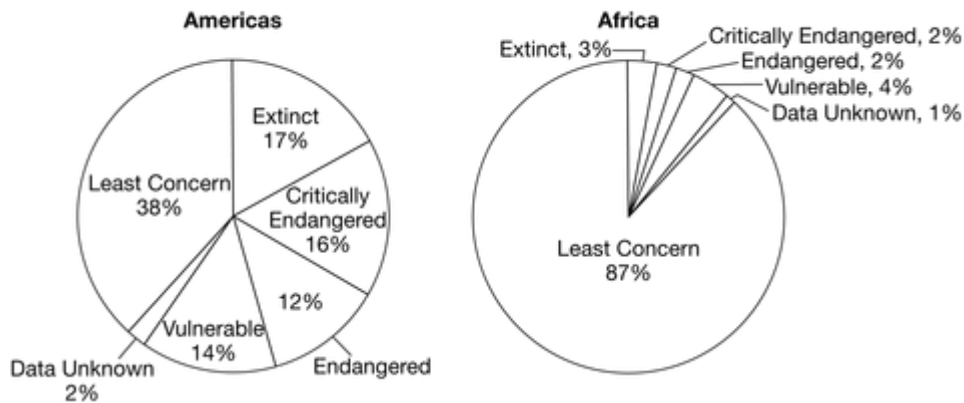


Unit 3 FRQ Practice (Digital Learning)

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

1.



Source: UNESCO

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

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



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

Part A

One point for a correct definition



Unit 3 FRQ Practice (Digital Learning)



0	1
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The response correctly defines the term indigenous language by using ONE of the following:

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

Part B

One point for a correct description



0	1
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The response correctly describes types of physical regions where indigenous languages are most likely to survive as remote or disconnected areas including TWO or more of the following types of region.

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



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Part C

One point for a correct description



0	1
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The response correctly describes how historically the political geography of colonialism affected indigenous languages using ONE of the following:

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

Part D

One point for a correct explanation



0	1
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The response correctly explains how indigenous languages have been under threat from primary economic activities in the Americas since the 1970s by using ONE of the following:

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

- Extractive industries are causing indigenous peoples to migrate, disperse, or otherwise lose their



Unit 3 FRQ Practice (Digital Learning)

connection to their land and culture.

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

Part E

One point for a correct explanation



0	1
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The response correctly explains the degree to which globalization can explain the loss of indigenous languages in Africa since the 1970s, using ONE of the following:

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

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

Part F

One point for a correct explanation

As a comparison, the response must include a statement regarding Africa AND a statement regarding the Americas.



Unit 3 FRQ Practice (Digital Learning)



0	1
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The response correctly explains why indigenous languages are less threatened in Africa than in the Americas, by using ONE of the following comparisons:

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

Part G

One point for a correct explanation



0	1
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The response correctly explain how media and communications technology can be used to preserve indigenous languages in the Americas, by using ONE of the following:

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



Unit 3 FRQ Practice (Digital Learning)

languages that were formerly oral or from spoken-word societies.

- The development of written, printed, or typed indigenous languages, using native terms to describe flora, fauna, foods, medicines, traditions, and toponyms have proliferated in scientific, print, radio, television, and digital media, expanding the use of indigenous languages to even nonspeakers.
- Culturally specific ways of observing or interacting with the environment (agricultural practices, animal husbandry, land use, systems of property, animist religious traditions, rites of passage, resource use, trade in natural resources, engineering, navigation, and astronomy) have been brought to the attention of scientific, educational, governmental, and non-governmental organizations, who develop media, documents, courses, and textbooks that help to preserve indigenous language and culture.
- Social media platforms integrate indigenous languages into their software to allow for interaction across electronic media and devices.
- Installation of rural cellular telephone, cellular data networks, and/or satellite communication systems allow for indigenous peoples to improve communication between communities in different locations.

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



Unit 3 FRQ Practice (Digital Learning)



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

- A. Define the concepts “centripetal force” and “centrifugal force.”
- B. Give a specific example of and explain a centripetal force that affects the viability of any of the states shown on the map above.
- C. With reference to a different specific example, explain a centrifugal force that affects the viability of any of the states shown on the map above.



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

Part A

(2 points)

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

1 point:

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



Unit 3 FRQ Practice (Digital Learning)

one correct definition.

2 points:

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

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



0	1	2
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Student response earns 2 of the following points:

(2 points)

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

1 point:

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

2 points:

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

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

Part B

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

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

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



Unit 3 FRQ Practice (Digital Learning)

Centripetal force examples	Specific details
Religion	Hinduism in India or Nepal; Islam in Pakistan or Bangladesh; Buddhism in Bhutan
Language	Urdu (official language), Punjabi or English in Pakistan; Hindi or English in India; Bengali in Bangladesh
Expressions of national pride/symbols (generalized: anthem, sports teams, flag...)	Cricket in India; Place name changes in India
Transportation/Communication infrastructure	Railroads in India
Raison d'être/Shared history	History of British imperialism; Creation of states (India, Pakistan, Bangladesh)
External threat	India, Pakistan
Morphology/Compact state	Sri Lanka, Bhutan
Charismatic or strong leader	Absolute monarchy in Nepal; Military leader in Pakistan
Forward capital	Capital of Pakistan moved from Karachi to Islamabad
Disaster response	Earthquake in Pakistan; Cyclones or flooding in Bangladesh; Tsunami in India/Sri Lanka—must reference unifying effect on population
Economic-development programs	Self-sufficiency program in India
Physical geography	Pakistan as a river valley, isolated by mountains and desert
Government	India's representative democracy



0	1	2
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Student response earns 2 of the following points:

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

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

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



Unit 3 FRQ Practice (Digital Learning)

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Physical geography	Pakistan as a river valley, isolated by mountains and desert
Government	India's representative democracy

Part C

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

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

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



Unit 3 FRQ Practice (Digital Learning)

Centrifugal force examples	Specific details
Religion	Islam/Hindu in India or Bangladesh; Buddhist/Hindu in Sri Lanka; Sunni/Shiite Muslims in Pakistan; Islam/Hindu in Kashmir; Sikhs/Hindu in India; Jains/Hindu in India
Language	India 14–18 official languages (4 language families); disputes regarding place name changes in India
Federal Government/Regionalism	Federal system (28 states) in India
Ethnicities/Separatist movements	Sikhs in India; Muslims in Kashmir; Tamil/Sinhalese in Sri Lanka; Maoist rebels in Nepal
Morphology/Fragmented or Prorupt	Bangladesh exclave in India; Prorupt portion of India
External threat	India, Pakistan
Territorial Disputes	Kashmir dispute between Pakistan and India
Multicore state	Several large cities in India
Physical geography	Mountains divide communities in Nepal

WILL NOT ACCEPT:

- Examples with countries not on the map (e.g., Afghanistan, Burma, Madagascar)
- Same force and country for both B and C (MAY use same country with different forces or same force with different countries)



0	1	2
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Student response earns 2 of the following points:

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

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

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



Unit 3 FRQ Practice (Digital Learning)

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WILL NOT ACCEPT:

- Examples with countries not on the map (e.g., Afghanistan, Burma, Madagascar)
- Same force and country for both B and C (MAY use same country with different forces or same force with different countries)

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

TERMS IN POPULAR CULTURE

<u>Decade</u>	<u>Term</u>	<u>Meaning</u>
1940s	Cool	Excellent, clever
1960s	Groovy	Sounds good, nice
1980s	Rad	Radical, excellent
2000s	Newbie	Newcomer, inexperienced
2010s	Selfie	Photograph of yourself

- A. Identify TWO specific means by which new expressions in popular culture are diffused globally.



Unit 3 FRQ Practice (Digital Learning)

B. Popular culture often spreads through a combination of different types of diffusion. Describe how terms, such as those shown in the table, diffuse spatially through each of the following processes.

1. Relocation diffusion
2. Contagious diffusion
3. Hierarchical diffusion

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



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

A. Identify**1 point maximum**

Identify TWO specific means of global diffusion from the following.

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

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



0

1

Student response earns one of the available points.



Unit 3 FRQ Practice (Digital Learning)

1 point maximum

Identify TWO specific means of global diffusion from the following.

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

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

B. Explain

3 points maximum

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

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

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

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

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



0	1	2	3
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Unit 3 FRQ Practice (Digital Learning)

Student response earns three of the available points.

3 points maximum

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

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

1. **Relocation:** a person who uses a term moves to a new location and continues to use the term in the new location, OR a form of media, in which a term is used, is relocated to a new place and the term is used in the new location. (1 point)
2. **Contagious:** an individual uses, or individuals use, the new word and then acquaintances (or those in close proximity to them) begin to use the word as well. (1 point)
3. **Hierarchical:** celebrities start to use the new word and then it spreads to others down the social hierarchy OR people in large cities start to use the word and then the word eventually gets to smaller places or media markets, OR Reverse Hierarchical: minority use of the term spreads up the social ladder to majority group(s). (1 point)

C. Identify and Explain

4 points maximum

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



Unit 3 FRQ Practice (Digital Learning)

Identification	Explanation
C1. Distance or physical barriers	Geographical separation or isolation may limit diffusion between innovators and receivers of new words or terms.
C2. Age barriers	Generation gap; older people may be more resistant to adopt new words or terms.
C3. Linguistic barriers	Popular words or terms don't translate readily to other languages; people act to preserve or protect their language from external influence.
C4. Religious barriers	Religious rules or laws may prevent the use of foreign language or popular culture words or terms; rules or law that restrict behaviors described by the words or terms.
C5. Political barriers	Internet or media censorship in some countries, language protection laws to ban foreign-language media that use new words or terms.
C6. Folk or local culture	Desire to cling to traditions, or reject new forms of language, media, or technology that include new words or terms.
C7. Ethnic culture	The desire to maintain distinctiveness, or identities may insulate groups from certain media that include new words or terms.
C8. Social class barriers	Those with limited access to a form of media or technology will be less likely to have exposure to certain new words; a rejection of another group's words or terms.
C9. Economic barriers	May limit access to media, celebrities, movies, and expensive media, which use new words or terms.
C10. Regulatory barriers	Import laws (customs), trade agreements, media contracts, or media providers delay the diffusion of popular culture, which includes new words or terms.



0	1	2	3	4
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Student response earns four of the available points.

4 points maximum

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



Unit 3 FRQ Practice (Digital Learning)

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C1. Distance or physical barriers	Geographical separation or isolation may limit diffusion between innovators and receivers of new words or terms.
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