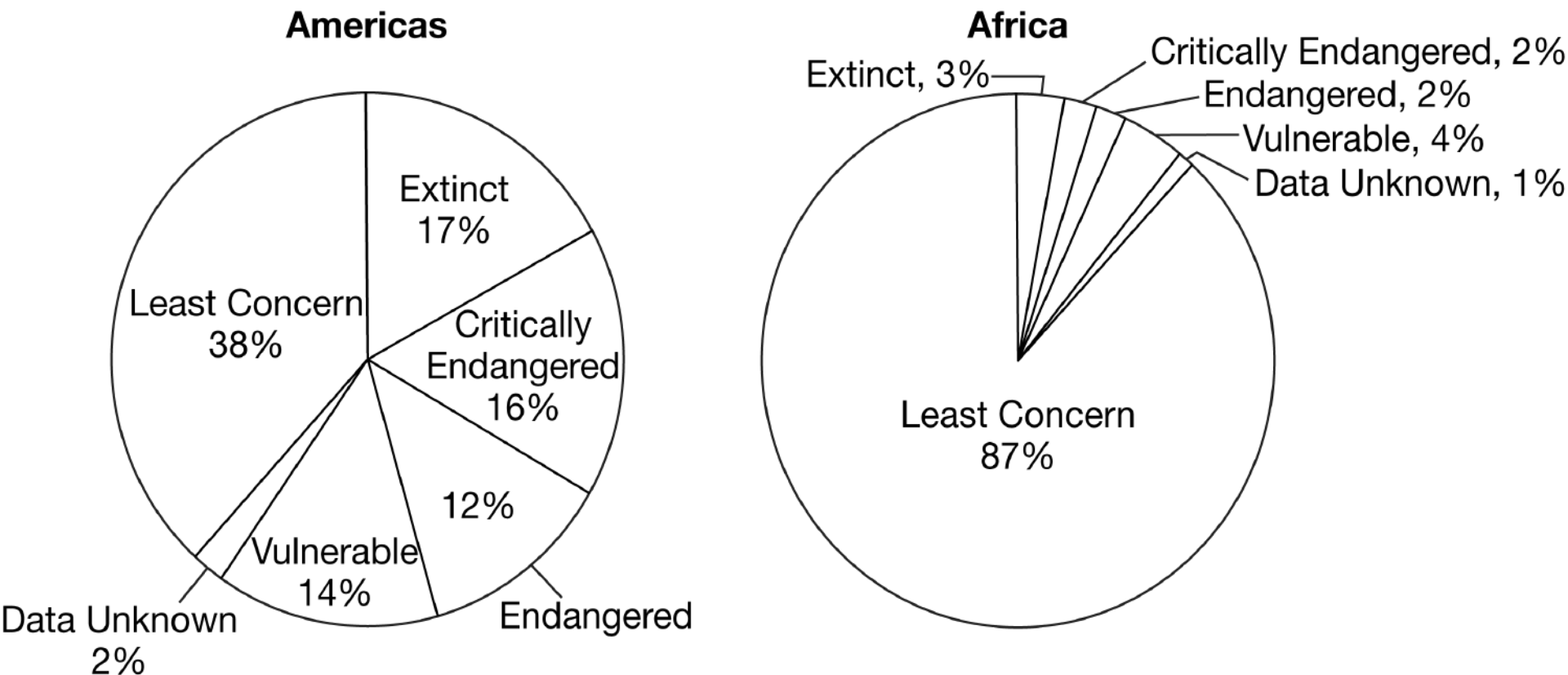
An indigenous language is a language that is spoken by the original, aboriginal, first, first nation, native, ethnic, or island inhabitants of a place, area, or region; or language of inhabitants whose territory has been colonized by another culture group.

LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970



B. Describe the types of physical regions where indigenous languages are most likely to survive.

LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970



B. Describe the types of physical regions where indigenous languages are most likely to survive.

Indigenous languages survive in remote or disconnected areas including two or more of the following types of regions: forest, polar, mountain, valley, island, jungle, plateau, and/or savanna.

C. Describe how historically the political geography of colonialism affected indigenous languages.

C. Describe how historically the political geography of colonialism affected indigenous languages.

- Colonist language marginalizes indigenous language.
- Colonial power favors one indigenous language or group over another within the colony
- The 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

D. Explain how indigenous languages have been under threat from primary economic activities in the Americas since the 1970s.

Unit 7 – industrial and economic development question

D. Explain the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s.

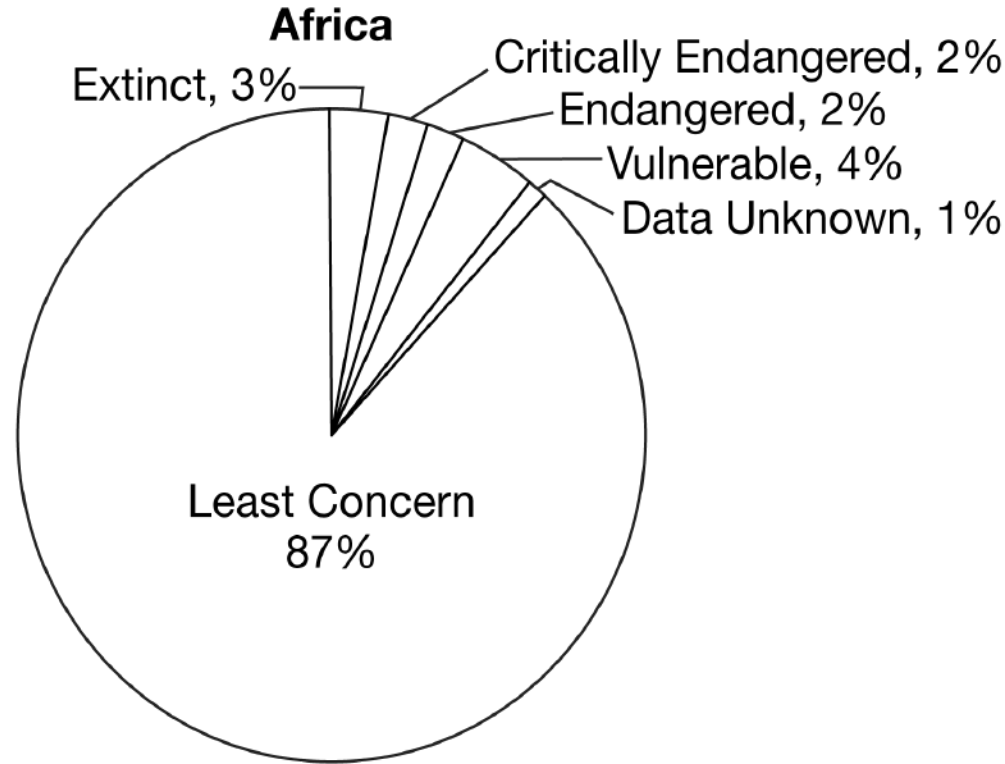
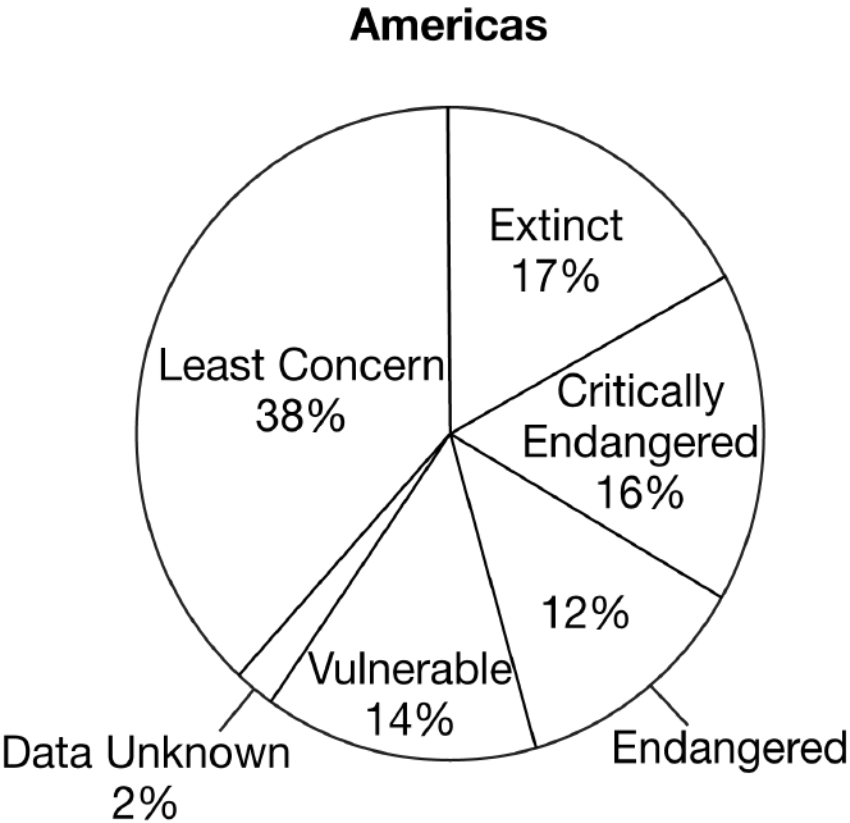
■

D. Explain the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s.

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.

LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970

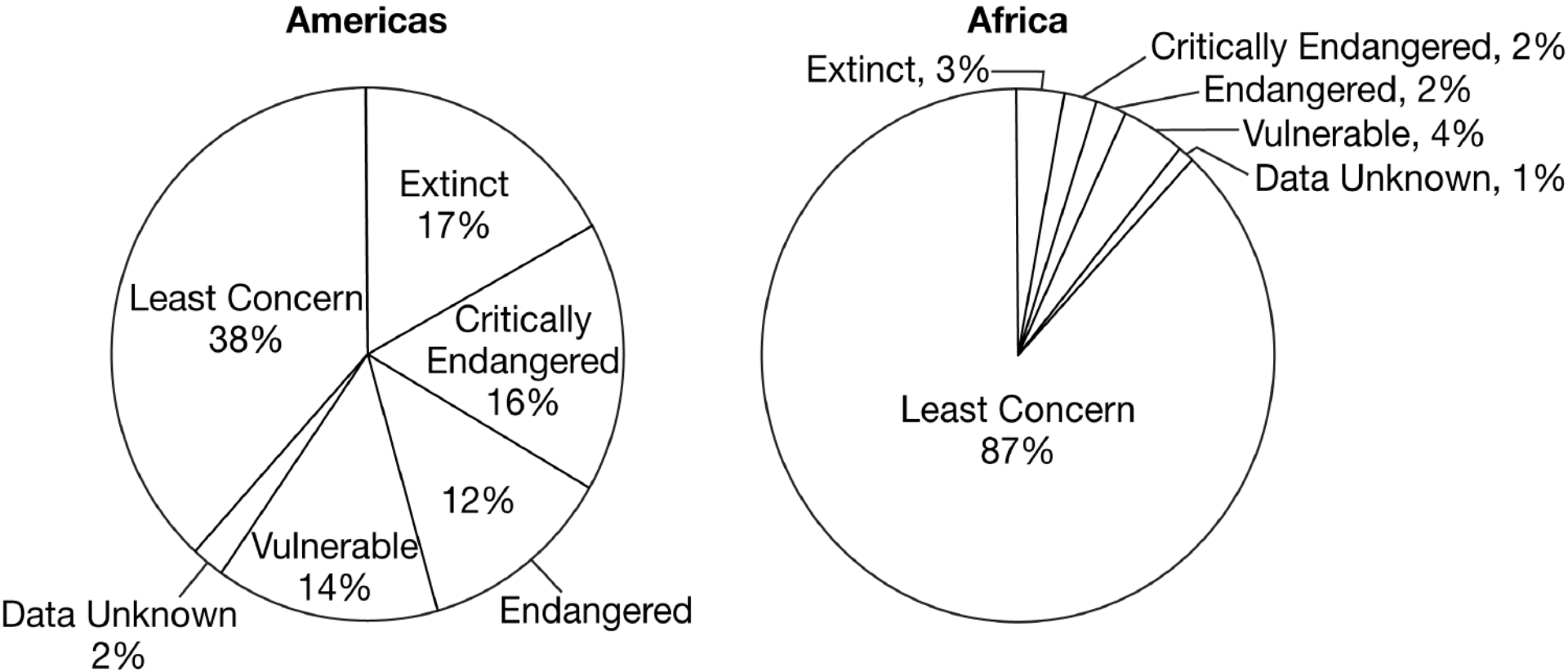


E. Compare the data in the two graphs and explain why indigenous languages are less threatened in Africa than in the Americas.

E. Compare the data in the two graphs and explain why indigenous languages are less threatened in Africa than in the Americas.

- 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

LOSS OF INDIGENOUS LANGUAGES IN THE AMERICAS AND AFRICA, SINCE 1970



F. Citing data in the graphs, explain how media and communications technology can be used to preserve indigenous languages in the Americas.

The large percentage of languages under threat in the Americas can benefit from one of the following to improve chances of survival:

- 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 nongovernmental 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

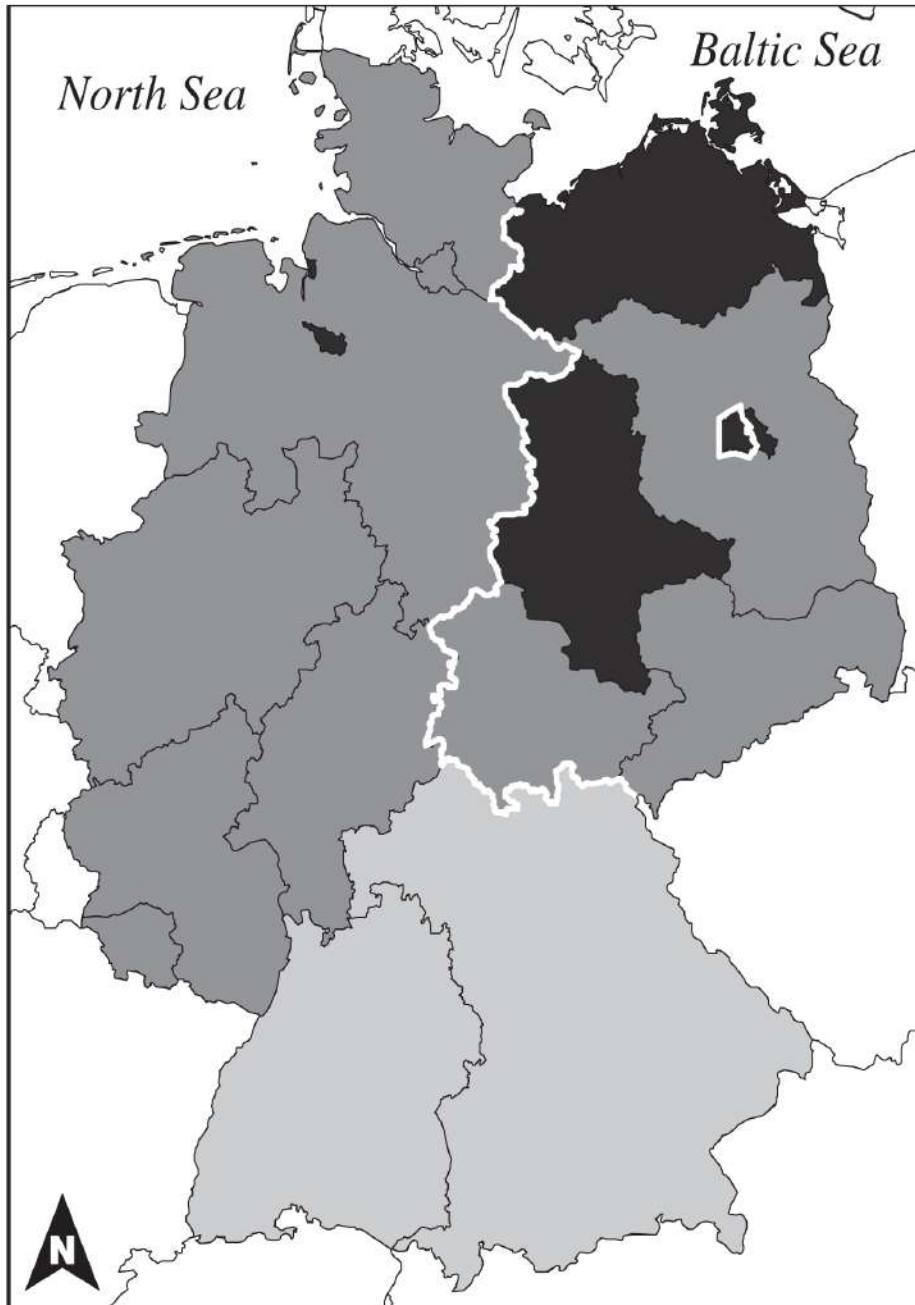
THEMES

- Geography/Distribution
- Political geo: impact of colonialism
- Impact of globalization
- Comparison of regions
- Media/communications technology

RELATED TOPICS

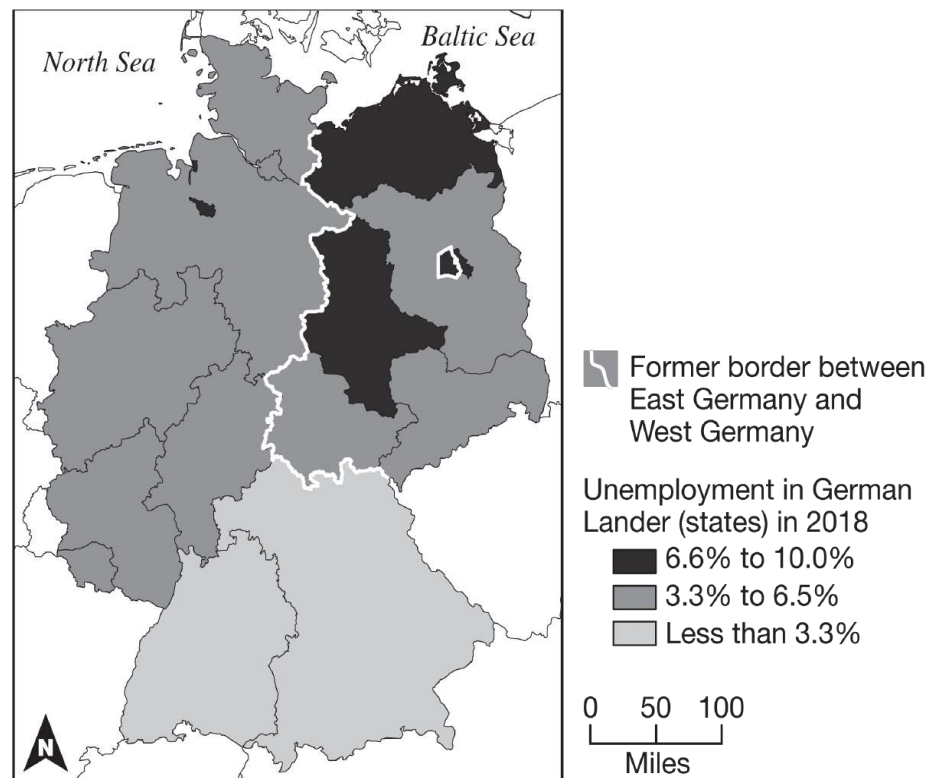
- Language – impact on cultural landscape
- Diffusion and language
 - Relocation diffusion, impact of blending languages

UNEMPLOYMENT RATE IN GERMANY, 2018



Despite a long period of economic and social integration following reunification, significant social differences still exist across Germany's Lander. Lander are the individual states within the German federal republic. Three lander are large cities: Berlin, Hamburg, and Bremen.

UNEMPLOYMENT RATE IN GERMANY, 2018

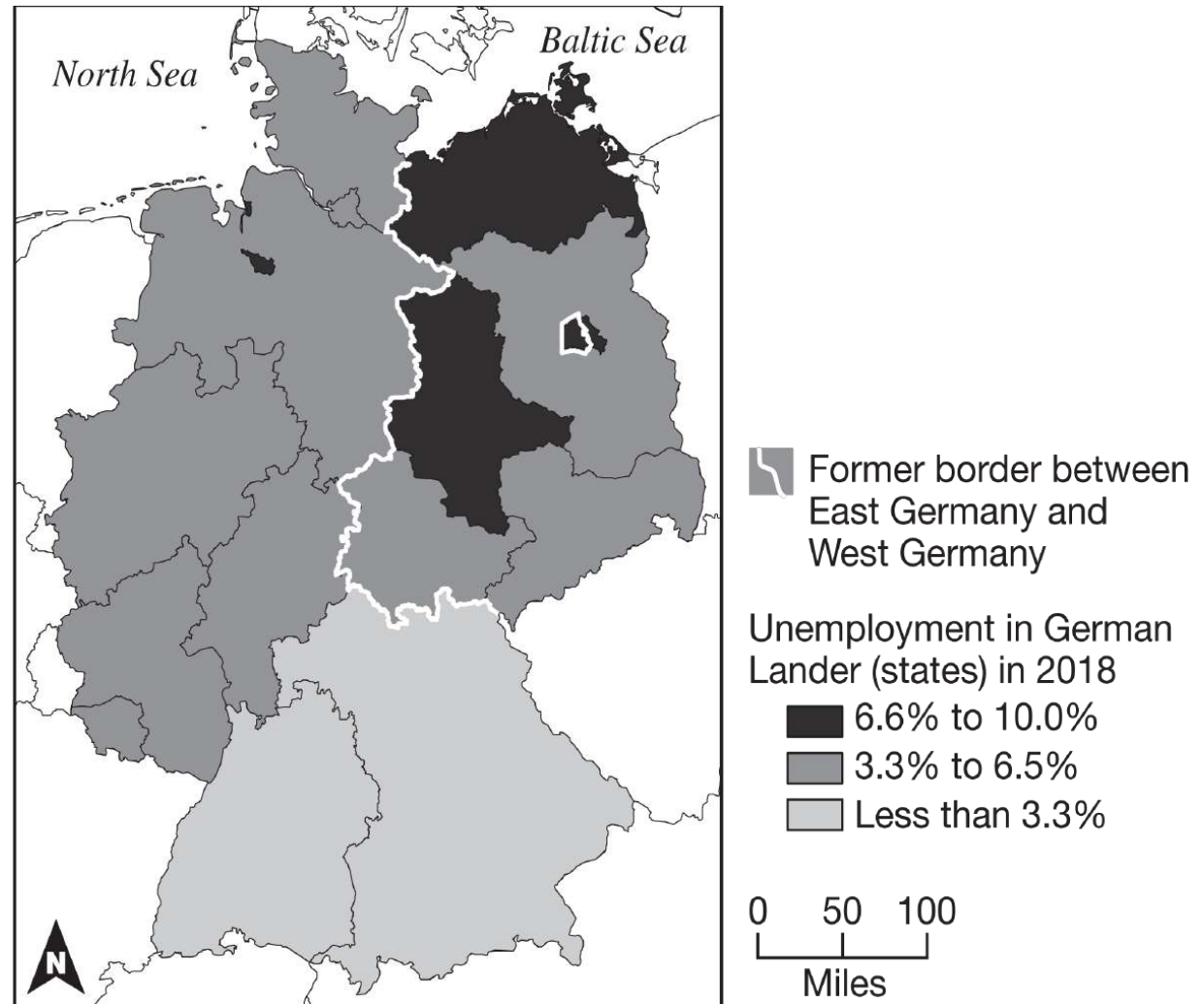


A. Identify the type of boundary that delineates the former East Germany and West Germany.

Relict boundary

B. Describe the pattern of unemployment across Germany.

UNEMPLOYMENT RATE IN GERMANY, 2018



B. Describe the pattern of unemployment across Germany.

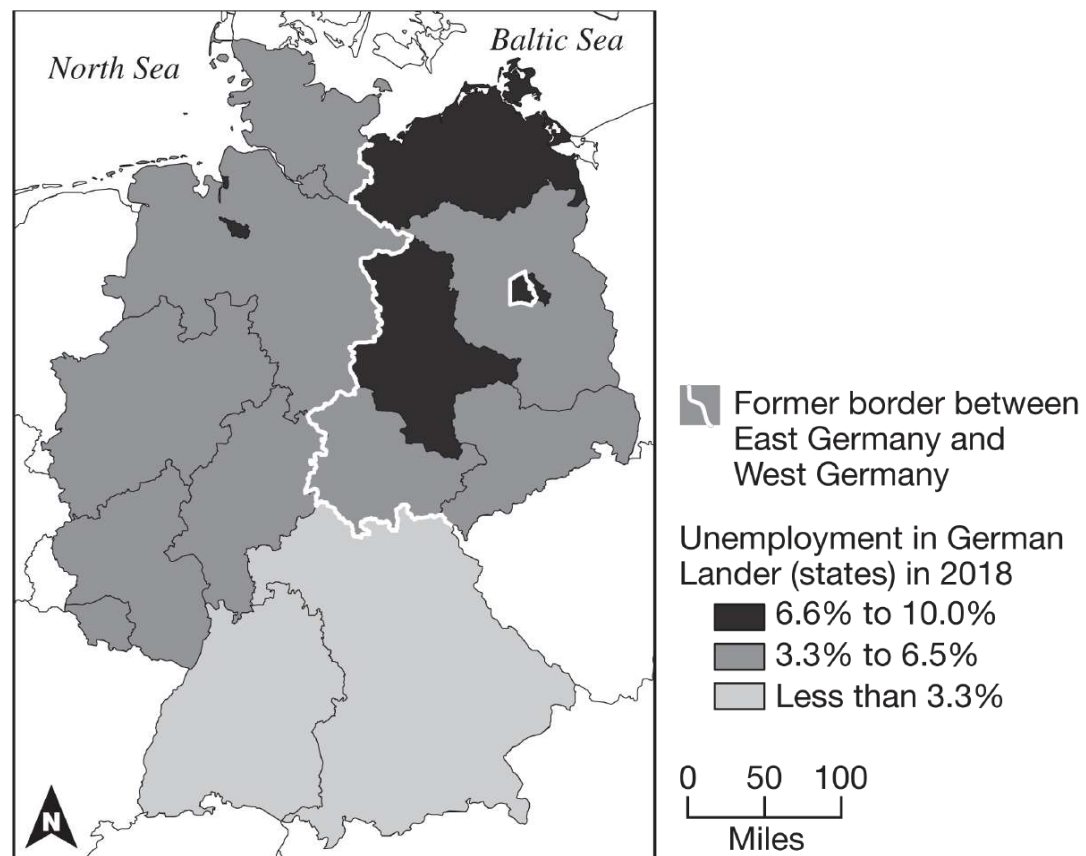
- Higher unemployment is concentrated in the northern part of the country.
- Highest unemployment is concentrated in the eastern part of the country.
- Highest unemployment is concentrated in the former East Germany.

- C. Explain how economic restructuring following the end of communism has resulted in higher unemployment in some lander.

*Unit 7 industrial and economic development
question*

D. Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany.

UNEMPLOYMENT RATE IN GERMANY, 2018



- D. Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany.
- East Germans were well educated in academic and/or technical fields during the communist era and many found lucrative employment opportunities in the former West Germany or Berlin.
 - Low levels of local amenities and/or services in East German towns and cities motivated many to seek living and/or work opportunities in the former West Germany or Berlin where the quality of life was much higher.

- D. Explain the degree to which the legacy of communism and unemployment has affected the pattern of internal migration within Germany.
- Many Germans especially along the East-West border or in Berlin were separated from their families and, following reunification, moved to be reunited.
 - Some industrial areas of East Germany were dangerously polluted, as a result of limited environmental regulation during the communist era, and residents moved due to health and safety concerns.

E. Describe ONE demographic factor regarding education attainment in Germany that affects international migration into the country.

E. Describe ONE **demographic factor** regarding *education attainment* in Germany that *affects international migration* into the country.

what about the population's education influences migration

Stage 4/5, older, educated

Guest workers – need immigrants to work

E. Describe ONE demographic factor regarding education attainment in Germany that affects international migration into the country.

- The high levels of education in the country suggest the following:
- Few Germans desire to work in low-skill, low-pay, or low-benefit employment, and this leads to a large number of available jobs.
- Education opportunities attract immigrants who desire to gain an education for themselves or their children.
- There is a significant amount of business innovation (or research and development), and many new business start-ups attract workers and investors from other countries.
- The education level combined with the reduced number of young Germans means the numbers of students leaving school or university is shrinking at a pace where openings in the current workforce cannot be replenished. Some of these openings are then filled by migrants.

F. Describe ONE demographic factor regarding population age in Germany that affects international migration into the country.

F. Describe ONE demographic factor regarding population age in Germany that affects international migration into the country.

- Germany's population is shrinking and the average age is increasing, resulting in the following:
- There is a general need across the economy for workers and international migrants to fill these positions.
- Entry-level jobs or jobs for younger workers are readily available and filled by international migrants.
- Jobs in travel and tourism, hospitality, health care, or for eldercare are often filled by international migrants due to the large number of older Germans consuming these services.

G. Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany.

G. Describe ONE reason for the occurrence of negative attitudes toward foreign guest workers in Germany.

- Social difference, including ethnicity, religion, social interaction, gender roles, and language may cause xenophobia based on cultural dissimilarity.
- Guest workers who were once temporary labor have in many cases become permanent residents or citizens who receive benefits from the government. Government cuts to benefits tend to boost xenophobic rhetoric or violence.
- Competition for workers can suppress wage rates, as some migrants may be willing to work at a lower hourly rate or smaller salary.

THEMES

- Geography/Distribution/Patterns
- Legacy of communism & migration
- Demographic factors influence migration
 - Education
 - Age
- Migration – attitudes

RELATED TOPICS

- Aging population – policies to attract/grow
- Supranational organizations – EU



Photo Y



Photo Z

A. Identify the grain crop shown in each photo.

□ Photo Y: Rice (wet or paddy rice is OK)

□ Photo Z: Wheat, oats, barley, rye, flax, millet, triticale, canola, rice (only upland or dry)



Photo Y



Photo Z

B. Discuss TWO economic differences between subsistence agriculture and commercial

	Subsistence	Commercial
Labor/mechanization/technology	High inputs of human labor or intensive Hand tools/limited mechanization Low technology	Low inputs of human labor or extensive Machinery/mechanization High technology
Economic purpose	Family or communal For households With surplus to local markets	Profit drive/agribusiness For trade Large scale markets (reg./nat./global)
Size or scale of farm	Small plots	Large farms
Level of Economic development	Predominant in LDCs/less developed	Common (but not limited to) MDCs/developed
Financial investment	Low levels of financial/capital investment	High levels financial/capital investment, loans
Inputs	Lower use of chemical fertilizers and pesticides	Higher levels of chemical fertilizers and pesticides
Percent labor in agriculture	Countries have higher percent of labor force in agriculture	Countries have lower percent of labor force in agriculture
Gender	Large percent of farm workers are female	Small percent of farm workers are female

C. Identify ONE environmental impact resulting from the type of agriculture shown in photo Y.

- Habitat loss: Destruction of natural wetlands, lakes, streams, forested regions; loss of species (aquatic/terrestrial plants and animals)
- Water quality: Pesticides and fertilizers used in paddy farming or to control mosquitoes can affect bird reproduction and downstream aquatic ecology
- Increased wetlands: Increased water surface areas for migratory birds, reptiles, sedentary fish, or other water-dependent species.
- Changes to natural systems by landscape modification: Specific to rice farming: terracing, diversion of streams, rivers, deforestation, increase in arable land and wetlands; and increased CH₄ emissions from organic decomposition in rice paddies adds to the greenhouse effect.
- Disease: Increases water borne disease, mosquitoes, malaria, and other diseases.
- Soil quality: Improvement from burning rice straw, deposition/sedimentation.
- Air quality: Smoke from burning rice paddies/straw; CH₄ (methane) from organic decomposition.

D. Identify ONE environmental impact resulting from the type of agriculture shown in photo Z.

- Air quality: Degradation from spraying agricultural chemicals (herbicides, pesticides, fertilizers), vehicle exhaust, and dust
- Water quality: Downstream effects of water diversion, increased sedimentation, and chemical pollution; dead-zones in lakes and oceans at or near the mouths of rivers.
- Soil quality: Erosion, nutrient loss, moisture capacity loss, salinization, land exhaustion, accumulation of agricultural chemical (herbicides, pesticides, fertilizers)
- Modified biodiversity: Destruction of natural grasslands, wetlands, plains' fauna and flora; super pests; decreased crop variety from monoculture Airborne or other mechanized pesticide spraying damages natural insect ecology and harms animals that prey upon insects; agricultural chemicals and vehicle exhaust contribute to greenhouse effect.
- Water availability: Depletion of streams, groundwater, and aquifers from irrigation in dry regions or during dry climate cycles.

THEMES

- Agriculture
- Economic differences
- Environmental impacts

RELATED TOPICS

- Political geography, borders, trade
- Culture, cultural landscape

Many countries around the world, including Canada, have more than one official language.



A. Identify the primary language spoken by most inhabitants in the shaded area on the map.

□ French, Québécois French, Canadian French, French Canadian.



□ B. Explain how bilingualism can have a positive impact on a country.

- B. Explain how bilingualism can have a positive impact on a country.
- Cultural diversity/multiculturalism: Bilingualism fosters an openness to immigrants, minority empowerment, minority rights, and the expression of unique cultural products(e.g. music, literature, film, television).
- Political identity: Bilingualism attempts to establish local, regional, or provincial government, which allows some level of self-government and prevents potential political conflict.
- Sense of place: Bilingualism gives minority language speakers a feeling of belonging or value and produces a unique cultural landscape (e.g., architecture, farming, signage).

- B. Explain how bilingualism can have a positive impact on a country.
- Syncretic culture: The use of two languages leads to mixed figures of speech or synthetic vocabulary, or the use of two languages in a single conversation (code-switching), which leads to diverse social interaction.
- Education: Bilingual students, as opposed to monolingual students, can have more improved knowledge, perspectives, and skill sets.
- Political linkages: Bilingualism improves political relationships and creates additional allies.
- Economic advantages: A multiple-language population can develop global business opportunities and promote tourism.

□ C. Explain how bilingualism can have a negative impact on a country.

- C. Explain how bilingualism can have a negative impact on a country.
- Cultural tension: Discrimination, segregation, barriers to social or political interactions, ethnocentrism.
- Centrifugal political forces: Regionalized language areas within the country may seek independence or become areas of political or armed conflict; separatism may affect economy or weaken the political state (devolution).
- Challenges to unity: Loss of understanding and translation problems with the creation of country-wide policies and/or the delivery of services.

- C. Explain how bilingualism can have a negative impact on a country.
- Education: Higher public or private costs incurred to educate language groups separately or to include both languages in a single education system.
- Economic disadvantages: Increased costs to print or broadcast public information, documents, signage, or provide public services, perform elections, or enforce laws and public safety; imposition on businesses, practically or legally, to advertise and provide products and services in more than one language.
- External threat: Irredentism, any country using the excuse of linguistic connections to interfere with internal affairs of the other country.

D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept.

- D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept.
- Multiple nations: Presence of First Nations, indigenous people; Québécois, Anglo Canadians
 - Multiple ethnicities: East, South, or Southeast Asians; Eastern Europeans; French Caribbean; Latin Americans; or African immigrants.
 - Cultural diversity: Multiple religious groups (e.g. Catholics, Protestants, Hutterites, Muslim, Jews, Buddhist, Eastern Orthodox, Hindu, Sikh, Animist, secularism) or cultural traditions (e.g. food, customs).

- D. Discuss TWO reasons, other than language, why Canada does not fit the nation-state concept.
- Ethnoregionalism: Federal state is a way to address regionalism; devolution (more power given to Québec and Nunavut in recent years); rise in devolution reduces power in Ottawa; indigenous land rights; Nunavik in Québec.
 - Regional party politics: Regionalism that challenges unity; rise of nationalist, separatist or political movements (e.g. FLQ, Parti Québécois, Coalition Avenir Québec, Québec Solidaire) or east-west split in conservative Canadian national politics.
 - Government policies: Policies that emphasize multiculturalism over melting pot.
 - Heterogeneity vs. homogeneity: Heterogeneity contrasted with the nation-state ideal homogeneity or discussion that contrasts Canada with another country (e.g. Japan, Iceland, Denmark, Poland).

THEMES

- Language
- Positive/negative effects of multiculturalism (centripetal and centrifugal forces)
- Nation-state

RELATED TOPICS

- Cultural landscape
- How to preserve culture
- Globalization – hurt or help language preservation
- Language/history of colonialism – explain distribution

POPULATION AGE 65 OR OLDER IN 2000 AND 2050 (PERCENT)

Country	Population Age 65 or older, 2000 (percent)	Population Age 65 or older, 2050 (percent)	Changes in proportion 65 Years or older (percent)
Belgium	17	28	65
Denmark	15	24	59
Japan	17	32	86
Russian Federation	13	25	100
Ukraine	14	27	91
United Kingdom	16	25	56

The average age of the population in selected developed countries listed in the table above has been increasing.

A. Identify and explain two reasons that the average population age is increasing in developed countries.

A. Identify and explain two reasons that the average population age is increasing in developed countries.

why are there many old people?

why is the 'average age' old?

□ Increased Life Expectancy

- ▣ Improved health care (e.g., medicine, facilities, research/knowledge, personnel, technologies, accessibility)
- ▣ Improved lifestyle (e.g., knowledge of health risks, improved diets, technology, nutrition and exercise)
- ▣ Improved food security/availability
- ▣ Less conflict (e.g., less crime, fewer wars)
- ▣ Improved work conditions (e.g., less physically demanding labor, better safety standards)
- ▣ Improved public health (e.g., sanitation, water supply, housing, standard of living)
- ▣ Improved financial security for elderly (e.g., pensions, care facilities)
- ▣ Improved safety standards (e.g., sports, transportation, building codes)

□ Reduced Fertility

- ▣ Improved education of women, more women working, delays in starting families
- ▣ Children are an economic liability in MDCs, too expensive to have several, societal norms (1–2 children)
- ▣ Birth control: cost, availability, accessibility, acceptance, quality
- ▣ More urban societies: less need for children to work on farms

□ Out-migration of Youth

- ▣ Out-migration of youth for better lifestyle (e.g., jobs, security)

B. Identify and explain one social consequence and one economic consequence that countries face as their populations age.

B. Identify and explain one social consequence and one economic consequence that countries face as their populations age.

social impact – people, relationships,

economic impact – money, jobs, taxes

Part B (4 points)

Identify and explain one social consequence and one economic consequence that countries face as the populations age. (1 point for each identification to a maximum of 2 points; 1 point for explanation associated with identification to a maximum of 2 points.)

Social Consequences	Explanations
Changing roles of children/elders	<ul style="list-style-type: none">• Adult children tending to the personal needs of elders
Increased grey power	<ul style="list-style-type: none">• Seniors with more political/personal influence, social and political action on behalf of elderly, more elderly workers, shift in consumerism (e.g., tourism, courses, media, entertainment)
Increased immigration	<ul style="list-style-type: none">• Increased immigration results in increased cultural diversity, perhaps social conflicts, growth of ethnic neighborhoods
Changing housing stock	<ul style="list-style-type: none">• Homogeneous seniors' neighborhoods (e.g., smaller homes/condos, less maintenance), increased availability of homes for youth
Decline of services for youth	<ul style="list-style-type: none">• Closure of schools, reduction in daycares
Need for/growth of services for elderly	<ul style="list-style-type: none">• Geriatric medical/social services and facilities
Social conflict due to generational differences of opinions	<ul style="list-style-type: none">• Elderly may resist societal changes desired by young, elders resented for requiring excessive human/capital resources
Accessibility	<ul style="list-style-type: none">• Changes to building code, signage (e.g., larger font, audio messages)
Development of pro-natalist policies	<ul style="list-style-type: none">• Created to sustain population

Economic Consequences	Explanations
Increased cost to society due to government programs/taxes	<ul style="list-style-type: none"> • Medical care, housing, accessibility, pensions
Increased economic pressure on the labor force (dependency ratio)	<ul style="list-style-type: none"> • Challenges sustaining the economy, fewer people working, fewer people paying taxes
Labor supply issues	<ul style="list-style-type: none"> • Shortage of labor, hiring of elderly, less competition among youth for jobs, need for increased immigration, automation
Changes in employment opportunities	<ul style="list-style-type: none"> • Growth of senior-based employment • Decline of youth-based employment
Economic pressure on adult children	<ul style="list-style-type: none"> • Financially assist their aging parents, stay at home rather than work, help pay for others to assist, help pay for nursing homes, help pay medical costs

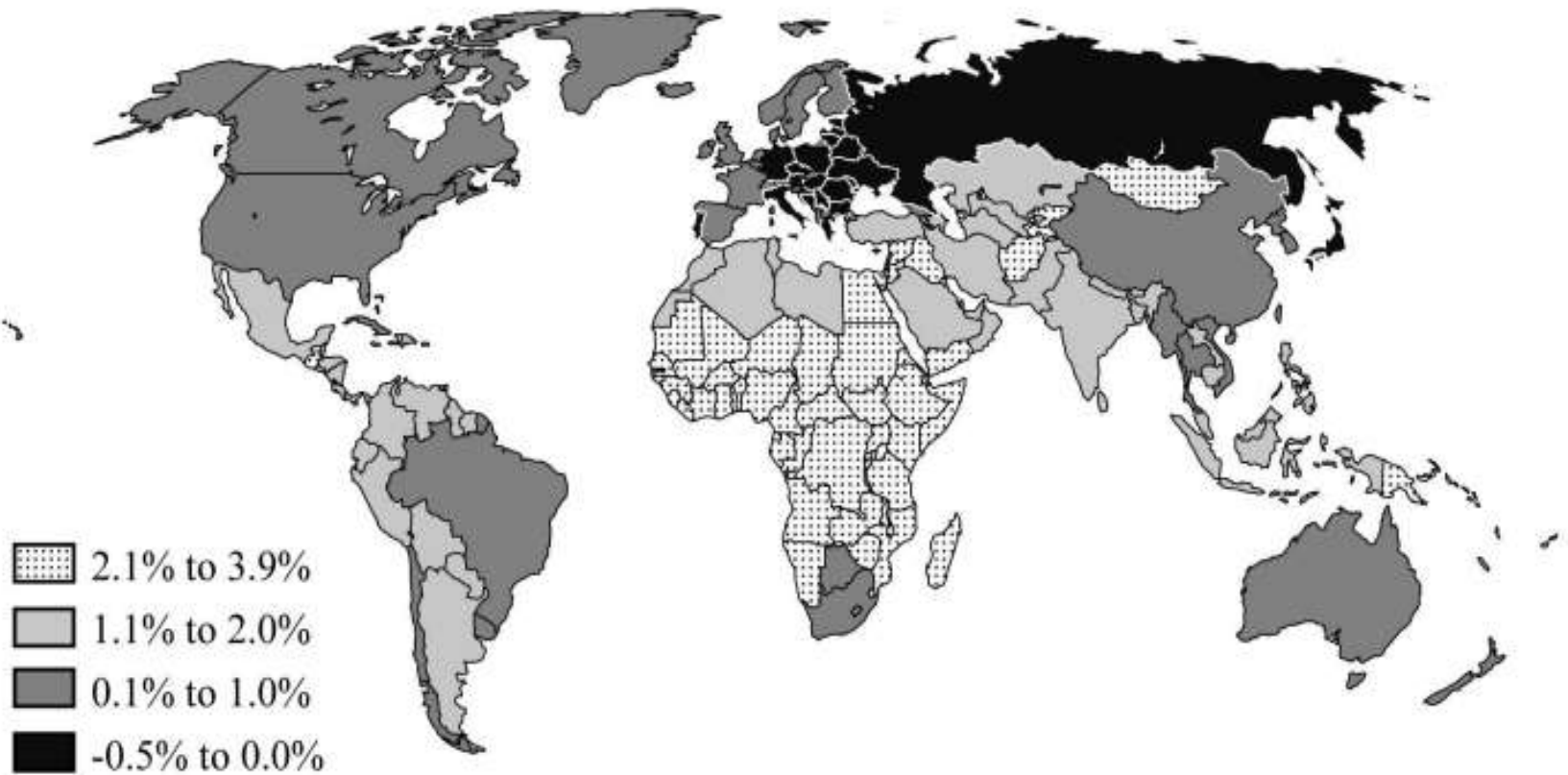
THEMES

- Describe why something is happening (causes)
- Identify and explain impacts

RELATED TOPICS

- Related to census tract information
- Migration
- Impact on politics, political geography

RATE OF NATURAL INCREASE, 2014



Source: Population Reference Bureau

8 points: (1 + 3 + 2 + 2)

A. Region Identification (1 point total)

Africa, sub-Saharan Africa, Africa south of the Sahara, West Africa, Southern Africa, Central Africa, East Africa, or the Sahel, Sahelian

Do not accept: North Africa, South Africa

B. Explain three factors that contribute to high population growth rates

(1 point for each factor, 3 points total (1+1+1). Each category may be used only once.)

1. Lack of access to medical care or contraceptives, or lack of information about family planning	7. Low level of human development, low HDI, or low level of economic development, high rates of poverty
2. High infant or child mortality rates, high incidence of disease or epidemics	8. Primarily agrarian, rural or mainly small village communities
3. Lack of educational access or opportunities for girls and women (Note: It is not about family planning)	9. Early marriages; lack of laws (or lack of enforcement) that set a minimum age for marriage
4. Traditional social practices that discourage women from working outside home	10. Pronatalist government policies, government incentives for families with children, policies that restrict or prohibit family planning programs
5. Children seen as laborers	11. Results of wars, disasters, environmental crises
6. Cultural or religious preference for male children or large families	12. Decreasing death rates

C. One economic incentive to decrease population growth

(1 description + 1 impact = 2 points total)

Potential impact of the strategy**For Both Parts C and D:****Economic Incentives (1 pt.)**

1. Increasing distribution, availability, or affordability of contraceptives to men and women
2. Promoting economic development, poverty reduction, sustainable development
3. Promoting female labor force participation or business ownership (e.g., microcredit, access to capital)
4. Offering incentives for smaller families or disincentives for having larger families
5. Implementing a government economic safety net to support the elderly

Potential Impacts (1 pt.)

- a. Reduced birth rates or fertility rates (lower population is not acceptable)
- b. Move from stage two to stage three of the demographic transition
- c. Fewer children lead to more resources for better education or health care
- d. Improved gender equality or female empowerment
- e. Conflicts between traditional social norms and new population programs
- f. Increased social tension between men and women
- g. Skewed gender ratio
- h. Increased elderly dependency ratio; population aging; reduced youth dependency ratio

D. One social program to decrease population growth

(1 description + 1 impact = 2 points total)

Social Program or Policy (1 pt.)

1. Promoting family planning, or reproductive health education
2. Increasing education of girls, promoting higher education for women
3. Implementing antinatalist policies that limit the number of children
4. Improving healthcare for women, infants, and children
5. Producing media or ad campaigns showing benefits of family planning practices
6. Promoting urbanization
7. Changing, implementing, or enforcing laws about increasing the minimum age at marriage

THEMES

- Natural Increase Rates
- Causes/Effects
- Specifies economic, social

RELATED TOPICS

- Might specify *Cultural* – cultural cause/effects
- Compare regions – give explanations
- Empowering women
- NIR – life expectancy, doubling time, epidemiological transition, dependency ratio



The viability of any state depends on a balance between centripetal and centrifugal forces.

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

- 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).

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



FORCE	DETAILS
Religion	<ul style="list-style-type: none"> ● Hinduism in India or Nepal ● Islam in Pakistan or Bangladesh ● Buddhism in Bhutan
National Pride/Symbol	<ul style="list-style-type: none"> ● Cricket in India ● Gandhi in India
Transportation/ communication	<ul style="list-style-type: none"> ● Railroads in India
Shared history	<ul style="list-style-type: none"> ● British imperialism
Compact state	<ul style="list-style-type: none"> ● Sri Lanka, Bhutan
Government	<ul style="list-style-type: none"> ● India's representative democracy

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



FORCE	DETAILS
Language	<ul style="list-style-type: none">● India 14-18 official languages
Ethnicities	<ul style="list-style-type: none">● Tamil/Sinhalese in Sri Lanka
Fragmented State	<ul style="list-style-type: none">● Prorupt portion of India
Physical geography	<ul style="list-style-type: none">● Mountains divide Nepal

THEMES

- Centripetal/centrifugal forces
 - Cultural differences, physical geography, political organization of the state

RELATED TOPICS

- Specify geographic/physical, cultural, political
- Identification of differences on landscape
- Suggest policies – political organization
- Population distribution

As shown in the maps, international boundaries in Europe changed considerably from 1980 to 2013. Nationalism and supranationalism were two geographical processes that changed the number and function of those boundaries.

EUROPE, 1980



EUROPE, 2013



A. Identify ONE geopolitical event that initiated change in the number of international boundaries in Europe between 1980 and 2013.

EUROPE, 1980



EUROPE, 2013



- Fall of, end, or break-up of the Soviet Union
- Fall of or end of Communism in Europe
- End of the Cold War
- Fall of the Berlin Wall or Iron Curtain; reunification of Germany
- Fall of, end of, or break-up of Yugoslavia
- Break-up of Czechoslovakia
- End of the Warsaw Pact

EUROPE, 1980



EUROPE, 2013



B. Explain how **nationalism** can eliminate an international boundary. Describe an example from the maps shown.

B. Explain how **nationalism** can eliminate an international boundary. Describe an example from the maps shown.

Nationalism – pride in your country, celebrate your own nation

Can unite people who share common beliefs

Can divide a country if competing nationalism

B. Explain how **nationalism** can eliminate an international boundary. Describe an example from the maps shown.

- nationalism as a shared cultural identity or irredentism uniting formerly separated nations or peoples into a single country or state
- the reunification of Germany as a single republic, state, federal state, or country

C. Explain how nationalism can create new international boundaries. Describe an example from the maps shown.

EUROPE, 1980



EUROPE, 2013



C. Explain how nationalism can create new international boundaries. Describe an example from the maps shown.

□ An explanation of how existing multinational states can be divided into smaller states or nation-states based upon one or more of the following:

- ▣ Local or regional cultural patterns, including linguistic, religious, and/or ethnic similarities
- ▣ Shared identity or sense of identity and/or belonging
- ▣ A common or historical attachment to place
- ▣ A nation's desire for self-determination

- A description of an example from the maps shown, including one of the following:
 - ▣ Dissolution or break-up of the Soviet Union/USSR into the CIS or into sovereign independent countries based to some degree upon regional, local, or traditional ethnic population areas
 - ▣ Dissolution or break-up of Yugoslavia into sovereign independent countries based upon ethnic and religious differences
 - ▣ Dissolution or break-up of Czechoslovakia into two sovereign independent countries based upon regional or traditional ethnic population areas

D. Describe TWO ways supranationalism has affected the functions of international boundaries in Europe.

D. Describe TWO ways supranationalism has affected the functions of international boundaries in Europe.

- Free passage across the internal land boundaries between member states due to the Schengen Agreement, Maastricht Treaty, or the Treaty on European Union. Border stations, immigration controls, and customs stations eliminated on internal EU boundaries.
- Common currency is used across boundaries due to the euro and the existence of a monetary union. There is no need for currency exchange at internal boundaries.
- Free trade of goods crossing boundaries among EU member states without tariffs or inspection at border crossings due to the customs union.

- EU external boundary becomes more significant, leading to a hardening of boundaries due to increased border security, immigration controls, and/or customs enforcement.
- Common market allows for the free movement of services, financial capital, and labor across the internal boundaries between EU member states, to the effect that the EU acts as a singular economy within a single boundary.
- EU legal system provides protection for the common market, currency, and customs system among member states, and provides a court of human rights, which supersedes the court systems of member states, and protects EU citizens from discrimination regardless of where an individual resides within the EU's boundaries.
- The expansion of the EU: some countries applied for EU membership and when accepted, expanded the boundaries across which EU regulations apply.

THEMES

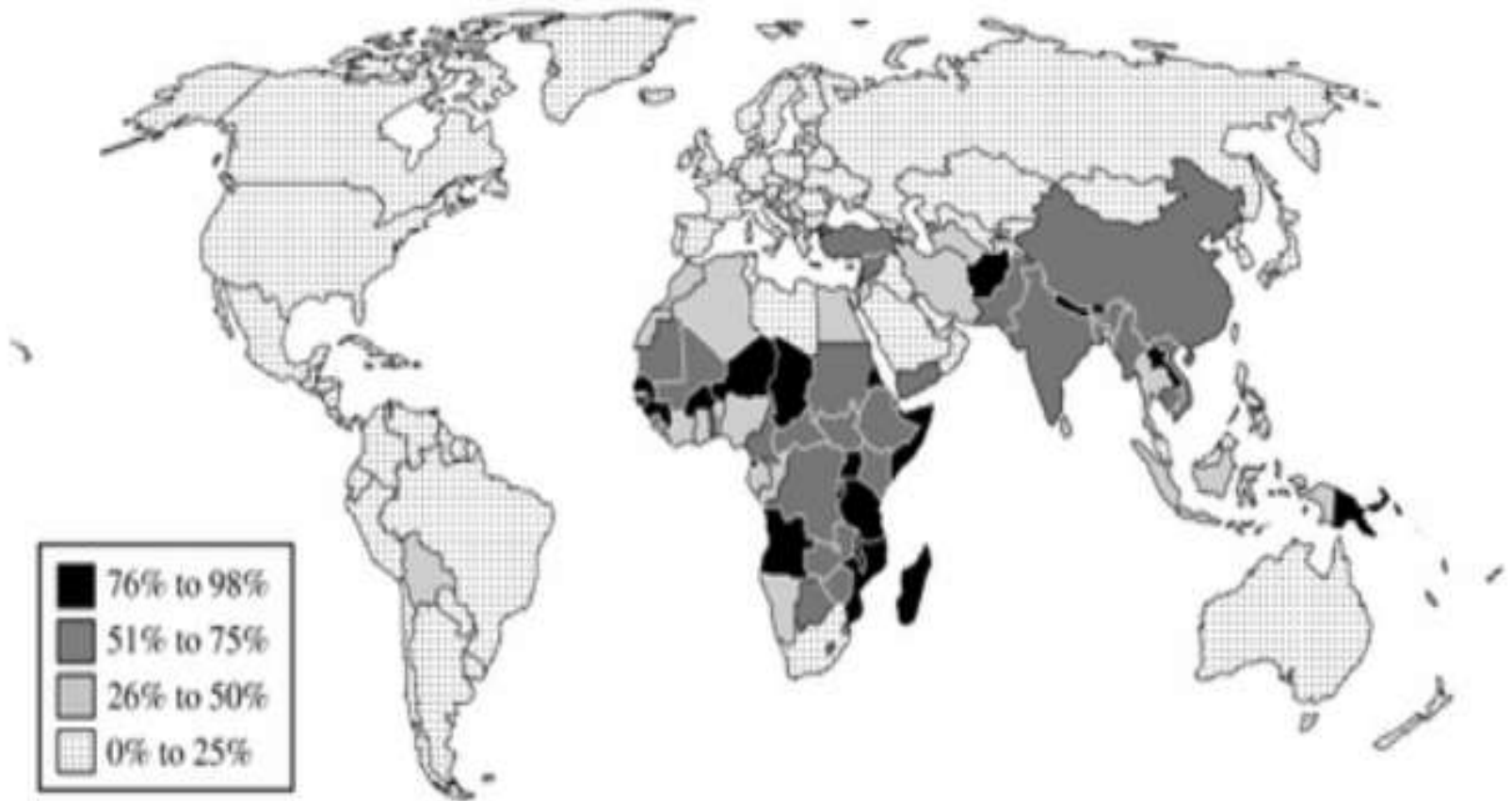
- Political geography:
 - Boundaries, nationalism, supranational
- Contemporary examples

RELATED TOPICS

- Cultural differences
- Centripetal/centrifugal forces in states
- Migration of people
- Impact of globalization

Women compose between one-third and one-half of all agricultural laborers in developing countries, and yet empowerment and gender equality have been difficult to achieve.

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE



Source: UN Food and Agriculture Organization

A. Identify a country where more than 75 percent of women in the labor force are active in agriculture.

□ Afghanistan, Angola, Bhutan, Burkina Faso, Burundi, Chad, Djibouti, Equatorial Guinea, Eritrea, The Gambia, Guinea, Guinea-Bissau, Laos, Madagascar, Malawi, Mozambique, Nepal, Niger, Papua New Guinea, Rwanda, Senegal, Solomon Islands, Somalia, Tanzania, Uganda

B. For each of the following THREE categories, describe ONE obstacle that may prevent women working in agriculture from achieving greater equality and empowerment.

□ Economic

□ Cultural

□ Political

□ Economic

- ▣ Small-scale farming requires all family members to participate.
- ▣ Men have been taking jobs in cities, on commercial farms, as labor migrants, in the military, at sea, or in mines leaving the women to grow food for home consumption and for sale.
- ▣ Women are frequently denied loans or financial support, cannot afford tuition or fees; or rural communities lack funding to provide schools.
- ▣ Women may be unable to obtain or access inputs to improve productivity (e.g., land, animals, equipment, seeds, fertilizer, or infrastructure).
- ▣ Women without formal education may lack economic information.
- ▣ Women provide labor for childcare and household work as well as farming.

□ Cultural

- ▣ In many agricultural societies women have traditional gender roles.
- ▣ Men may occupy a privileged position in society, leaving women to do the physical labor.
- ▣ High fertility rates and raising more children hinders women's ability to achieve equality.
- ▣ Social norms preventing women from acquiring land tenure, owning, or inheriting land.
- ▣ Impacts of exposure to environmental hazards (agricultural pollution, chemicals, groundwater pollution) that disproportionately affect women and children in rural, traditional, or indigenous communities

□ Political

- ▣ Laws and government policies preventing women from acquiring land tenure, owning, or inheriting land.
- ▣ Armed conflict or unstable governments in rural areas increases hardship and prevents women from making social network connections.
- ▣ Women may lack access to political processes (voting), and institutions (representative government); or females lack political power to improve law and policy affecting women's issues.
- ▣ Women may lack access to government programs intended to alleviate poverty.

C. Identify and explain ONE impact of empowering women within the rural agricultural regions of developing countries.

Identification (positive)**Explanations****Impact Categories**

1. Gain land ownership or land tenure	a. As men move away for job opportunities, women assume a greater responsibility for managing the family farm and the household.
2. Improvement in personal wealth or income	b. Possibility of earning more money from increased farm productivity.
3. Improvement in political or social status	c. Access to loans to expand production, or obtaining microloans to expand farm businesses.
4. Improvement in food security or food stability	d. Form cooperative groups with other women to efficiently sow and/or harvest agricultural land, manage resources, manage animal stock, or sell farm goods.
5. Improvement in quality of life or standard of living	e. Creating social networks that raise awareness to the issues affecting the lives of rural women, (e.g., environmental degradation, access to healthcare) and/or lobby for government or nongovernmental Organizations (NGO) support.
6. Demographic changes	f. Successful management of household and farm may encourage women to participate in tribal, village, and even regional councils.
	g. Serve as village leader, innovator, or educator in training others in productive or sustainable agricultural methods.
	h. Educating women about land title rights and having women participate in land title councils to ensure women's rights are acknowledged.
	i. Possibility of sending children to school; more spending in general on children for food, health, and clothing.
	j. Changing social values leads to demographic changes, such as decreased total fertility rate (TFR), lower birth rates, lower rates of natural increase (RNI), longer life expectancy, decreased mortality rates, or increased migration.
k. Political, social, or religious organizations form movements or propose laws to increase women's roles in society.	

Identification (negative)

Impact Categories

<p>7. Social tension, blowback, or pushback on changing roles of women in rural society</p>
<p>8. Negative impacts on family, household or women themselves</p>

Explanations

<p>l. People who believe in traditional social roles for women (marriage, dowry, domestic or household roles of women) reject female farmers and women as businesspeople.</p>
<p>m. Political, social, or religious organizations form movements or propose laws to restrict women's increased roles in rural society.</p>
<p>n. Increased time working on agriculture results in less time to care for children and domestic (household) needs.</p>
<p>o. Increased exposure to workplace hazards, machinery, chemicals.</p>

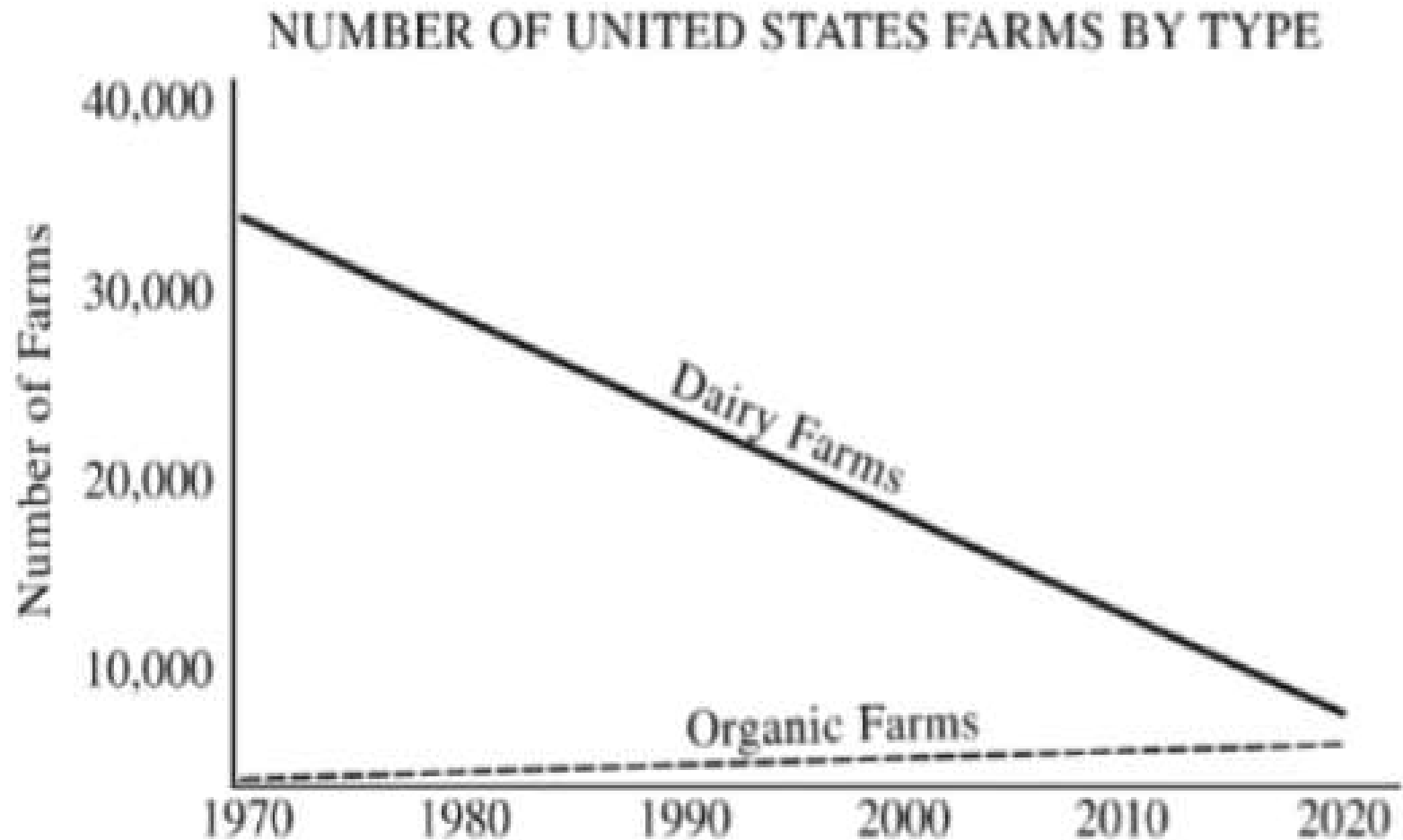
THEMES

- Identify patterns
- Explain why patterns exist – social, economic, political
- Empowering women

RELATED TOPICS

- Fertility rate, birth rate, NIR
- Types of agriculture
- Impact of globalization

Agriculture in the United States has changed significantly in the past few decades. With respect to the past, present, and projected trends in agriculture shown in the diagram above, answer the following:



A. First identify and then explain TWO factors contributing to the steady decline in the number of dairy farms since 1970.

- Increased production of milk – cows produce higher yields, meaning fewer cows are needed to meet the demands for milk; therefore there are fewer farms
- increased mechanization – mechanization/technological changes in the milking process have enabled farmers to increase the size of their dairy herds. This efficiency has made small farms unprofitable
- development of agribusiness, economies of scale, factory farms, industrialization of agriculture – the number of farms, including dairy farms, in the US is decreasing, owing to one or more of these factors
- displacement by urbanization – dairy farmers close to cities where dairy farms traditionally have been located have been displaced by urbanization, leading to a decline in the number of dairy farms overall

B. First identify and then explain TWO factors contributing to the increase in the number of organic farms since 1970.

- Increasing demand for organic products has made organic agriculture profitable and led to a growth in organic farming
 - ▣ consumers in US seek alternatives to industrial products because of media-driven concerns about nutrition and healthiness of commercial agricultural products
 - ▣ consumers have become wary of insecticides, herbicides, fertilizers, and GMOs used in agriculture and have become concerned about long term health issues
 - ▣ population of the US is increasing in wealth and is better able to afford (and willing to buy) higher prices of organic products
 - ▣ some consumers switch to organic products because they are concerned about the humane treatment of animals
 - ▣ households have declined in size and have more disposable income to spend on higher-quality (organic) food
 - ▣ better advertising and marketing systems have made organic products more appealing to consumers, thereby increasing demand for goods and profitability
 - ▣ demand has increased, aided by the growth of chains of supermarkets dedicated to organic products, which has increased profitability

- shifts in organic agriculture have led to better care for the land (land stewardship, sustainability, environmental concerns)
 - ▣ as stewards of the land, farmers/consumers wish to sustain it in the same state they found it rather than exhaust it or otherwise degrade it by the application of agricultural chemicals
 - ▣ some consumers switch to organic products because they wish to eat foods that have a less negative impact on the environment (wish to live in greater harmony with nature)

- small farms competing with large-scale farms (agribusiness) are forced to shift to profitable agriculture
- ▣ economies of scale achieved by large-farm operations have kept the retail price of food low. Because small-farm operations cannot achieve these economies, they have to either go out of business or shift to more intensive forms of agriculture or supply specialty food for niche markets that bring higher price and greater profitability

THEMES

- Patterns in agriculture
- Explanation for patterns

RELATED TOPICS

- Cultural changes, social changes
- Food insecurity
- Land use patterns