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| **True / False** |

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| 1. Geography literally means “description of Earth”, and has roots in Greek and Roman civilizations and the Scientific Revolution.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Remember | |

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| 2. Alexander von Humboldt is credited with founding the landscape perspective in American geography.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Carl Sauer is credited with founding the landscape perspective in American geography. | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Remember | |

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| 3. Geopolitics is the struggle for space and power played out in a geographical setting.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Remember | |

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| 4. Place is an objective term referring to the exact location on Earth.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | In doing geography, you will be concerned both with space (the exact placement of locations on the dace of Earth) and with place (the imprecise but important physical and cultural contexts of a location). | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 5. Space refers to the imprecise, but important, physical and cultural contexts of a location.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | In doing geography, you will be concerned both with space (the exact placement of locations on the dace of Earth) and with place (the imprecise but important physical and cultural contexts of a location).​ | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 6. A small-scale map portrays a large area in more generalized terms.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 7. The latitude of meridians is equal at all locations.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The equator, which circles the globe east and west midway between the poles, has a latitude of 0 degrees. All other latitudinal lines are parallel to the equator and to each other, which is why they are called parallels. Every point on a parallel has the same latitude.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 8. ​The International Date Line has a longitude of zero and serves as a reference line from which longitude east and west are measured.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The Prime Meridian has a longitude of zero and serves as a reference line from which longitude east and west are measured.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 9. Compromise projections do not preserve any one metric, or try to distort all properties about equally for aesthetic purposes.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 10. The relationship between the direction on a map and the corresponding compass directions in reality is termed symbolization.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Orientation is the relationship between the direction on a map and the corresponding compass directions in reality.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 11. The Mercator projection is frequently used in classrooms because its straight lines accurately depict the areas of continents and countries.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | However, the projection’s usefulness at sea makes it largely unsuitable for other purposes, including reference world maps. In order for the rhumb lines to be shown straight, the projection must continually increase the spacing between the parallels away from the Equator. This results in enormous distortions of size approaching the polar areas (in fact, the poles themselves cannot be shown on a Mercator map as they lie at infinity). On a Mercator map, Greenland and Africa appear similarly sized, whereas in reality Africa is about 14 times larger than Greenland!​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 12. The two basic types of maps are reference maps and thematic maps.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 13. The polarregions may also be classified as low-latitude regions.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Places located between the Arctic Circle at 65.56°N and the North Pole, and between the Antarctic Circle at 65.56°S and the South Pole, form the most commonly recognized boundaries of the high latitudes.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 14. Locations may be classified as either relative or absolute.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 15. Places located between the Tropic of Cancer and the Tropic of Capricorn are classified as low latitudes.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 16. The distance between lines of longitude is equal across the globe.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | All the meridians converge at the poles and are farthest apart at the equator. Lines of longitude are not the same distance from one another across the globe, so their values vary.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 17. ​A hemisphere spans 180 degrees on Earth.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 18. The Northern Hemisphere is sometimes describe as the water hemisphere.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The United Kingdom is located in the Northern Hemisphere, which has the bulk of the world’s land (it is sometimes described as Earth’s land hemisphere) and most of its principal centers. | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 19. Core locations are more important than peripheral locations.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 20. Latitude and longitude lines are a common coordinate system and measured in degrees, minutes, seconds.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 21. ​Alexander von Humboldt ushered in geography’s modern era with studies of human-environmental interactions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Remember | |

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| 22. GIS stands for Geospatial Intelligence Systems.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | GIS stands for Geographic Information Systems.​ | | *REFERENCES:* | 1.3 Geospatial Technologies and Careers | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.6 - Explore the “geospatial revolution,” geographic information systems (GIS), and remote sensing. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 23. Carl Sauer challenged geographers to consider the transformation through time from a cultural landscape to a natural landscape.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Carl Sauer challenged geographers to consider the transformation through time from a natural landscape to a cultural landscape.​ | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Remember | |

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| 24. Climate change and hunger are examples of human-environment interactions.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Understand | |

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| 25. Job growth in the geographic sciences has stagnated in the past 15 years.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The employment trends in favor of geography since 2000 have been remarkable. The US Department of Labor has identified geospatial technology as one of the most important emerging and evolving fields in the technology industry. This agency projected “much faster than average” growth—more than 20 percent—in jobs for geographers, geoscientists, cartographers, urban and regional planners, and other geographic professionals, between the years 2010 and 2018.​ | | *REFERENCES:* | 1.3 Geospatial Technologies and Careers | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.7 - See how geographic knowledge is put to work in the job market. | | *KEYWORDS:* | Bloom’s: Remember | |

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| **Multiple Choice** |

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| 26. ​The Rust Belt is an example of which type of region?   |  |  |  | | --- | --- | --- | |  | a. | ​vernacular | |  | b. | ​formal | |  | c. | ​nodal | |  | d. | ​functional | |  | e. | ​uniform |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 27. ​A map showing the distribution of season ticket holders for Atlanta Braves baseball games would be classified as which type of region?   |  |  |  | | --- | --- | --- | |  | a. | ​vernacular | |  | b. | ​formal | |  | c. | ​functional | |  | d. | ​perceptual | |  | e. | ​homogeneous |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 28. What type of region would the countries of Europe be classified as?​   |  |  |  | | --- | --- | --- | |  | a. | ​vernacular | |  | b. | ​formal | |  | c. | ​functional | |  | d. | ​nodal | |  | e. | ​perceptual |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 29. How would a map with a scale of 1:100 be classified?​   |  |  |  | | --- | --- | --- | |  | a. | ​large-scale | |  | b. | ​medium-scale | |  | c. | ​small-scale | |  | d. | ​localized reference | |  | e. | ​generalized reference |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 30. Which type of scale would most likely be utilized to draw a map of the United States?​   |  |  |  | | --- | --- | --- | |  | a. | ​large-scale | |  | b. | ​medium-scale | |  | c. | ​small-scale | |  | d. | ​localized reference | |  | e. | ​generalized reference |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 31. “North of the park” is an example of what type of location?​   |  |  |  | | --- | --- | --- | |  | a. | ​mathematical | |  | b. | ​relative | |  | c. | ​absolute | |  | d. | ​geocoded | |  | e. | ​coordinate |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 32. ​What part of the map shows the amount of reduction required to place an area on a chart, piece of paper, or computer screen?   |  |  |  | | --- | --- | --- | |  | a. | ​symbolization frame | |  | b. | ​projection box | |  | c. | ​coordinate frame | |  | d. | ​key | |  | e. | ​scale |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 33. ​What type of map projection would you use if you wanted to preserve shapes?   |  |  |  | | --- | --- | --- | |  | a. | ​equidistant | |  | b. | ​equal area | |  | c. | ​compromise | |  | d. | ​conformal | |  | e. | ​orientation |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 34. ​What type of map projection would be used if you wanted to accurately depict area?   |  |  |  | | --- | --- | --- | |  | a. | ​equidistant | |  | b. | ​equal area | |  | c. | ​compromise | |  | d. | ​conformal | |  | e. | ​orientation |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 35. What type of map projection would be used if you wanted to preserve the distance from a specific point to all other points?​   |  |  |  | | --- | --- | --- | |  | a. | ​equidistant | |  | b. | ​equal area | |  | c. | ​compromise | |  | d. | ​conformal | |  | e. | ​orientation |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 36. Which type of map would a topographic map be classified as?​   |  |  |  | | --- | --- | --- | |  | a. | ​choropleth | |  | b. | isarithmic​ | |  | c. | ​graduated symbol | |  | d. | ​dot density | |  | e. | ​flow |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 37. Which type of map would a map of Europe with each country depicted in different colors be classified as?​   |  |  |  | | --- | --- | --- | |  | a. | ​choropleth | |  | b. | ​isarithmic | |  | c. | ​graduated symbol | |  | d. | ​dot density | |  | e. | ​flow |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 38. Which type of map would a map showing the movement of Syrian refugees be classified as?​   |  |  |  | | --- | --- | --- | |  | a. | ​choropleth | |  | b. | ​isarithmic | |  | c. | ​graduated symbol | |  | d. | ​dot density | |  | e. | ​flow |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 39. At what angular distance is the International Date Line from the Prime Meridian?​   |  |  |  | | --- | --- | --- | |  | a. | ​0 degrees | |  | b. | ​45 degrees | |  | c. | ​90 degrees | |  | d. | ​180 degrees | |  | e. | ​360 degrees |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 40. What is the collection of physical and human geographic features on Earth’s surface called?​   |  |  |  | | --- | --- | --- | |  | a. | ​a model | |  | b. | ​a map | |  | c. | ​a region | |  | d. | ​a landscape | |  | e. | ​a projection |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 41. A system of values, beliefs, and attitudes that shape and influence behavior is called a(n) \_\_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​model | |  | b. | ​vernacular | |  | c. | ​place | |  | d. | ​location | |  | e. | ​culture |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 42. Why is the concept of regions in geography useable?​   |  |  |  | | --- | --- | --- | |  | a. | ​All regions are countries. | |  | b. | ​All regions are very large. | |  | c. | ​It allows for an exact study of a specific area for a specific purpose. | |  | d. | ​It is the only way computers can be used with geographic data and follow political lines. | |  | e. | ​Regions are another name for the seven continents. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Analyze | |

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| 43. The coordinate 47° 39’ 56’’ N, 81° 3’ 28” E would be located in the \_\_\_\_\_. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Northern hemisphere mid-latitudes | |  | b. | ​Northern hemisphere low latitudes | |  | c. | ​Northern hemisphere high latitudes | |  | d. | ​Southern hemisphere mid-latitudes | |  | e. | ​Southern hemisphere low latitudes |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Apply | |

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| 44. Geography knowledge enables people to understand the relationships among people, places, and environments over time. This statement best describes which of the following six essential elements of geography as outlined by the National Geographic Society. ​   |  |  |  | | --- | --- | --- | |  | a. | ​The World in Spatial Terms | |  | b. | ​Human Systems | |  | c. | ​Environment and Society | |  | d. | ​Physical Systems | |  | e. | ​Uses of Geography |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.2 - Get acquainted with the essential themes, elements, and standards of geography | | *KEYWORDS:* | Bloom’s: Remember | |

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| 45. The physical environment is influenced by the ways in which human societies value and use Earth’s physical features and processes. This statement best describes which of the following six essential elements of geography as outlined by the National Geographic Society? ​   |  |  |  | | --- | --- | --- | |  | a. | ​The World in Spatial Terms | |  | b. | ​Human Systems | |  | c. | ​Environment and Society | |  | d. | ​Physical Systems | |  | e. | ​Place and Regions |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.2 - Get acquainted with the essential themes, elements, and standards of geography | | *KEYWORDS:* | Bloom’s: Remember | |

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| 46. ​A(n) \_\_\_\_\_\_\_\_\_\_ region is one in which all of the population shares a defining trait or set of traits.   |  |  | | --- | --- | | *ANSWER:* | formal  Uniform  homogenous | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 47. A(n) \_\_\_\_\_\_\_\_\_\_ region is a spatial unit characterized by a central focus on some kind of activity, typically economic.​   |  |  | | --- | --- | | *ANSWER:* | functional  Nodal | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 48. A(n) \_\_\_\_\_\_\_\_\_\_ region is a region that popularly exists in people’s minds but has no definitive boundaries.​   |  |  | | --- | --- | | *ANSWER:* | vernacular  Perceptual | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 49. The science of making maps is called \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | cartography​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 50. Coordinate systems are used to determine \_\_\_\_\_\_\_\_\_\_ location, which refers to a point on Earth’s surface.​   |  |  | | --- | --- | | *ANSWER:* | absolute  Mathematical | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 51. Another word for lines of latitude is \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | parallels​  Parallels of latitude | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 52. Lines of longitude may also be called \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | meridians​  Meridians of longitude | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 53. Mathematical applications that minimize the distortion caused by rendering a sphere on a flat surface are called map \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | projections​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 54. The need for geographic features shown on maps to be represented by symbols, such as lines, fills, shapes, colors, and type is called \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | symbolization​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 55. The science of acquiring information about Earth’s surface without being in direct contact with it is called \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | remote sensing  Earth observation | | *REFERENCES:* | 1.3 Geographic Technologies and Careers | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.6 - Explore the “geospatial revolution,” geographic information systems (GIS), and remote sensing. | | *KEYWORDS:* | Bloom’s: Remember | |

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| **Matching** |

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| Landscape geography - match the terms to their definitions, not all terms will be used ​   |  |  | | --- | --- | | a. | ​Choropleth | | b. | ​Dot density | | c. | ​Isarithmic | | d. | ​Flow | | e. | ​Graduated Symbol |  |  |  | | --- | --- | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 56. ​The most common type of thematic map; displays data by filling in political units with differing colors   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 57. ​uses dots to represent a stated amount of some phenomenon within a political unit   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 58. ​does not use political units; uses lines or colors to join points of equal value across the mapped area   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 59. ​uses simple symbols such as circle or bar graphs, scaled proportionally to the quantity of the attribute being mapped   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 60. ​uses arrows of various widths to indicate the movement of people or goods from one area to another   |  |  | | --- | --- | | *ANSWER:* | d | |

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| Lines of Latitude - match the terms to their coordinates ​   |  |  | | --- | --- | | a. | ​Arctic Circle | | b. | ​Tropic of Cancer | | c. | ​Equator | | d. | ​Tropic of Capricorn | | e. | ​Antarctic Circle |  |  |  | | --- | --- | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 61. ​65.56 degrees south   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 62. ​zero degrees   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. ​23.44 degrees south   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. ​9.65.56 degrees north   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 65. ​23.44 degrees north   |  |  | | --- | --- | | *ANSWER:* | b | |

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| **Subjective Short Answer** |

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| 66. ​The world regional approach to geography organizes the entire field by identifying three types of regions. Name and describe each type of region.   |  |  | | --- | --- | | *ANSWER:* | A formal region (also called a uniform or homogeneous region) is one in which all the population shares a defining trait or set of traits.  A functional region (also called a nodal region) is a spatial unit characterized by a central focus on some kind activity (often an economic activity). At the center of a functional region, the activity is most intense, whereas toward the edges of the region the defining activity becomes less important.​  A vernacular region (or perceptual region) is a region that popularly exists in people’s minds but has no definitive boundaries. This region may play an important role in cultural identity but does not necessarily have official or clear-cut borders | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.3 - Learn some key concepts in geography. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 67. Use the Five Themes of Geography – location, place, human-environment interaction, movement, and region – to describe your school building.​   |  |  | | --- | --- | | *ANSWER:* | Answers will vary, but should be similar to the Try It exercise below. Geographic Characteristics of Ground Zero  ​Location: Lower Manhattan, New York City (with an exact location of latitude: 40 degrees, 42 minutes, 43 seconds; and longitude: –74 degrees,00 minutes, 49 seconds.  Place: Formerly, office buildings and firmsat the heart of one of the world’s great financial centers (a reason it was targeted for destruction); now, a place of historical significance and collective grief for people of the United States.  Human–Environment Interaction: Lower Manhattan occupies low-lying ground that once was marshy swampland. Construction of the twin towers of the World Trade Center, as well as the buildings erected after the 9/11 attacks, required special foundations to keep the Hudson River’s water from pouring in.  Movement: Before 9/11, the daily comings and goings of office workers in the World Trade Center; on 9/11, the diversion of airplanes to target the buildings; after 9/11, the flow of tourists and construction crews to the site.  Region: Situated in a region of the United States known as the Northeast, in a humid subtropical climate region.  You can use the five themes to appreciate any place geographically, from the Great Pyramids of Egypt to where you are now. Try it. | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.2 - Get acquainted with the essential themes, elements, and standards of geography | | *KEYWORDS:* | Bloom’s: Apply | |

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| 68. Explain what Carl Sauer meant when he urged geographers to use the landscape perspective.​   |  |  | | --- | --- | | *ANSWER:* | Sauer is credited with founding the landscape perspective in American geography, based on the method of studying the transformation through time of a natural landscape to a cultural landscape. Essentially, Sauer challenged us to think of what the world would look like without people and then understand what people have done to reshape the world through time.​ | | *REFERENCES:* | 1.1 What is Where, Why There, and Why Care? | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.1 - Learn about the scope of geography as an academic discipline | | *KEYWORDS:* | Bloom’s: Understand | |

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| 69. What does Tobler’s First Law of Geography state?​   |  |  | | --- | --- | | *ANSWER:* | Relative location is at the heart of a geographic axiom known as Tobler’s First Law of Geography: “Everything is related to everything else, but near things are more related than distant things.” | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 70. The two basic types of maps are reference maps and thematic maps. Explain what each type of map is, and list the two types of thematic maps.​   |  |  | | --- | --- | | *ANSWER:* | Reference maps are concerned mainly with depicting the locations of various features, both natural and human-made, on Earth’s surface. Thematic maps show the spatial distribution of one or more attributes across a given area. Thematic maps can be divided into two categories: quantitative and qualitative.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 71. ​Explain the differences between relative and absolute locations. Give one example of each.   |  |  | | --- | --- | | *ANSWER:* | Relative location defines a place in relationship to other places. You can derive this kind of information from many maps. Relative location is one of the most basic reference tools of everyday life; you might say you live south of the city, just west of the shopping mall, or next door to a good friend.  Absolute location refers to a point on Earth’s surface. Also known as mathematical location, absolute location is essential in reference maps, but not always in thematic maps. Coordinate systems are used to determine absolute location. | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Understand | |

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| 72. All maps must “lie” to some degree to inform their readers. Explain what this statement means. How can a map lie, and yet still contain truth?​   |  |  | | --- | --- | | *ANSWER:* | Maps allow us to get information, to see patterns of distribution, and to compare these patterns with one another. But no map can be a complete record of a given area. In a process called “cartographic abstraction,” the map’s cartographer chooses important details to convey the map’s information. As a map user, you must keep in mind that no map can be complete and that many details must be simplified or omitted to keep a map legible.​ | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Evaluate | |

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| 73. List the three sections of latitude on Earth and explain the location of each.​   |  |  | | --- | --- | | *ANSWER:* | High latitudes - polar areas  Middle latitudes - areas midway between a pole and the equator  Low latitudes - areas near the equator | | *REFERENCES:* | 1.2 The Language of Maps | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.5 - Learn the basic language of maps | | *KEYWORDS:* | Bloom’s: Remember | |

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| 74. What are at least five types of jobs geography majors are qualified to hold?​   |  |  | | --- | --- | | *ANSWER:* | Answers may include, but are not limited to, nature conservancy preservation manager, natural science teacher, and geospatial engineer, U.S. Geological Survey water specialist, chief executive officer of an insurance company in the West Indies, vice president of market, research in real estate, geography professor​ | | *REFERENCES:* | 1.3 Geographic Technologies and Careers | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.7 - See how geographic knowledge is put to work in the job market. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 75. List three advantages GIS can provide for emergency responders and preparedness officials.​   |  |  | | --- | --- | | *ANSWER:* | Possible answers include, but are not limited to, Disperse emergency response teams during floods and hurricanes to save lives and property. GIS provides tools to help locate shelters, distribute food and medicine, and evacuate those in need.​ | | *REFERENCES:* | 1.3 Geographic Technologies and Careers | | *LEARNING OBJECTIVES:* | FWRG.HOBB.17.1.6 - Explore the “geospatial revolution,” geographic information systems (GIS), and remote sensing. | | *KEYWORDS:* | Bloom’s: Analyze | |