

Question 2: One Stimulus**7 points**

- (A) Identify ONE neighborhood labeled on the map where two or more Asian ethnic groups reside. 1 point**

Accept one of the following:

- A1. Walnut, Cerritos, Chinatown, or Koreatown

- (B) Describe the spatial pattern of Chinese ethnic neighborhoods labeled on the map. 1 point**

Accept one of the following:

- B1. The neighborhoods are clustered inland and/or away from the coast.
- B2. The neighborhoods are clustered in the eastern or northeastern portion.
- B3. The neighborhoods are in areas east of the Los Angeles central business district (CBD).
- B4. The neighborhoods are aligned along an east-west axis.

- (C) Explain ONE way immigrants may choose to assimilate into their new place of residence. 1 point**

Accept one of the following:

- C1. Immigrants may adopt culture traits (e.g., language, food, clothing, religion, music, sport) of the majority population group.
- C2. Immigrants may change, hide, and/or abandon aspects of their own culture (e.g., language, food, clothing, religion, music, sport).
- C3. Immigrants may achieve entry into social and economic networks (e.g., schools, workplaces, business associations, attaining citizenship).
- C4. Immigrants may settle in non-ethnic neighborhoods rather than in ethnic neighborhoods and/or ethnic enclaves.

- (D) Explain ONE way immigrants may preserve their ethnic traditions in their new place of residence. 1 point**

Accept one of the following:

- D1. By engaging in placemaking using aspects of their traditional culture (e.g., architecture, toponyms, signage) to establish a sense of place.
- D2. By continuing to celebrate and/or practice their ethnic traditions (e.g., traditional holidays, ethnic or traditional food, native languages, traditional clothing).
- D3. By creating or engaging with local institutions that promote their culture (e.g., schools, arts centers, religious groups, language learning centers, business associations, markets, organizations).
- D4. By seeking legal or other formal recognition and/or adoption of their traditions by the majority population (e.g., language taught in schools, bilingual social services, recognition of holidays).
- D5. By encouraging social relationships and/or connecting with those who share the same ethnic traditions in different places (e.g., ethnic neighborhoods, enclaves, on social media, country of origin).

- (E) Describe ONE way that ethnic neighborhoods may contribute to a sense of place in large metropolitan areas such as Los Angeles. 1 point**

Accept one of the following:

- E1. Ethnic neighborhoods exhibit names (e.g., toponyms), signs, sounds (e.g., language, music), symbols (e.g., religious, cultural, political), art, architecture, and/or foods typical of that ethnicity.
- E2. Ethnic neighborhoods create a distinct cultural landscape that is different from surrounding areas.
- E3. Ethnic neighborhoods often contain distinctive cultural institutions (e.g., places of worship), traditions, celebrations, retail shopping, and/or restaurants.
- E4. People may form perceptions, mental maps, or emotional attachments to ethnic neighborhoods based on the distinct culture traits or cultural events in that area.

(F) Explain how the process of redistricting may be used to decrease an ethnic community's political power. 1 point

Accept one of the following:

- F1. Redistricting or gerrymandering may negatively affect ethnic groups if the districts are redrawn to minimize the number of ethnic group voters in that area.
- F2. Redistricting or gerrymandering may be used to reduce the representation and/or the political power of that community by dividing (e.g., cracking) an ethnic area into two or more voting districts.
- F3. Redistricting or gerrymandering may be used to limit the representation and/or political power of those ethnic groups and/or allow a greater number of surrounding districts the chance to be won by the party in power by combining (e.g., packing, stacking) two or more ethnic areas into one voting district.
- F4. Redistricting or gerrymandering could result in a candidate from the ethnic community being geographically eliminated from running in that district, reducing the community's representation.
- F5. Redistricting or gerrymandering may intentionally decrease voting access or participation because of the changing boundaries of the districts.

(G) Explain how the process of redistricting may be used to increase an ethnic community's political power. 1 point

Accept one of the following:

- G1. Redistricting or gerrymandering may be used to empower ethnic groups if the districts are redrawn to maximize the number of ethnic group voters in that area.
- G2. Redistricting or gerrymandering may be used to increase the ethnic group's representation and/or political power by dividing (e.g., cracking) a non-ethnic group majority area into two or more voting districts.
- G3. Redistricting or gerrymandering may be used to limit representation and/or political power of the non-ethnic majority by combining (e.g., packing, stacking) two or more majority group areas into one district.
- G4. Redistricting or gerrymandering may be used to increase ethnic communities' political power by creating and/or recognizing majority-minority districts.
- G5. Redistricting or gerrymandering may be used to better represent ethnic communities' interests and/or increase voter participation by aligning district boundaries with ethnic areas.

Total for question 2: 7 points**Question 2: One Stimulus 7 points****(A) Describe the concept of an early hearth of domestication. 1 point**

Accept one of the following:

- A1. A location where new practices develop and/or from which new practices spread.
- A2. A location where a particular type of plant or animal was first domesticated.
- A3. Locations where early civilizations domesticated plants or animals (e.g., Fertile Crescent, Indus River Valley, Southeast Asia, China, Andean Highlands, Amazonia, and/or Central America).
- A4. An ancient civilization whose farmers converted wild plants or animals into farmable and/or domesticated varieties over time.
- A5. A region (e.g., river valley) where a common wild plant or animal was cultivated into a farmable variant through selective breeding.

(B) Identify the crop listed in the table that has diffused the least from its hearth of domestication to the countries listed in the table. 1 point

Accept the following:

- B1. Yams diffused the least.

(C) Explain how food preferences can be a culture trait. 1 point

Accept one of the following:

- C1. Many foods have distinct characteristics (e.g., ingredients, preparations) that are indicative of a specific culture group.
- C2. Many culture groups identify with one or more national dishes that represent the typical food culture of a society.
- C3. Many foods contain an ingredient or crop that is local to the region inhabited by a culture group.
- C4. Many foods are part of a way of life, and/or are forbidden for a group of people, as represented in the belief systems, religion, tools, material goods (artifacts), calendars, and/or holidays of a culture.

- (D) Explain how the Columbian Exchange contributed to a crop's diffusion beyond its hearth of domestication. 1 point**

Accept one of the following:

- D1. The Columbian Exchange led to the relocation or movement of crops from one part of the world to another part of the world through conquest, ecological imperialism, colonization processes, and/or along trade routes.
- D2. The Columbian Exchange was a process by which crops moved from one part of the world to another part of the world because of changing food preferences, cultural assimilation, and/or changing agricultural practices.
- D3. The Columbian Exchange may have accidentally or unintentionally introduced a new crop beyond its hearth of domestication (e.g., seeds or plants that may have been "stow-aways" in containers).

- (E) Explain how the data in the table support the concept of a crop's consumption pattern being the result of globalization. 1 point**

Accept one of the following:

- E1. The high per capita production of corn, potatoes, rice, and/or cassava in locations far from the hearth (e.g., Brazil produces 1,056 pounds of corn per capita) supports the idea of this crop being a globalized crop.
- E2. The high consumption of corn, potatoes, rice, and/or cassava in locations far from the hearth (e.g., rice consumed outside of China) supports the idea of this crop being a globalized crop.
- E3. Globalized food culture, popularized food culture, global media coverage of food, and/or globalized consumer food preferences can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E4. Globalized populations, multicultural societies, global migration patterns, and/or cultural syncretism can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E5. Globalized trade and transportation facilitated by free-trade policies, neoliberal policies, complementarity, comparative advantage, competitive advantage, containerization, and/or bulk rail and ship transport can be represented in the data where a crop is commonly produced away from its hearth of domestication.
- E6. A globalized economy, increases in economic development, and/or the growth of a global middle class of consumers can be represented in the data where a crop is commonly produced away from its hearth of domestication.

- (F) Explain why a crop may be farmed intensively in a less developed country and be farmed extensively in a more developed country. 1 point**

Accept one of the following:

- F1. Subsistence or intensive farming of a staple crop in less developed countries may be done on small farm plots used to feed a household, whereas extensive or commercial farming in more developed countries would be practiced on large farms for a company's consumers.
- F2. Some farming of staple crops in less developed countries is based on intensive manual labor (e.g., using hand tools, animal power), whereas most farming in more developed countries is mechanized and/or uses limited human or animal labor inputs and is extensive.
- F3. Farmers in less developed countries may not be able to afford or have access to the investment capital, labor-saving equipment, seed supplies, and/or agricultural chemicals needed for extensive farm production, and thus use intensive human labor, whereas farmers in more developed countries tend to have financial resources for investments in extensive farming inputs.
- F4. Many farms in less developed countries use available local resources to feed families or local communities, whereas farms in more developed countries take advantage of economies of scale to produce for large populations.

- (G) Explain ONE way the global supply chain links crops such as those listed in the table to consumers in other countries. 1 point**

Accept one of the following:

- G1. Crops are transported internationally to consumers, with one of the following steps: storing, processing, packaging, wholesaling, and/or retailing.
- G2. Crop use in the global restaurant and fast-food industries, crops are cultivated and/or processed in one country and are then distributed through supply chains to local restaurants and/or chain restaurants for cooking in another country.
- G3. Due to the increased global consumption of frozen foods, dried foods, canned foods, and/or dehydrated foods, crops can be cultivated and processed into different preserved forms and then distributed to other countries for long-term storage by wholesalers, grocery stores, household consumers, and/or in restaurants until needed for cooking.
- G4. Crops are sent to facilities that process them into other forms (e.g., corn for ethanol, animal feed) which are shipped to wholesalers, retailers, and/or sold to consumers in other countries.

Total for question 2: 7 points