

***World Regional Geography, 11e* (Johnson et al.)
Chapter 2 United States and Canada**

2.1 Multiple choice

1) Centers of cultural innovation are also called cultural:

- A) zones
- B) heartlands
- C) hearths
- D) brains

Answer: C

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Learning Outcome: 2.13: Locate on a map the four major cultural cores from which inland migrations took place in what became the United States and Canada region.

2) Summer temperatures are relatively cool and winter temperatures are relatively warm due to the moderating effects of the Pacific Ocean. Precipitation levels are low, with clearly defined winter wet and summer dry seasons. These sentences describe _____ climate.

- A) steppe
- B) subarctic
- C) Mediterranean
- D) desert

Answer: C

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.6: Connect major physical processes to each climate type in the United States and Canada region.

3) A _____ climate is semiarid, but not as dry as a desert—moist enough to sustain grasses and shrubs.

- A) humid continental
- B) steppe
- C) tropical rainy
- D) marine west coast

Answer: B

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.6: Connect major physical processes to each climate type in the United States and Canada region.

4) The _____ culture core began as a patchwork of small, subsistence-oriented farms surrounding small villages.

- A) New England
- B) Southern
- C) Middle Atlantic

Answer: A

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.13: Locate on a map the four major cultural cores from which inland migrations took place in what became the United States and Canada region.

5) New York and Pennsylvania, together with portions of New Jersey and Maryland, made up the _____ core.

- A) New England
- B) Southern
- C) Middle Atlantic

Answer: C

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.13: Locate on a map the four major cultural cores from which inland migrations took place in what became the United States and Canada region.

6) Manitoba became a province of Canada in:

- A) 1492
- B) 1776
- C) 1870
- D) 1919

Answer: C

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Learning Outcome: 2.17: List in chronological order the major components of the territorial expansion of Canada.

7) The tulip festival of Holland, Michigan reflects the large numbers of _____ immigrants who settled southwestern Michigan in the mid-nineteenth century.

- A) Swiss
- B) Swedish
- C) Syrian
- D) Dutch

Answer: D

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

8)



The MacKenzie River empties into the:

- A) Atlantic Ocean
- B) Pacific Ocean
- C) Gulf of Mexico
- D) Arctic Ocean

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Learning Outcome: 2.1: List key cultural differences and similarities between the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

9) The northernmost Great Lake is:

- A) Huron
- B) Ontario
- C) Superior
- D) Erie

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 2. How to use mental maps to organize information about peoples, places, and environments in a spatial context.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

10) The Yukon River originates in _____ and empties into the _____.

- A) Alaska; Pacific Ocean
- B) British Columbia; Bering Sea
- C) Yukon; Arctic Ocean
- D) California; Hudson Bay

Answer: B

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

11)



Victoria Island is found in _____ Canada.

- A) northern
- B) southern
- C) eastern
- D) western

Answer: A

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

12)



The Brooks Range is found in:

- A) California
- B) Ontario
- C) Nunavut
- D) Alaska

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

13)



The Appalachian Plateau is found on the _____ side of the Appalachian Highlands system.

- A) northern
- B) southern
- C) eastern
- D) western

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

14)



The Piedmont is found on the _____ side of the Appalachian Highlands system.

- A) northern
- B) southern
- C) eastern
- D) western

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 4. The physical and human characteristics of places.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

15)



The Gulf of St. Lawrence is found in _____ Canada.

- A) northern
- B) southern
- C) eastern
- D) western

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 4. The physical and human characteristics of places.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

16) It is within the Alaska Range that we find Mt. McKinley, the highest peak in the United States and Canada at about _____ feet.

A) 14,000

B) 18,000

C) 20,000

D) 25,000

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 4. The physical and human characteristics of places.

Learning Outcome: 2.3: List the major land surface form regions in the United States and Canada.

17)



Georgia enjoys _____ climate.

- A) subarctic
- B) humid continental
- C) humid subtropical
- D) steppe

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.5: Locate on a map and name the major climate regions in the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

18)



Wisconsin enjoys _____ climate.

- A) subarctic
- B) humid continental
- C) humid subtropical
- D) steppe

Answer: B

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.5: Locate on a map and name the major climate regions in the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

19)



Northern Quebec enjoys _____ climate.

- A) subarctic
- B) humid continental
- C) humid subtropical
- D) steppe

Answer: A

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.5: Locate on a map and name the major climate regions in the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

20)



West Texas enjoys _____ climate.

- A) subarctic
- B) humid continental
- C) humid subtropical
- D) steppe

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.5: Locate on a map and name the major climate regions in the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

21) _____ is a term that describes the more extreme heating and cooling characteristics of land compared to water.

- A) Humid
- B) Orographic
- C) Continentality
- D) Anti-maritimity

Answer: C

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.7: Define "marine" and "continental" effects on climate and point out areas of the United States and Canada region that experience these effects.

22) The Roswell Basin aquifer lies under the state of:

- A) Texas
- B) California
- C) Arizona
- D) New Mexico

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 4. The physical and human characteristics of places.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

23) Historically, Scandinavian immigration to the United States centered on the city of:

- A) Pittsburgh
- B) Baltimore
- C) Charleston, WV
- D) Minneapolis-St. Paul

Answer: D

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

24) The term _____ refers to a city's adjacent milk-producing region; cities everywhere, not just in the Dairy Belt, have them.

- A) dairy city
- B) cow country
- C) udder suburbs
- D) milkshed

Answer: D

Diff: 1

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.27: Locate on a map and name each of the major agricultural regions in the United States and in Canada.

25) Fully _____% of the U.S. and Canadian populations were classified as urban in the first decade of the twenty-first century.

- A) 50
- B) 68
- C) 72
- D) 80

Answer: D

Diff: 1

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

26) In 2003, the largest source of immigrants to Canada, _____ percent, came from the People's Republic of China, compared with a meager _____ percent from Great Britain.

- A) 16; 2.3
- B) 50; 22
- C) 22; 5.5
- D) 95; 1.6

Answer: A

Diff: 1

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

27) The corn producing regions of Canada are most prominent in:

- A) Nunavut
- B) Ontario
- C) Alberta
- D) New Brunswick

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 14. How human actions modify the physical environment.

Learning Outcome: 2.27: Locate on a map and name each of the major agricultural regions in the United States and in Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

28) In 2010, nuclear power accounted for _____ percent of U.S. energy consumption.

- A) 36.0
- B) 24.6
- C) 20.0
- D) 8.4

Answer: D

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.18: List the major forms of energy production in the United States and Canada region.

Global Science: Read and interpret graphs and data.

29) In 2010, natural gas accounted for _____ percent of U.S. energy consumption.

- A) 36.0
- B) 24.6
- C) 20.0
- D) 8.4

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.18: List the major forms of energy production in the United States and Canada region.

Global Science: Read and interpret graphs and data.

30) Of the following, which U.S. state has no major areas of oil and gas production?

- A) California
- B) Texas
- C) North Dakota
- D) Maine

Answer: D

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

31) Of the following, which Canadian area has no major areas of oil and gas production?

- A) Rocky Mountains
- B) Arctic Ocean
- C) Hudson Bay
- D) Labrador Sea

Answer: C

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

32) Oil and gas-bearing formations several thousand feet below the surface are blasted under high pressure with large quantities of water, sand, and chemicals, cracking the rock to release trapped oil and gas. This is called:

- A) hydro-therming
- B) water cracking
- C) fracking
- D) chapping

Answer: C

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

33) The U.S. and Canadian core manufacturing region contains cities such as Toronto, New York, and:

- A) Denver
- B) Chicago
- C) Miami
- D) Houston

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.30: List and locate on a map the major manufacturing regions of the United States.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

34) The U.S. and Canadian core manufacturing region contains cities such as Boston, Buffalo, and:

- A) Denver
- B) Montreal
- C) San Diego
- D) Nashville

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

35) In 2010, manufacturing accounted for about _____ percent of U.S. employment.

- A) 0.5
- B) 1.6
- C) 5.1
- D) 10.1

Answer: D

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.31: Provide examples of how outsourcing of manufacturing processes from the United States to other countries has impacted the manufacturing core of the United States.

Global Science: Read and interpret graphs and data.

36) In 2010, agriculture accounted for about _____ percent of U.S. employment.

- A) 0.5
- B) 1.6
- C) 5.1
- D) 10.1

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.29: Explain how technology has impacted the economic restructuring of agriculture in the United States and Canada region.

Global Science: Read and interpret graphs and data.

37) In 1940, manufacturing accounted for about _____ percent of U.S. employment.

- A) 0.5
- B) 10.1
- C) 25.2
- D) 33.9

Answer: D

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.31: Provide examples of how outsourcing of manufacturing processes from the United States to other countries has impacted the manufacturing core of the United States.

Global Science: Read and interpret graphs and data.

38) The St. Lawrence Valley and the Ontario Peninsula form the manufacturing heartland of Canada, producing perhaps _____ percent of the nation's industrial output..

- A) 25
- B) 50
- C) 75
- D) 95

Answer: C

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.30: List and locate on a map the major manufacturing regions of the United States.

39) In the South in 2011, _____ percent of whites lived in poverty.

- A) 9.9
- B) 10.4
- C) 24.7
- D) 26.7

Answer: B

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Global Science: Read and interpret graphs and data.

40) In the South in 2011, _____ percent of Asians lived in poverty.

- A) 9.9
- B) 10.4
- C) 24.7
- D) 26.7

Answer: A

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.22: Summarize the general circumstances of each of the major minority groups in the U.S. population.

Global Science: Read and interpret graphs and data.

41) In the South in 2011, _____ percent of Hispanics lived in poverty.

- A) 9.9
- B) 10.4
- C) 24.7
- D) 26.7

Answer: C

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.22: Summarize the general circumstances of each of the major minority groups in the U.S. population.

Global Science: Read and interpret graphs and data.

2.2 True False

1) Compared to the United States, Canada has highly restrictive gun laws.

Answer: TRUE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.1: List key cultural differences and similarities between the United States and Canada.

2) The tallest peaks in the Appalachian Mountains are above 9,000 feet.

Answer: FALSE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.3: List the major land surface form regions in the United States and Canada.

3) Hurricane Katrina resulted in the deaths of about 80,000 people.

Answer: FALSE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 15. How physical systems affect human systems.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

4) During the colonial period, Spanish settlements reached as far north as Durango, Colorado and San Francisco, California.

Answer: TRUE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Learning Outcome: 2.21: Identify the major minority groups in the U.S. population and locate areas of concentration on a map.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

5) The two primary cities in the French Canadian Core remain Montreal and Ottawa.

Answer: FALSE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.21: Identify the major minority groups in the U.S. population and locate areas of concentration on a map.

6) Unlike the United States, Canada has experienced considerable emigration, or out-migration, most often to Europe.

Answer: FALSE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

7) Most of the U.S. population presently lives west of the Mississippi River.

Answer: FALSE

Diff: 1

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

8) The Colorado River flows through Mexico.

Answer: TRUE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

9)



The Great Plains are to the east of the Rocky Mountains in Canada.

Answer: TRUE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

10)



Yellowknife sits on the coast of Lake Winnipeg.

Answer: FALSE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

11)



The Canadian Shield is found in no part of the United States.

Answer: FALSE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Knowledge

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.4: Locate on a map the major land surface form regions of the United States and Canada.

12) Due to the rain shadow effect, the eastern panhandle of West Virginia, on the leeward side of the Appalachian Mountains, receives less rainfall than the windward side of the state.

Answer: TRUE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.8: Describe the "orographic effect" on climate and point out areas of the United States and Canada region that experience the greatest orographic effects.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

13) U.S. population reached 300 million by the year 2000.

Answer: FALSE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Read and interpret graphs and data.

14) Canada's population reached 30 million by the year 2000.

Answer: TRUE

Diff: 2

Section: Environmental and Historical Contexts

Bloom's: Application

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Read and interpret graphs and data.

15) The United States imports almost 100% of the bauxite used to produce aluminum.

Answer: TRUE

Diff: 1

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

16) The Industrial Revolution first took hold in the United States in the South.

Answer: FALSE

Diff: 1

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Knowledge

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.30: List and locate on a map the major manufacturing regions of the United States.

17) By 1970, less than 1% of the U.S. workforce was engaged in agriculture.

Answer: FALSE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.28: Suggest reasons for the success of agriculture in the United States and Canada within the global economy.

Global Science: Read and interpret graphs and data.

18) The Spring Wheat producing region lies to the north of the Winter Wheat region.

Answer: TRUE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.27: Locate on a map and name each of the major agricultural regions in the United States and in Canada.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

19) Canada has no major coal mining areas in the west.

Answer: FALSE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

20) Due to the dominance of coal production in Appalachia, the United States has no major coal mining areas in the west.

Answer: FALSE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

21) All major concentrations of Native Americans are found west of the Mississippi in the United States.

Answer: FALSE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.21: Identify the major minority groups in the U.S. population and locate areas of concentration on a map.

Global Science: Demonstrate the ability to think critically and employ critical thinking skills.

22) In 2010, about 17.9% of all African-Americans lived in the U.S. South.

Answer: FALSE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Learning Outcome: 2.21: Identify the major minority groups in the U.S. population and locate areas of concentration on a map.

Global Science: Read and interpret graphs and data.

23) In 2010, about 16.3% of the U.S. population identified themselves as Hispanic.

Answer: TRUE

Diff: 2

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Application

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.22: Summarize the general circumstances of each of the major minority groups in the U.S. population.

Global Science: Read and interpret graphs and data.

2.3 Essay/short answer

1) Evaluate which of North America's landforms is the most daunting for human settlement.

Answer: Answers might mention the Canadian Shield, mountains, the basins and plateaus.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Evaluation

Nat'l Geog. St.: 15. How physical systems affect human systems.

Learning Outcome: 2.3: List the major land surface form regions in the United States and Canada.

Global Science: Communicate effectively in writing.

2) Explain orographic precipitation and predict where in West Virginia will have the highest precipitation due to prevailing winds out of the west that blow across the state.

Answer: Answers should mention wind direction, mountain orientation, and how these factors produce rainfall.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Evaluation

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.8: Describe the "orographic effect" on climate and point out areas of the United States and Canada region that experience the greatest orographic effects.

Global Science: Communicate effectively in writing.

3) Which environmental challenges will be most difficult to overcome for the United States and Canada?

Answer: Answers should mention wet summers, dry winters, and controlling factors such as the ITCZ, differential heating of land and water, high and low pressures, and orographic precipitation.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Synthesis

Nat'l Geog. St.: 7. The physical processes that shape the patterns of Earth's surface.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

Global Science: Communicate effectively in writing.

4) Predict future trends of population change in the United States and Canada.

Answer: Answers might mention past baby booms and fertility trends and current fertility trends with low death rates.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Evaluation

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Communicate effectively in writing.

5) Predict future migration trends in Canada.

Answer: Answers might mention recent migrations, raw material extraction, the draw of large cities.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Evaluation

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Communicate effectively in writing.

6) Predict future migration trends in the United States.

Answer: Answers might mention recent migrations, continued attractiveness of the West and South, the draw of large cities.

Diff: 3

Section: Environmental and Historical Contexts

Bloom's: Evaluation

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Communicate effectively in writing.

7) Evaluate what challenge is most difficult for farmers.

Answer: Answers might mention growing seasons, proximity to markets, water.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 15. How physical systems affect human systems.

Learning Outcome: 2.29: Explain how technology has impacted the economic restructuring of agriculture in the United States and Canada region.

Global Science: Communicate effectively in writing.

8) Evaluate which energy source will be most promising for the United States and Canada's future.

Answer: Answers might mention coal, oil, natural gas, solar, nuclear, and hydro.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

Global Science: Communicate effectively in writing.

9) Evaluate which area(s) of the United States are most promising for the renewable energy.

Answer: Answers might mention solar and geothermal in the west and southwest, hydro in the east and west, and wind in the Great Plains.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.11: Locate major coal, natural gas, and petroleum resources on a map, and describe the impact of resource extraction on the region's environment.

Global Science: Communicate effectively in writing.

10) Debate which energy sources effectively balance human needs with environmental concerns.

Answer: Answers might mention coal, nuclear, solar, hydro, natural gas.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Learning Outcome: 2.9: List the major environmental challenges facing the United States and Canada region.

Global Science: Communicate effectively in writing.

11) Assess whether globalization benefits or harms the United States.

Answer: Answers might mention loss of jobs due to outsourcing, cheaper consumer goods.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Global Science: Communicate effectively in writing.

12) Assess the problems and prospects for cities today.

Answer: Answers might mention central city decay, movement of jobs to the suburbs, attraction of investment to suburbs, urban sprawl, smart cities, poverty.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 9. The characteristics, distribution, and migration of human populations on Earth's surface.

Global Science: Communicate effectively in writing.

13) Assess the difficulties, historical and current, of integrating diverse ethnic groups in the United States and Canada.

Answer: Answers might mention slavery, black civil rights, Hispanics, French.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.25: Describe the general circumstances of the major minority groups in Canada and compare the Canadian minority experience with that of the United States.

Global Science: Communicate effectively in writing.

14) Evaluate how ethnic clustering could prevent the integration of diverse ethnic groups in the United States and Canada.

Answer: Answers might mention the Dearborn, Michigan example.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.21: Identify the major minority groups in the U.S. population and locate areas of concentration on a map.

Global Science: Communicate effectively in writing.

15) Evaluate the possibility of Quebec separating to form an independent country.

Answer: Answers might mention past attempts, diversity in French Canada, and new barriers.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Learning Outcome: 2.24: Identify the major minority groups in the Canadian population and locate major concentrations on a map.

Global Science: Communicate effectively in writing.

16) Based on previous shifts in manufacturing and current trends, predict future shifts in manufacturing location in the United States and Canada.

Answer: Answers might mention shifts out of the Coreland to the U.S. South and West and to Canada's West.

Diff: 3

Section: The United States and Canada: Profiles of a Developed Realm and Its Challenges

Bloom's: Evaluation

Nat'l Geog. St.: 11. The patterns and networks of economic interdependence on Earth's surface.

Learning Outcome: 2.30: List and locate on a map the major manufacturing regions of the United States.

Global Science: Communicate effectively in writing.