Assessment Focus:

Strand 2
Developing a Geographic Perspective

Geography Content Standard
Human Environmental Interaction

Human and Environmental Interaction

Part A: Interpreting Photographs to Explain Cultural Comparisons
Part B: Interpreting Photographs to Explain Cultural Comparisons
Part C: Interpreting Photographs to Explain Cultural Comparisons

Constructed Response.

Benchmarks: 2.1.1.ee, 2.1.1.le, 2.1.2.1c, 2.2.1.ee, 2.2.2.1c, 2.2.2.le, 2.2.4.le, 2.4.2.ee, 5.1.1.ee.

In this assessment students explain examples of environmental adaptation, describing how people live and work in other parts of the world, and make comparisons with life in Michigan.

These assessment samples are intended for teachers to copy and use with their students. The assessments complement the Geography Content Standards and Benchmarks (Strand 2: Geographic Perspective), Inquiry (Strand 5), and Public Discourse and Decision Making (Strand 6) of the Michigan Framework for Social Studies Education: Content Standards. The samples included may also be used as models for teachers to follow in constructing geography assessments that will challenge students as well as assist them in preparing for both classroom based and statewide assessment.
HUMAN AND ENVIRONMENTAL INTERACTION

PART A (Total Points: 10)
The photograph (Figure 1) shows a young boy with a herd of goats. His family used to be nomadic farmers, but now they live in the city.

Figure 1  Goats along a City Street in Cairo, Egypt.

1. What is a nomadic way of life like? 2 points

2. People still follow a nomadic way of life in some parts of the world. Name TWO things in the photograph which show a different and more settled way of life. 2 points
3. Why do you think the boy is leading the goats along the city street?  

4. Describe TWO ways in which this boy's life has changed since his family moved to the city.

5. A farmer in Michigan would not raise goats or sheep in the same way as a nomad. Describe how a Michigan farmer would raise goats or sheep.
PART B  (Total Points: 7)

The photograph (Figure 2) shows a house along the river near Bangkok, the capital of Thailand.

**Figure 2** Riverside Houses near Bangkok, Thailand.

Photographer: Dr. J. Stollman.

1. Why do you think these houses are built on stilts?  

2. Why do people decide to build their houses so close to the river?  

3. What TWO problems might people have living so close to the river?
4. Why do people in Michigan not live in similar stilt houses along the rivers? 2 points

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Benchmarks: 2.1.1.ee, 2.1.2.1e, 2.2.1.ee, 2.2.2.ee, 2.2.4.1e, 2.4.2.ee, 5.1.1.ee. Constructed response: information processing/prior knowledge.
PART C (Total Points: 9)

The photograph (Figure 3) shows a farming region in Java, Indonesia.

Figure 3  Farming in Java.

1. Why have the farmers in this part of Indonesia terraced the hillsides?  1 point
2. Why are the hillsides not terraced like this in Michigan?  

3. In what ways is the climate in this part of Indonesia different from that in Michigan?  

4. What crop do you think is growing in these fields? Why does this crop need level fields?  

5. Name a crop grown in Michigan which needs a lot of land? Why is this crop not grown in small fields like those shown in the photograph?  

Benchmarks: 2.2.1.ee, 2.2.2.ee, 2.2.2.3, 2.2.4.1e, 2.4.2.ee, 5.1.1.ee. Constructed response: prior knowledge/information processing.
### Human and Environmental Interaction

#### Teacher Resource

**SCORING GUIDE**

**PART A**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nomadic farmers take their herds on long migrations in search of pasture and water. 1 pt. per fact.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Cars, buses, paved streets, modern clothing. 1 pt. per item.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>He is taking his herd to find pasture. The animals are probably kept at his home in the city, but the boy is responsible for taking the goats to pasture every day and watching them. 1 pt. per fact.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>He probably no longer lives in a tent, but in a house. His family no longer moves from pasture to pasture through out the year. His father may have a job in the city. He may go to school. 1 pt. per way.</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Goats or sheep would be kept on a farm, live in fields where food and water would be brought to them. 1 pt. per fact.</td>
<td>2</td>
</tr>
</tbody>
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**PART B**

<table>
<thead>
<tr>
<th>#</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Houses built on edge of river which is prone to flooding. 1 pt.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Only available land, access to fishing and transportation. 1 pt. per reason.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Flooding, vermin, wooden stilts will rot, no space to grow food crops. 1 pt. per problem.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>No shortage of dry land for building, people usually find houses in the city or rural areas. 1 pt. per reason.</td>
<td>2</td>
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**PART C**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Pts</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Lack of flat land. 1 pt.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>There is sufficient flat land for farming. Terracing is expensive and used where suitable land is in short supply. 1 pt. per reason.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Tropical - hotter and wetter than Michigan, no cold winters.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Rice. 1 pt. The rice needs to be planted in flooded fields. 1 pt.</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Any grain crop (e.g. corn or wheat.) 1 pt. Need large fields because of the machinery used. 1 pt.</td>
<td>2</td>
</tr>
</tbody>
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