

Hands-on Social Studies Program

Our World Today



Teacher's Guide

Program Includes

Teacher's Guide, with Literacy Lessons • World Atlases, Fifth Edition • Activity Maps • Markers



Hands-on Program

Our World Today

Teacher's Guide

for World Atlas Fifth Edition



Contents

Program Components	iv
Using the Program	vi
Scope and Sequence	viii
Five Themes of Geography	viii
Interdisciplinary Skills	x

Reviewing Geography Skills

Teacher's Guide	1
Master Legend	3
Lessons	
1 Introducing the Atlas	5
2 Introducing the Activity Map	7
3 Reviewing Map Skills	11
4 Identifying Map Symbols	15

World

Teacher's Guide	19
Lessons	
5 Introducing the World	23
6 Exploring Land and Water	25
7 Locating Countries and Cities	29
8 Climate and Latitude	33
9 Polar Regions	37
10 Exploring the Oceans	41
11 Population	45
Assessment	
Reviewing the World	49

North America

Teacher's Guide	51
Lessons	
12 Introducing North America	57
13 Exploring Land and Water	59
14 Locating Countries and Cities	63
15 Comparing Dry Regions	67
16 Comparing Wet Regions	71
17 Settling Canada	75
18 Great Lakes	79
19 U.S. Megalopolises	83
20 Major Industries of Mexico	85
21 Volcanoes of Middle America	89
22 Comparing Cultures	93
Assessment	
Reviewing North America	95

© 2015, 2006, 2001 Nystrom Education, 10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802 United States of America

(310) 839-2436
(800) 421-4246

www.nystromeducation.com
access@nystromeducation.com

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in U.S.A.

v5.02

ISBN: 978-0-7825-2337-9 Product Code: NYS5649

South America

Teacher's Guide97

Lessons

23	Introducing South America	103
24	Exploring Land and Water	105
25	Locating Countries and Cities	109
26	Comparing Highland Regions	113
27	Comparing Plains Regions	117
28	Climate Zones in the Tropics	121
29	Amazon Rain Forest	125
30	Meeting the People	129
31	Comparing Cultures	133

Assessment

Reviewing South America	135
-------------------------	-----

Africa

Teacher's Guide137

Lessons

32	Introducing Africa	143
33	Exploring Land and Water	145
34	Locating Countries and Cities	149
35	Comparing Wet Regions	153
36	Comparing Dry Regions	157
37	The Sahara	161
38	The Nile	165
39	Meeting the People	167
40	Comparing Cultures	171

Assessment

Reviewing Africa	173
------------------	-----

Europe

Teacher's Guide175

Lessons

41	Introducing Europe	181
42	Exploring Land and Water	183
43	Locating Countries and Cities	187
44	Comparing Warmer Regions	191
45	Comparing Cooler Regions	195
46	Major Religions of Europe	199
47	European Union	203
48	Russia	207
49	Governments of Europe	211
50	Comparing Cultures	215

Assessment

Reviewing Europe	217
------------------	-----

Asia

Teacher's Guide219

Lessons

51	Introducing Asia	225
52	Exploring Land and Water	227
53	Locating Countries and Cities	231
54	Comparing Dry Regions	235
55	Comparing Wet Regions	239
56	Monsoons	243
57	Crowded Countries	247
58	Giants of Trade	249
59	Oil and the Middle East	253
60	Religions of Asia	257
61	Comparing Cultures	261

Assessment

Reviewing Asia	263
----------------	-----

Australia and Oceania

Teacher's Guide265

Lessons

62	Introducing Australia	269
63	Exploring Land and Water	271
64	Locating Countries and Cities	275
65	Comparing Regions	279
66	Ranching in the Outback	283
67	Exploring Oceania	287
68	Comparing Cultures	291

Assessment

Reviewing Australia and Oceania	293
---------------------------------	-----

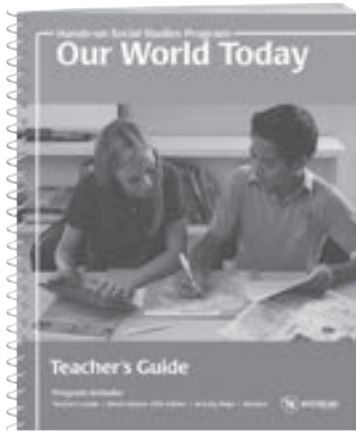
Atlas Literacy Lessons

Introduction295

Answer Key296

Lessons 1-15298

Program Components



Teacher's Guide

World Geography and World Cultures

8 Units:

- Reviewing Geography Skills
- World
- North America
- South America
- Africa
- Europe
- Asia
- Australia and Oceania

68 Student Lessons and 7 Assessments

Teacher's Guide pages for every unit

Student Lessons

- Step-by-step, easy to follow.
- Help students answer key questions:
“Where are the people?”
“Why are they there?”
- Activities target a range of learning styles.
- Easy to duplicate.
- Graphic organizers summarize lessons and assess learning.
- Variety of responses develop critical thinking and writing skills.

Comparing Plains Regions

27

For use with pages 56–61 of The Nystrom World Atlas.

Here's a Tip!

- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 27d for students' South America booklets.

Answers

Northern Plains		Southern Plains	
Symbol	Explanation	Symbol	Explanation
	Llanos, Amazon Basin		Gran Chaco, Pampas, Patagonia
	Very rainy		Very little to moderate rain
	All year growing season		Very long to very short
	Subsistence farming, ranching and herding, logging		Commercial farming, ranching and herding
	Sparsely populated		Sparsely populated except Buenos Aires

Answers will vary. Students may describe the Northern Plains as having abundant precipitation and as being mostly rain forest and grassland. They might describe the Southern Plains as having little precipitation, or being both flat and hilly, or agricultural.

Climate Zones in the Tropics

28

For use with page 58 of The Nystrom World Atlas.

Notes

- Brazil is the second-largest producer of bananas in the world, and Ecuador is number three.
- Brazil is the top producer of coffee; Colombia is number two.
- Brazil is the largest producer of sugar in the world.

Answers

Zone	Meaning	Elevation (feet)	Growing Season	Crops/Livestock
Tierra Caliente	Hot land	2,000 or less		bananas, sugar, rice, cacao
Tierra Templada	Temperate land	2,000–5,000		coffee, corn
Tierra Fria	Cold land	5,000–10,000		potatoes, barley, wheat
Paramo	High barren plain	10,000–15,000		llamas, alpacas, sheep
Tierra Helada	Frozen land	over 15,000		none

Answers will vary. Students may mention bananas, sugar, rice, or cacao because of the area's low elevation and long growing season.

Nystrom Education 99 South America Our World Today

South America

Comparing Plains Regions

In Lesson 26 you compared South America's highland regions. In this lesson, you'll use symbols and labels to compare the plains regions.

Where are South America's plains regions?

- The **plains** regions cover about three-fifths of South America. A plain is a large area that is mostly flat or gently rolling. The plains in South America can be divided into two regions: the **Northern Plains** and the **Southern Plains**.
 - Turn to the South America Activity Map.
 - Give the map a title. Across the top of the map, write **COMPARING PLAINS REGIONS**.
- The **Northern Plains** are located between the Andes Mountains and the two eastern highlands regions.
 - On your Activity Map, draw a line along the eastern boundary of the Andes Mountains to the northern coast of Venezuela to Tierra del Fuego.
 - Use the map on Activity Sheet 27d to help you draw the Guiana Highlands and the Highland regions on your Activity Map.
 - Draw a line between the Andes Mountains and Brazilian Highlands regions at the Pacific Ocean near the Equator, write and underline **NORTHERN PLAINS**.
- The **Southern Plains** are located west of the Andes Mountains and south of Brazil's highlands.
 - Turn to the cross section on page 58 of The Nystrom World Atlas. Point to the low area between the Andes Mountains and the Brazilian Highlands.
 - Now, look at the Elevation map on page 58. Point to areas in the south with elevations below 1,000 feet.
 - On the Atlantic Ocean, at 30°S, write and underline **SOUTHERN PLAINS**.

What are the characteristics of the Northern Plains?

- The **Llanos** and the **Amazon Basin** make up the Northern Plains.
 - On your Activity Map, across the flat plains of the Llanos, draw plains symbols.
 - The **Llanos**, “level lands” in Spanish, has grasslands with few trees. In the Llanos, draw a grassland symbol.
 - The Amazon Basin is surrounded by higher land. On the basin, draw this symbol.
 - The largest tropical rain forest in the world is in the Amazon Basin. In the Amazon Basin, draw a rain forest symbol.

South America Our World Today 117

Name _____

Comparing Plains Regions

Pulling It Together

Use your completed Activity Map, Activity Sheets 27a–27c, and pages 56–61 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.

Northern Plains

Southern Plains

Symbol	Explanation	Symbol	Explanation
	Llanos, Amazon Basin		Gran Chaco, Pampas, Patagonia
	Very rainy		very little to moderate rain
	all year growing season		very long to very short
	subsistence farming, ranching and herding, logging		commercial farming, ranching and herding
	sparsely populated		sparsely populated except Buenos Aires

Northern Plains

Description of Regions

Southern Plains

Description of Regions

South America Our World Today 120

Literacy Lessons

Fifteen lessons developed specifically to broaden in-depth analytical skills.

- **Cross-curricular Activities**
- **Literature Links on divider for each unit!**

Teacher's Guide

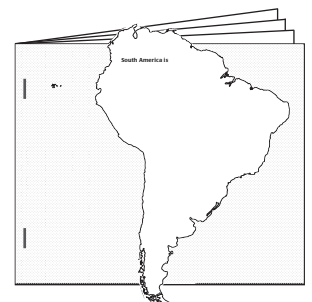
Handy, easy to use:

- Objectives
- Materials
- Answers

Tips for teaching
Background notes

Unit Booklets

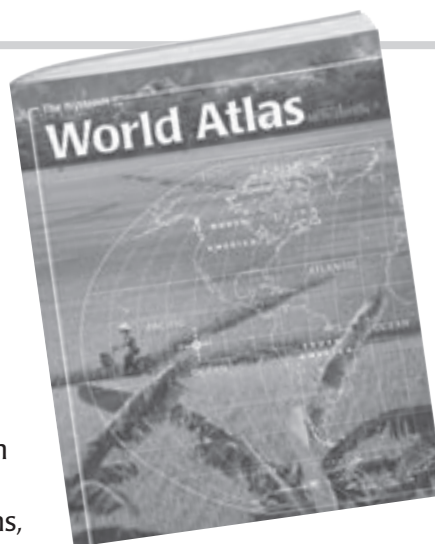
Students assemble their graphic organizers into a study guide—to help them prepare for each unit review.



30 Atlases

8½" x 11", 120 pages, full color

- **Maps** clearly illustrate physical features, political divisions, and thematic patterns.
- **Graphs** present complex facts in a visual format.
- **Photos** provide insights into people and places.
- Other **non-fiction text features**: table of contents, captions, bulleted text, cross-sections, glossary, index—also strengthen reading skills.
- The **e-book** version of the Atlas has additional maps, graphs, and primary sources, as well as navigation tools. 📱



Use it every day!

Students

- read non-fiction
- develop reference skills
- build visual literacy

15 Folding Activity Maps

8 maps in one!

Laminated and markable, 19" x 52"—folds to 19" x 13"

Land cover, physical features, and political boundaries on each map:

- | | |
|-----------------|-------------|
| • World | • Africa |
| • United States | • Europe |
| • North America | • Asia |
| • South America | • Australia |



15 Map Markers

Easy to clean, long-lasting



Hands-on program activities:

- focus on cultural and physical geography—people and places.
- guide students in adding details and information to build content.
- build geography concepts and develop critical thinking.
- use the Atlas as a reference tool.

Using the Program

“What is *Our World Today*?”

Our World Today is a hands-on curriculum program that:

- Delivers content for cultural and physical geography.
- Develops reading, geography, reference, critical thinking, and writing skills.
- Reinforces the Five Themes of Geography, National Geography Standards, and literacy standards.
- Integrates reading and hands-on materials in a variety of step-by-step lessons.

“What does the program do?”

Our World Today . . .

- Helps students understand our world by focusing on global, continental, and regional patterns.
- Works successfully with any world geography or world cultures curriculum.
- Provides structured activities for successful group and/or individual work.

“How is *Our World Today* organized?”

The first unit has four lessons that introduce students to the Atlas and the Activity Map and review basic geography skills.

The remaining seven units cover the world and the six populated continents.

- Each unit includes Atlas-only lessons and lessons that use both the Atlas and the Activity Maps.
- Basic lessons paint the big picture.
- Taking a Closer Look lessons focus on specific key topics.
- Each unit ends with an assessment that focuses on key understandings, reviews what students learned, tests graph-reading and mapping skills, and reinforces test-taking skills.

“Can you tell me more about the program materials?”

Atlas

The Nystrom World Atlas is a visual resource to help students learn about regions and patterns around the world. The Atlas is:

- An integral component of the hands-on lessons in *Our World Today*.
- A resource for students to use every day.

Activity Maps

The markable, laminated maps are designed for hands-on activities.

- The land cover coloring and relief shading help students focus on physical geography.
- Students add information to the maps as they identify regions and patterns.
- Mapping activities add visual and interactive dimensions to learning.
- The Activity Maps are easy to keep track of—each map is always handy.

Hands-on mapping activities are easy to monitor.

- Check progress by walking around the class and observing.
- Have students hold up their maps, point to locations before marking them, or compare maps with one another.

Student Lessons

Activity sheets give students opportunities to:

- Read in a content area.
- Follow step-by-step instructions.
- Gather information from the Atlas.
- Mark the Activity Map.
- Complete graphic organizers.
- Write responses.

Atlas Literacy Lessons

These 15 lessons:

- Complement other lessons in this volume.
- Utilize additional resources from the *World Atlas* e-book.

Here's a tip!

- For fast and easy map cleaning, use a spray bottle to dampen paper towels.
- Assign one student per group to clean and put away the map and marker.
- Choose another to collect atlases.

Paper-Saving Tips!

Watch for activity sheets **with name lines**.

- Students write on these sheets.
- They are Atlas-only lessons, lesson summaries, or assessments.
- Have students save them for their unit booklets, which are also study guides.

Save paper! Watch for activity sheets **without name lines**.

- Students do not write on these sheets. They are instructions for marking the Activity Maps.
- Duplicate them separately.
- Collect and reuse them with multiple classes.

“Will *Our World Today* fit my curriculum?”

Our World Today is flexible. Use this program as a foundation or customize it to fit your curriculum. Teach sections in any sequence. Select lessons that:

- Match the geographic area you are teaching.
- Enhance your textbook.
- Fill a gap in your curriculum.
- Relate specifically to your location.
- Have special interest to your students.
- Differentiate learning opportunities.

“Do Nystrom maps and globes support *Our World Today*?”

Yes! Nystrom maps and globes directly correlate with *The Nystrom World Atlas*, as well as with the *Our World Today Activity Maps*. These maps are also available digitally on StrataLogica.com.



- The **Land Cover Series** correlates with the Activity Maps. Use the series to focus class attention on today's vegetation patterns and physical features.
- Use the **Political Relief Series** to focus attention on the location and size of countries and cities.
- Use the **Sculptural Relief Series** to focus attention on landforms and elevation.

“Is there a technology component for *Our World Today*?”

The *World Atlas* is available as an e-book on StrataLogica.com. It has a variety of additional resources to extend the program, including:

- Thematic maps
- Graphs
- Primary source documents.


Watch for this icon  **E-BOOK EXTRA**.

The *World Atlas* e-book can also quickly take you to the Understanding section of the Atlas for more information. Watch for the navigation icons.

“I’m concerned about reading and writing. Can *Our World Today* help?”

In *Our World Today*, students read in a content area and follow directions.

- The Atlas and lessons help students build their content vocabulary.
- Maps, graphs, photos, and photo captions help students decode new words and concepts.
- Graphic organizers help students summarize their learning.

In the lessons, watch for this icon . It lets you know an activity involves writing.

“How can I make my classroom more interesting for students?”

Set up a variety of centers that appeal to different learning styles. Some ideas include:

- A mapping center with a specific *Our World Today* lesson, the Atlas, the Activity Map, outline maps, or map puzzles.
- A reading corner where students can check out relevant books or magazines.
- A bulletin board map where students can display book reviews or travel brochures.
- A computer with world culture or geography screened websites and StrataLogica.com.
- A current events board where newspaper, magazine, and Internet articles are displayed and tracked on a world map.

Set aside time for students to explore the centers.

Scope and Sequence

5 Themes of Geography

The goal of *Our World Today* is to deliver foundation content for understanding cultural and physical geography. Through these hands-on lessons, students explore characteristics of the land. They also look at climate, land use, and population patterns, and the connections between them. These topics clearly reflect **Geography for Life*** and the **Five Themes of Geography.**** Use the following summary of the five themes to help students recognize the basic concepts as they explore our world today. Because the themes overlap so frequently, the chart generally shows only the dominant themes of each lesson.

1. Location

The first geographical question is always “Where?” and the most fundamental geographic skill is the ability to describe where things are located. Location can be described in both relative and absolute terms.

- **Relative location** describes where a place is in relation to other places. Which landforms and bodies of water are nearby? Which other places are to the north, south, east, and west? Which places are at the same latitude?
- **Absolute location** directs us to a precise position on the earth’s surface—from our street address to latitude-longitude coordinates.
- **Reasons for location** can be practical, historic, economic, geographic, or cultural.

2. Place

Besides its specific location, every place has other distinctive characteristics—both physical characteristics and cultural, or human, characteristics.

- **Physical characteristics** of a place include shape, landforms, bodies of water, climate, vegetation, and animal life. Topics related to the earth’s rotation and revolution—such as seasons—are also related to this theme.
- **Cultural characteristics** of a place include airports, shopping centers, roads, bridges, and all other built structures. Also included are the languages,

religions, political systems, and areal distribution of the inhabitants.

- **Ways of representing places** are part of this theme. Related topics include scale models, linear scale, map symbolism, map projection, and special maps.

3. Relationships Within Places

People interact with their environments in many ways. Not only do we depend on nature to meet our needs, we also adapt to it and even alter it in significant ways. The ways different groups interact with their environments are affected by cultural background and technological resources.

- **People depend on their environments** for their basic needs and for many recreational activities.
- **People adapt to and change their environments** with their clothing, housing, and land use. Patterns related to climate or land use also are part of the theme.
- **The impact of technology on the environment** includes farming, forestry, and mining, as well as transportation systems and urban development.

4. Movement

People, products, information, and ideas move in patterns. The theme of movement concerns human interactions: the ways we are linked with regions, cultures, and people beyond our immediate environment.

- We are **linked with other places** by birth, country of origin, and travel. Transportation and communication also create links. The Internet demonstrates a link that facilitates the easy exchange of information and ideas.
- **Interdependence** is evident in foods, raw materials, and manufactured goods that we import and export. These connections are evident in supermarkets, electronic goods, and clothing stores.
- **Patterns of movement** can be seen in exploration, trade, settlement, migration, and invasion. Routes, travel times, and schedules show these patterns. Cultural exchanges, as in fashion and music, also illustrate this theme.

* **Geography for Life** includes national geography standards developed on behalf of the American Geographical Society, the Association of American Geographers (AAG), the National Council for Geographic Education (NCGE), and the National Geographic Society in 1994 and updated in 2012.

** The themes were first described in *Guidelines for Geographic Education: Elementary and Secondary Schools* (1984), which was jointly prepared by NCGE and AAG.

5. Regions

Geographers divide the world into manageable units of study called regions. Some regions are defined in terms of a single characteristic, while others meet a complex set of criteria. The criteria for defining a region can be either physical or cultural and may change over time.

- **Physical regions** can be defined by landforms, bodies of water, vegetation, climate, soil, or the presence of certain resources.
- **Cultural regions** can be defined by political alliances, land use patterns, economics, race, language, religion, or several factors.
- **Regional changes** can result from such changes as boundaries, alliances, population, land use, and climate.

Our World Today

5 Themes of Geography

5 Themes of Geography		Reviewing Geography Skills	World	North America	South America	Africa	Europe	Asia	Australia and Oceania
Location									
Relative location	3, 4	6, 7, 8, 9, 10, 11	12, 13, 14, 15, 16, 17, 18, 19, 21	23, 24, 25, 26, 27, 28, 29, 31	32, 33, 34, 35, 36, 37, 38, 39, 40	42, 43, 44, 45, 46, 47, 48	51, 52, 53, 54, 55, 56, 58, 59, 60, 61	62, 63, 64, 65, 66, 67, 68	
Absolute location	1, 3	5, 6, 9, 10, 11	15, 21	24, 27, 29, 30	33, 35, 36	46	54, 55, 56	66, 67	
Reasons for location		10, 11	15, 16, 17, 18, 19	26, 27, 28, 30	35, 36, 37, 38, 39	43, 44, 45, 46, 47, 48	54, 55, 56, 58, 59, 60, 61	65, 66, 67	
Place									
Physical characteristics	1, 2, 4	5, 6, 8, 9, 10	12, 13, 14, 15, 16, 17, 18, 21, 22	23, 24, 25, 26, 27, 28, 29, 31	32, 33, 34, 35, 36, 37, 38, 40	41, 42, 43, 44, 45, 48, 50	51, 52, 53, 54, 55, 56, 59, 61	62, 63, 64, 65, 66, 67, 68	
Cultural characteristics	1, 2, 4	5, 7, 9, 11	12, 14, 15, 16, 17, 18, 19, 20, 22	23, 25, 26, 27, 29, 30, 31	32, 34, 35, 36, 37, 38, 39, 40	41, 43, 44, 45, 46, 47, 48, 49, 50	51, 53, 54, 55, 57, 58, 59, 60, 61	62, 64, 65, 67, 68	
Ways of representing places	1, 2, 3, 4	5, 6, 7, 8, 9, 10, 11	13, 15, 16, 17, 18, 20, 21	24, 25, 26, 27, 28, 29	33, 34, 35, 36, 37, 38, 39	42, 43, 44, 45, 46, 47, 48, 49	52, 53, 54, 55, 56, 57, 58, 59, 60	63, 64, 65, 66, 67	
Relationships Within Places									
People depend on their environments		8, 9, 10, 11	15, 16, 17, 18, 20, 21	26, 27, 28, 29, 31	35, 36, 38, 39	44, 45	54, 55, 56, 58, 59, 61		
People adapt to and change their environments		9, 10, 11	15, 16, 17, 18	26, 27, 28, 29	35, 36, 37, 38	44, 45, 48, 50	51, 54, 55, 56, 59	65, 66	
Impact of technology on the environment		10	18, 19, 20	26, 27, 29	35, 36, 38	44, 45	54, 55		
Movement									
Linkages with other places			17, 18, 19, 20, 22	29, 30	38, 39	46, 47, 49	58, 59, 60	66, 67	
Interdependence			17, 18, 20	29		47	58, 59	66, 67	
Patterns of movement		10	13, 15, 16, 17, 18, 19, 20, 21	29, 30	33, 35, 36, 37, 38, 39	42, 44, 45, 46, 47	56, 58, 59, 60	63, 66, 67	
Regions									
Physical regions	4	5, 8, 9, 10	13, 15, 16, 18, 21, 22	24, 26, 27, 28, 29, 31	33, 35, 36, 37, 38, 40	42, 44, 45, 48, 50	52, 54, 55, 56, 59, 61	63, 65, 66, 67, 68	
Cultural regions	4	5, 7, 11	14, 15, 16, 17, 19, 20, 22	25, 26, 27, 30, 31	34, 35, 36, 39, 40	41, 43, 44, 45, 46, 47, 48, 49, 50	53, 54, 55, 57, 58, 59, 60, 61	64, 65, 67, 68	
Regional changes		10	16, 17, 20	29, 30	37, 39	46, 47, 49, 50	53, 56, 58, 59, 60	67	

Our World Today

Interdisciplinary Skills

In the lessons in **Our World Today** students use, apply, and develop a number of interdisciplinary skills. In fact, one of the benefits of social studies is that students must use a variety of skills in order to learn.

The chart below shows which lessons highlight specific skills. Use the chart as a guide to see how skills are incorporated in **Our World Today**.

Questions marked by a ★ develop critical thinking skills.

Interdisciplinary Skills	Reviewing Geography Skills	World	North America	South America	Africa	Europe	Asia	Australia and Oceania
Map Skills								
Use cardinal and intermediate directions.	3, 4	6, 10, 11	12, 13, 14, 15, 16, 17, 18, 21	24, 25, 26, 27, 28, 29, 30, 31	32, 33, 34, 35, 36, 37, 38, 39	42, 43, 44, 45, 46, 48	51, 52, 53, 54, 55, 56, 58	62, 63, 64, 65, 66, 67
Locate places using latitude and longitude.	3	5, 6, 8, 9, 10, 11	15, 21	24, 27, 28, 29, 30	33, 35, 36, 37	44, 46	54, 55, 56	66, 67
Compare size and shape.	1	6, 7, 10	12, 13, 14	23, 24, 25, 29	32, 33, 34	42, 43	51, 52, 53, 57	63, 64, 66
Identify physical features.	1, 2	5, 6, 9, 10	12, 13, 15, 16, 17, 18, 20, 21, 22	23, 24, 25, 26, 27, 28, 29, 31	32, 33, 34, 35, 36, 37, 38, 40	41, 42, 43, 44, 45, 47, 48, 50	51, 52, 53, 54, 55, 56, 59, 61	62, 63, 64, 65, 66, 67, 68
Identify political units.	1, 2	5, 7, 11	12, 14, 15, 16, 17, 18, 19, 20, 22	23, 25, 26, 27, 30, 31	32, 34, 35, 36, 38, 39, 40	41, 43, 44, 46, 47, 48, 49, 50	51, 53, 55, 56, 57, 58, 59, 60, 61	62, 64, 65, 67, 68
Identify thematic patterns.	4	5, 8, 9, 11	12, 15, 16, 19, 22	23, 26, 27, 28, 29, 31	32, 35, 36, 37, 38, 39, 40	44, 45, 46, 47, 48, 49, 50	51, 54, 55, 56, 57, 59, 60, 61	62, 65, 66, 68
Add information to a map using symbols and labels.	2, 3, 4	6, 7, 8, 9, 10, 11	13, 14, 15, 16, 17, 18, 19, 20, 21	24, 25, 26, 27, 28, 29, 30	33, 34, 35, 36, 37, 38, 39	42, 43, 44, 45, 46, 47, 48, 49	52, 53, 54, 55, 56, 57, 58, 59, 60	63, 64, 65, 66, 67
Critical Thinking Skills								
Gather and interpret data.	4	9, 11	15, 16, 17, 19, 22	26, 27, 31	35, 36, 40	44, 45, 48, 49, 50	54, 55, 57, 59, 61	65, 67, 68
Classify and categorize.	2, 4	6, 7, 10	14, 15, 16, 19, 20, 21	25, 26, 27, 28, 29, 30	34, 35, 36, 39	41, 43, 44, 45, 46, 48, 49	53, 54, 55, 56	64, 65, 67
Compare and contrast.		8, 9	15, 16, 19	26, 27, 30, 31	35, 36, 39, 40	44, 45, 48, 50	54, 55, 56, 57, 58, 59, 60, 61	65, 66, 68
Generalize or summarize.	4	5, 9, 10, 11	15, 16, 17	23, 24, 26, 27, 29	32, 33, 35, 36, 39	41, 42, 44, 45, 47, 49	51, 52, 54, 55, 56, 60	62, 65
Relate cause and effect.		8, 10, 11	15, 16, 17, 21	26, 27, 28, 29, 30	35, 36, 37, 38, 39	44, 45, 47, 48	54, 55, 56, 59	65, 66
Infer or predict.		8, 11	21, 22	28, 29, 31	37, 38, 40	46, 50	56, 58, 59, 60	67, 68
Visual Literacy Skills								
Interpret photos, graphs, and diagrams.	1	6, 7, 8, 9, 10, 11	12, 14, 17, 18, 21	23, 24, 25, 26, 27, 29, 30	32, 33, 34, 35, 38, 39	41, 42, 43, 44, 45, 46, 47, 48	51, 52, 56, 57, 58, 59, 60	62, 64, 66, 67
Organize data graphically.	2, 4	6, 7, 9, 11	14, 15, 16, 17, 18, 19, 20, 21	25, 26, 27, 28, 29, 30	34, 35, 36, 39	43, 44, 45, 46, 47, 48, 49	53, 54, 55, 58, 59	64, 65, 66, 67
Complete a map.	2, 3, 4	6, 7, 8, 9, 10, 11	13, 14, 15, 16, 17, 18, 19, 20, 21	24, 25, 26, 27, 28, 29, 30	33, 34, 35, 36, 37, 38, 39	42, 43, 44, 45, 46, 47, 48, 49	52, 53, 54, 55, 56, 57, 58, 59, 60	63, 64, 65, 66, 67
Use atlases and maps as resources.	1, 2, 3, 4	5, 6, 7, 8, 9, 10, 11	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	23, 24, 25, 26, 27, 28, 29, 30, 31	32, 33, 34, 35, 36, 37, 38, 39, 40	41, 42, 43, 44, 45, 46, 47, 48, 49, 50	51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61	62, 63, 64, 65, 66, 67, 68
Communication Skills								
Use social studies terms in written contexts.	2, 3, 4	5, 6, 7, 8, 9, 10, 11	12, 13, 14, 15, 16, 17, 18, 19, 21, 22	23, 24, 25, 26, 27, 28, 29, 30, 31	32, 33, 35, 36, 37, 38, 39, 40	41, 42, 44, 45, 47, 48, 49, 50	51, 52, 54, 55, 56, 58, 59, 60, 61	62, 63, 65, 66, 67, 68
Express ideas in writing.	4	5, 6, 7, 8, 9, 10, 11	12, 13, 15, 16, 17, 20, 21, 22	23, 24, 26, 27, 28, 29, 30, 31	32, 33, 35, 36, 37, 38, 39, 40	42, 44, 45, 47, 50	52, 54, 55, 58, 59, 60, 61	62, 63, 65, 66, 67, 68
Collaborate with peers in group discussions and lesson activities.	2, 3, 4	6, 7, 8, 9, 10, 11	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	24, 25, 26, 27, 28, 29, 30	33, 34, 35, 36, 37, 39	42, 43, 44, 45, 46, 47, 48, 49	52, 53, 54, 55, 56, 58, 59, 60	63, 64, 65, 66, 67

Reviewing Geography Skills

Cross-Curricular Activities

Critical Thinking *Search the Atlas*

Choose a place listed in the Index of Places in *The Nystrom World Atlas*. Have students compete to be the first to find a map of that place in the Atlas.

Math *Find Latitude and Longitude*

Ask a student to call out latitude and longitude coordinates and have the rest of the class find the location on a world map. Have students identify a city, country, or ocean in the area.

Geography *Label a Map*

Have students work in pairs using one of the *Our World Today* Activity Maps and the Atlas. Have students take turns finding countries and cities on a Political Relief Map in the Atlas and then labeling them on an Activity Map.

Lesson	page
1 Introducing the Atlas.....	5
2 Introducing the Activity Map.....	7
3 Reviewing Map Skills.....	11
4 Identifying Map Symbols.....	15

Literature Links

Your students might enjoy these books and others to get an overview of the world and some geography skills. Use picture books (p) to introduce a topic or as a model for student writing assignments.

Hottest Coldest Highest Deepest (p)

by Steve Jenkins

Oceans

by Seymour Simon

Latitude and Longitude (p)

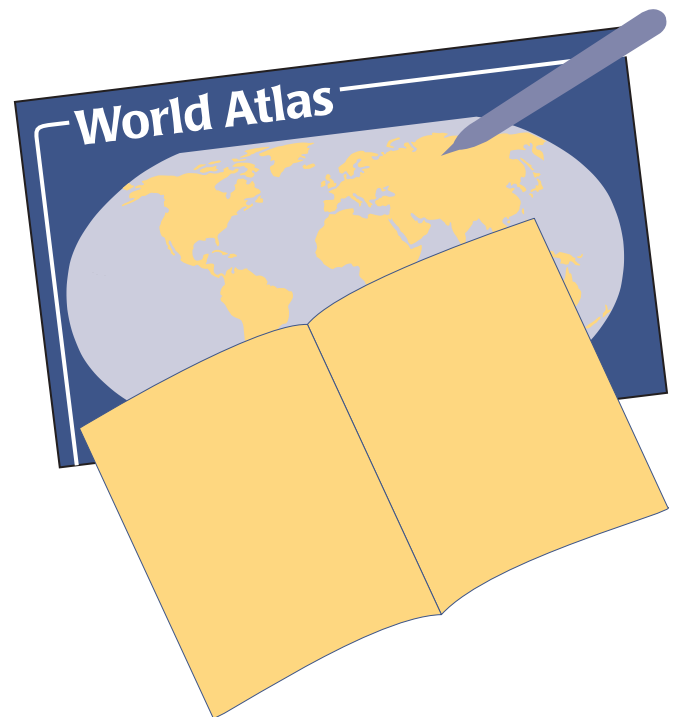
by Rebecca Aberg

Sea Clocks: The Story of Longitude (p)

by Louise Borden

Types of Maps (p)

by Mary Dodson Wade



Introducing the Atlas

For use with The Nystrom World Atlas.

1

Here's a Tip!

- Explain your procedure for distributing and collecting Atlases.
- Also explain any rules you have about writing in the Atlas.

Answers


- | | |
|----------------|------------------|
| a. Caspian Sea | c. Pacific Ocean |
| b. Nile | d. Mt. Everest |
- a. 4 b. 1 c. 3 d. 2 e. 5
- | | |
|------------------|---------------|
| a. South America | e. Africa |
| b. North America | f. Europe |
| c. Australia | g. Antarctica |
| d. Asia | |
- | |
|--|
| a. State, province, or territory capital |
| b. Small country |
| c. National capital |
| d. Waterfall |
- | | | | |
|------|------|------|------|
| a. T | b. F | c. T | d. F |
|------|------|------|------|
- | | | | |
|----------|--------------|-------|-----------|
| a. Chile | b. 34°N, 8°W | c. 83 | d. Arctic |
|----------|--------------|-------|-----------|
- | | | |
|--|---------------------|---------|
| a. Focus on Oil and OPEC | | |
| b. Organization of Petroleum Exporting Countries | | |
| c. Iran, Iraq | d. Major Oil Fields | |
| e. Egypt | f. Persian Gulf | g. OPEC |

Objectives

Students will be able to:

- Locate specific sections of the Atlas.
- Use information from maps, graphs, and photos to answer questions.

Materials

- ☐ *The Nystrom World Atlas* 
- ☐ Activity Sheets 1a–1b, *Introducing the Atlas*

Introducing the Activity Map

For use with The Nystrom World Atlas.

2

Here's a Tip!

- Explain your procedure for distributing and collecting Activity Maps and Map Markers.
- Have students clean the Activity Maps with a damp paper towel.
- Assign students the task of checking that maps have been cleaned and that caps have been tightly put on markers.

Answers

North America: all

South America: cropland, grassland, tundra, glacier, semi-desert & desert, tropical rain forest, broadleaf forest

Africa: cropland, grassland, semi-desert & desert, tropical rain forest, broadleaf forest

Europe: cropland, grassland, tundra, glacier, semi-desert & desert, broadleaf forest, needleleaf forest

Asia: all

Australia: cropland, grassland, semi-desert & desert, tropical rain forest, broadleaf forest

☆ Answers will vary depending on the Activity Map selected. Six continents, countries, or states and six cities should be labeled.

Objectives

Students will be able to:

- Label and use the Activity Map.
- Identify continents and their land cover.

Materials

- ☐ *The Nystrom World Atlas* 
- ☐ Activity Sheets 2a–2d, *Introducing the Activity Map*
- ☐ *Our World Today Activity Maps* or *Land Cover Series* (at StrataLogica.com) 
- ☐ Map Markers

Reviewing Map Skills

For use with pages 104–105 of The Nystrom World Atlas.

3

Objectives

Students will be able to:

- Identify cardinal and intermediate directions.
- Divide maps into hemispheres.
- Locate places using latitude and longitude.

Materials

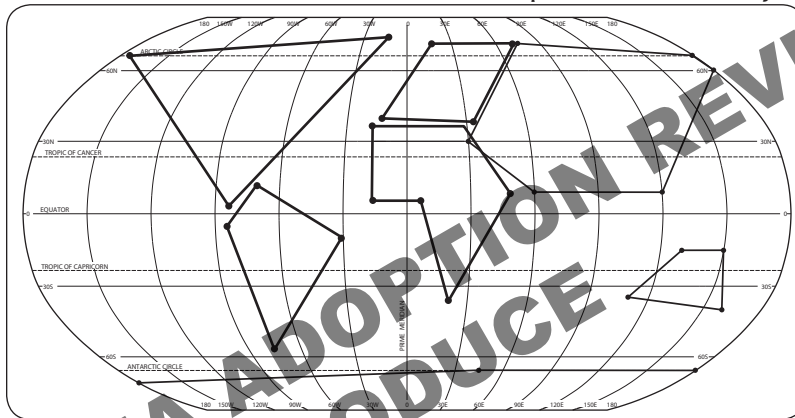
- *The Nystrom World Atlas* 📖
- Activity Sheets 3a–3d, *Reviewing Map Skills*
- *Our World Today Activity Maps* or *Land Cover Series* (at StrataLogica.com) 📖
- Map Markers

Here's a Tip!

- Label each wall in your classroom with its cardinal direction.
- Give students additional practice finding places given an absolute location.
- Project Activity Sheet 3d. As a class, plot North America on the board as students follow along on their activity sheets.

Answers

- ☆ Make sure continents and oceans on the map are labeled correctly.



Identifying Map Symbols

For use with pages 29–31 of The Nystrom World Atlas.

4

Objectives

Students will be able to:

- Use thematic maps to gather data about a place.
- Read a legend.

Materials

- *The Nystrom World Atlas* 📖
- Activity Sheets 4a–4d, *Identifying Map Symbols*
- *Our World Today Activity Maps* or *Land Cover Series* (at StrataLogica.com) 📖
- Map Markers
- Master Legend

Here's a Tip!

- Photocopy the Master Legend on page 3 for your students or project the master legend.

Answers









Answers will vary, depending on your area.

- ☆ Answers will vary, depending on your area.

Master Legend






Land Cover

Most common ground cover found in an area.

Type	Symbol
Cropland	
Grassland	
Tundra	
Glacier	
Semi-desert & desert	
Tropical rain forest	
Broadleaf forest	
Needleleaf forest	






Precipitation

Average total amount of rain, snow, sleet, and hail received in a year.








Yearly total (inches)	Symbol
0 to 10	
10 to 20	
20 to 40	
40 to 80	
Over 80	

Growing Season

Average number of months in which the temperature is above freezing and crops grow.






Months	Symbol
Under 3	
3 to 6	
6 to 8	
8 to 12	
All year	

Largest widespread economic use of the land. Other uses are also present.

Type	Symbol
Urban	
Commercial farming	
Subsistence farming	
Ranching or herding	
Nomadic herding	
Forestry	
No widespread use	

Population

Average number of people who live in a square mile.

Density (people per square mile)	Symbol
0 to 5	
5 to 50	
50 to 100	
100 to 250	
Over 250	

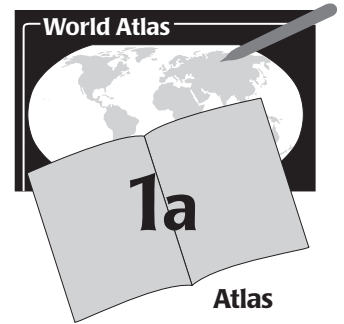
OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Name _____

Reviewing Geography Skills

Introducing the Atlas

The Nystrom World Atlas is a valuable tool that will help you explore the world. In this lesson, you'll learn about the kinds of resources that are in the Atlas.



What types of resources are in the Atlas?

1. Use the **World Facts** on the inside front cover to answer the following questions. Circle the correct answer.

- a. What is the world's largest lake?

Lake Superior Lake Victoria Caspian Sea Aral Sea

- b. What is the world's longest river?

Mississippi Nile Amazon Yangtze

- c. Which is the world's deepest ocean?

Pacific Atlantic Indian Southern

- d. Which mountain has the highest elevation?

Mt. Kilimanjaro Denali Mt. Elbrus Mt. Everest

2. Turn to the **Table of Contents** on page 2. Arrange the following continents in the order they appear in the atlas, with **1** being the first and **5** the last.

- a. ____ Asia

- b. ____ North America

- c. ____ Europe

- d. ____ Africa

- e. ____ Australia

3. Look at the **Continents and Oceans** map on page 2. Write the name of the continent next to the color used for the continent on the map.

- a. Yellow: _____ e. Light green: _____

- b. Orange: _____ f. Dark green: _____

- c. Purple: _____ g. Pink: _____

- d. Blue: _____

4. Look at the **detailed legends** for the Land Cover Maps, Political Relief Maps, and Elevation Maps on page 3. Match the following symbols with their descriptions.

- a. ★

Waterfall

- b. □

National capital

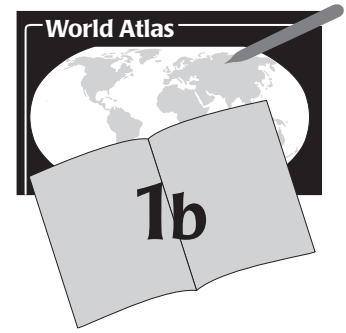
- c. ★

State, province, or territory capital

- d. —||—

Small country

Name _____



5. Use the **Glossary** on pages 107–109 to determine whether each of the following statements is true or false. Write **T** or **F** in the space provided.

- a. _____ Longitude is the distance east or west of the Prime Meridian.
- b. _____ The Prime Meridian divides the earth into northern and southern halves.
- c. _____ A monsoon is a pattern of seasonal winds.
- d. _____ A summit is the lowest part of a mountain, often near sea level.

6. Use the **Index of Places** on pages 110–120 to complete the following sentences.

- a. The city of Antofagasta is in the country of _____.
- b. The latitude, longitude coordinates for Casablanca are _____.
- c. Da Nang can be found on page _____ in the Atlas.
- d. The New Siberian Islands are in the _____ Ocean.

How should you read an Atlas page?

7. Turn to pages 4–5. Read the pages. Then turn to page 93 of the Atlas. Follow the instructions below on how to best read a page from the Atlas.

First, if the page has a **title**, read it.

- a. What is the title of this page? _____

Second, read the **introduction**.

- b. What does OPEC stand for? _____
- c. Which two members of OPEC begin with the letter "I"? _____
and _____.

Third, look at the **map**.

- d. What is the title of the map? _____
- e. Which country has more working oil fields, Yemen or Egypt?

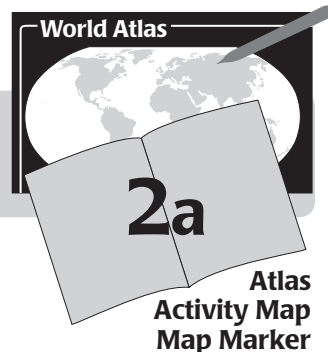
Next, look at any **photos** and their **captions** and any **graphs**.

- f. Read the photo caption. Pipelines carry oil across the desert in Qatar to ports on what body of water? _____
- g. Look at the graph. What is the world's leading producer of oil?

Reviewing Geography Skills

Introducing the Activity Map

The Activity Map is a collection of markable maps that will help you explore our world today. In this lesson you will explore all the activity maps.

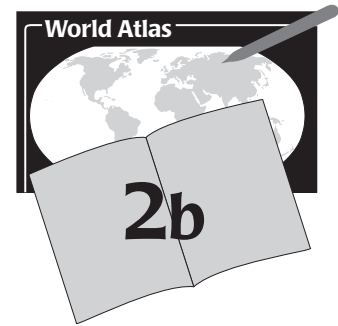


How many Activity Maps are there?

1. There are eight large **maps**, each with a small **locator map**.
 - a. Open your Activity Map with the World map side facing up.
 - b. Give the Activity Map a title. Across the top of the map, write **INTRODUCING THE ACTIVITY MAP**.
 - c. On this side of the Activity Map, there are four large maps. Circle the titles of the maps of the World, the United States, North America, and South America.
 - d. On the World map, there is a smaller map that identifies the locations of the seven continents and the oceans. On this map, each continent is a different color. Circle the locator map.
 - e. Now turn over the set of maps. Circle the titles of the maps of Africa, Europe, Asia, and Australia.

What do the Activity Maps show?

2. Most of the lessons in *Our World Today* use both *The Nystrom World Atlas* and the Activity Maps. The Land Cover and Political Relief Maps in the Atlas are reference maps. The Activity Maps contain less information than the reference maps—so you add the details.
 - a. Turn to pages 6–7 of the Atlas.
 - b. On the map, locate the following continents:
 - Africa
 - Asia
 - Australia
 - South America
 - c. Turn to the *World Activity Map*.
 - d. Compare the Activity Map with the Land Cover Map in the Atlas. Notice that the continent names are marked on the map in the Atlas but not on the Activity Map.
 - e. Adding information to the Activity Map helps you remember where places are. On your Activity Map, label the four continents above.
 - f. Now find something else that is labeled on the map in the Atlas, but not on the Activity Map. Label it on the Activity Map.



3. On the Activity Maps, only **physical features**—such as mountains, lakes, and rivers—are labeled.

a. Turn to the *United States Activity Map*.

b. Underline the names of the following physical features:

- Great Plains
- Atlantic Ocean
- Rocky Mountains
- Lake Superior

c. The Mississippi River is the longest river in the United States. Locate the point where the Mississippi River flows into the Gulf of Mexico. Label the mouth of the Mississippi River **M**.

d. With your finger, trace the Mississippi River north to where it begins. Label the source of the Mississippi River **S**.

e. Now, with a Map Marker, trace the river with an arrow from its source to its mouth.

4. The Activity Maps do not label **cultural features**, such as cities and countries. You label those features yourself.

a. Turn to page 27 of the Atlas.

b. On the map, point to the following cultural features:

- Canada
- Houston
- Washington, D.C.
- South America

c. Turn to the *North America Activity Map*.

d. Write the names of the same cultural features on your Activity Map.

e. Find four more cultural features on the map in the Atlas and write their names on your Activity Map.

5. The Activity Maps use **shading** to show change in elevation.

a. Turn to page 58 of the Atlas. Find the cross section of South America. With your finger, circle the Andes Mountains.

b. Now turn to the *South America Activity Map*.

c. Locate the Andes Mountains along the west coast of South America.

d. Notice the shading along the Andes Mountains. Along the shaded area, draw mountain symbols **^^^**.

6. Continents that are not the subject of a map are colored a **neutral color**.

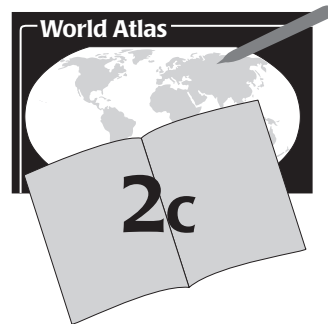
a. Turn to page 62 of the Atlas. Point to the two continents shown in a neutral color.

b. Now turn to the *Africa Activity Map*.

c. Outline the continent of Africa on the Activity Map. This is the subject of the map.

d. Use the Atlas to help you label **EUROPE** and **ASIA** on the map.

What do the lines, colors, and symbols mean on the map?

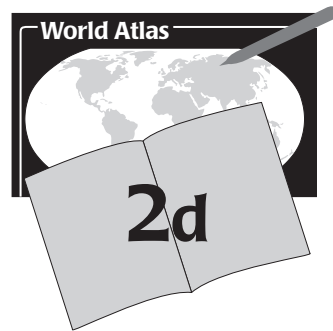


7. The countries on the Political Relief Maps in the Atlas are in different colors, making it easy to distinguish one country from another. The Activity Maps use purple **lines** to show country boundaries.
- Turn to the Political Relief Map of Europe on pages 70–71 of the Atlas. With your finger, trace the boundaries of Spain.
 - Turn to the *Europe Activity Map*.
 - On your Activity Map, use the Map Marker to trace Spain's boundaries. Then label the country **SPAIN**.
 - Also trace the boundaries of France, Germany, Poland, and Romania. Label these countries as well.
8. The Activity Maps use **colors** to represent different types of land cover.
- Turn to the *Asia Activity Map*.
 - In the legend, outline the box labeled Tundra.
 - Now, on the map, outline a region in the same color.
 - Label the area **TUNDRA**.
 - In the legend, outline the box labeled Semi-desert & desert.
 - On the map, outline the Arabian Peninsula.
 - Label this area **SEMI-DESERT & DESERT**.
 - Outline another land cover in the legend. Then outline the same color on the map and label it with its land cover.
9. The Activity Maps, as well as the maps in the Atlas, use **symbols** to show places.
- Turn to the Detailed Legends on page 3 of the Atlas. Focus on the Land Cover Map legend.
 - In the legend, point to the symbol for a mountain peak.
 - Turn to the *Australia Activity Map*.
 - Now, on the map, outline that same symbol in southeast Australia.
 - Label the symbol **MOUNTAIN PEAK**.
 - In the Atlas legend, point to the symbol for sand dunes.
 - On the map, draw a square around the Great Sandy Desert.
 - Write **SAND DUNES** inside the square.
 - In the Atlas legend, point to the symbol for a city.
 - On the map, circle three city symbols.
 - Turn to page 97 of the Atlas.
 - Use the map in the Atlas to help you label the three cities you circled on the Activity Map.

Name _____

Introducing the Activity Map

Pulling It Together



Use your Activity Maps help you complete the graphic organizer below.

- For the boxes that do not have headings, write the name of the continent on the top line. (Use their location on the map as a clue.)
- Then check the land covers found on each continent.

North America
<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest

<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest

Asia
<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest

<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest

Africa
<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest

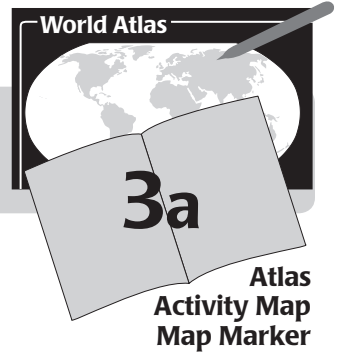
<input type="checkbox"/> Cropland
<input type="checkbox"/> Grassland
<input type="checkbox"/> Tundra
<input type="checkbox"/> Glacier
<input type="checkbox"/> Semi-desert & desert
<input type="checkbox"/> Tropical rain forest
<input type="checkbox"/> Broadleaf forest
<input type="checkbox"/> Needleleaf forest



Choose one of the Activity Maps. In the Atlas, find a Political Relief Map of the same place. Use the map in the Atlas to help you label six continents, countries, or states and six cities on the Activity Map.

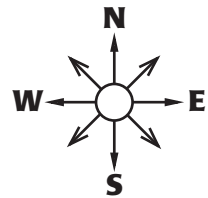
Reviewing Geography Skills

Reviewing Map Skills



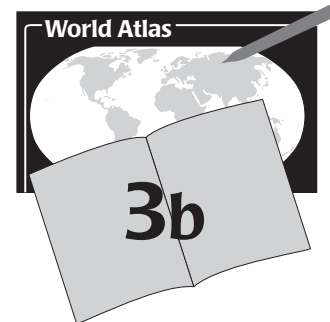
What is a compass rose?

1. Most maps have a **compass rose**. North on the compass rose always points toward the North Pole.
 - a. Turn to the *World Activity Map*.
 - b. Give the Activity Map a title. Across the top of the map, write **REVIEWING MAP SKILLS**.
 - c. With your finger, point to the compass rose on the map.
 - d. The N above the top arrow is for north. Draw a square around the N.
 - e. The arrow opposite north is south. Label that arrow **S** for south.
 - f. If you face north, east will always be to your right. Label that arrow **E** for east.
 - g. The arrow opposite east is west. Label that arrow **W** for west.
 - h. On the Activity Map, add four arrows to the compass rose so it looks like the one to the right.
 - i. Label these new direction arrows **NW**, **NE**, **SW**, and **SE**.



What are hemispheres?

2. A **sphere** is the shape of a ball, like a globe. **Hemi** means half. So a **hemisphere** is half of a globe. Although the world map is flat, it can be divided into hemispheres.
 - a. The Equator divides the world in half. Trace the Equator.
 - b. The area north of the Equator is the Northern Hemisphere. In the right margin, label the **NORTHERN HEMISPHERE**.
 - c. The area south of the Equator is the Southern Hemisphere. In the right margin, label the **SOUTHERN HEMISPHERE**.
 - d. The Prime Meridian and the 180° line of longitude also divide the world in half. Trace the Prime Meridian with a dashed line.
 - e. The area west of the Prime Meridian is the Western Hemisphere. Below the map, label the **WESTERN HEMISPHERE**.
 - f. The area east of the Prime Meridian is the Eastern Hemisphere. Below the map, label the **EASTERN HEMISPHERE**.



What are latitude and longitude?

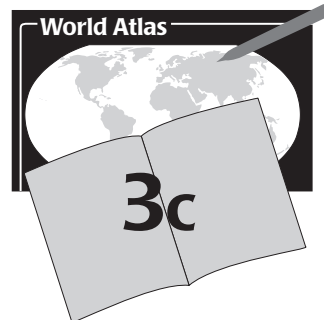
3. The Equator is a line of **latitude**. Other lines of latitude run **parallel** to the Equator. Lines of latitude run **east and west**. They never cross other lines of latitude.
 - a. Label the Equator **LATITUDE**.
 - b. Now trace the Tropic of Cancer and the Tropic of Capricorn. Notice how these lines never get closer together or farther apart. These lines, like all lines of latitude, are parallel.
4. Lines of latitude are **numbered and labeled**. The Equator is 0°. Lines of latitude north of the Equator are numbered and labeled with an N. Lines south of the Equator are numbered and labeled with an S.
 - a. Label the Equator **0°**.
 - b. Find 30°N. Circle 30°N on the right and left edges of the map.
 - c. Find 30°S. Circle the 30°S on the right edge of the map .
 - d. Now find and circle 60°N and 60°S on the edges of the map.
5. The **Prime Meridian** is an important north-south line on maps and globes. The Prime Meridian is a line of **longitude**. All lines of longitude run north and south and cross the Equator.
 - a. Draw a box around the Prime Meridian label on the map.
 - b. Along the Prime Meridian, write **LONGITUDE**.
6. Unlike lines of latitude, lines of longitude are **not parallel**. Lines of longitude are farthest apart at the Equator and get closer together near the poles. All lines of longitude meet at the North Pole and at the South Pole.
 - a. Trace the line of longitude to the east of the Prime Meridian and the line of longitude to the west of the Prime Meridian with dashed lines.
 - b. Draw a line at the Equator between these two lines of longitude.
 - c. Now draw a line between these two lines of longitude near the top of the map and the bottom of the map. Notice that the distance between the two lines of longitude is closer near the poles.
 - d. Turn to The Arctic map on page 104 of the Atlas. Point to the place where the Prime Meridian and other lines of longitude meet.
 - e. On the Antarctica map on page 105, point to the place where the Prime Meridian and other lines of longitude meet.

Latitude and Longitude

Having trouble remembering which lines are which? Keep in mind these rhymes:

The Equator sat on a line of lat.

The Poles join strong the lines of long.



7. Like lines of latitude, lines of longitude are **numbered and labeled**. The Prime Meridian is 0° . Lines west of the Prime Meridian are numbered and labeled with a W. Lines east of the Prime Meridian are numbered and labeled with an E.
 - a. Label the Prime Meridian 0° .
 - b. On your Activity Map, find 30°W , 60°W , 90°W , 120°W , and 150°W . At both the top and the bottom of the map, underline each W.
 - c. Find 30°E , 60°E , 90°E , 120°E , and 150°E . At both the top and the bottom of the map, underline each E.
 - d. Because the 180° line of longitude is opposite the Prime Meridian on a globe, it is not labeled with a W or an E. Circle 180° on the eastern and western edges of the map

8. Lines of latitude and longitude cross. The place where they cross pinpoints a location. This place is known as an **absolute location**.
 - a. Trace 30°S .
 - b. Trace 60°W with a dashed line.
 - c. Mark the absolute location where 30°S crosses 60°W with a dot.
 - d. Absolute locations are given as two numbers. Latitude is always given first. Label the dot 30°S , 60°W .

9. Some lines of latitude and longitude are not labeled on the Activity Map. For instance, the 15°S line of latitude is not labeled. However, this line of latitude is between the 0° and 30°S lines of latitude.
 - a. The line of latitude 45°S is between 30°S and 60°S . Trace 45°S .
 - b. At the east and west edges of the map, label 45°S .
 - c. The line of longitude 75°W is between 60°W and 90°W . Trace 75°W with a dashed line.
 - d. At the north and south edges of the map, label 75°W .

Pulling It Together

Follow these directions to complete a sketch map of the continents.

- a. On Activity Sheet 3d, mark each of the following locations with a dot.
- b. Connect the dots for each continent in the order listed.

North America

Arctic Circle, 170°W
 80°N , 15°W
 5°N , 85°W

South America

15°N , 75°W
 10°S , 30°W
 55°S , 75°W
 5°S , 80°W

Africa

35°N , 15°W
 35°N , 30°E
 10°N , 50°E
 40°S , 20°E
 5°N , 10°E
 5°N , 15°W

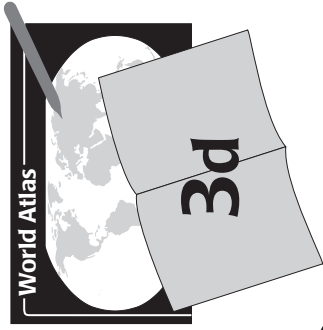
Europe

75°N , 20°E
 75°N , 75°E
 40°N , 40°E
 40°N , 15°W

Name _____

Reviewing Map Skills

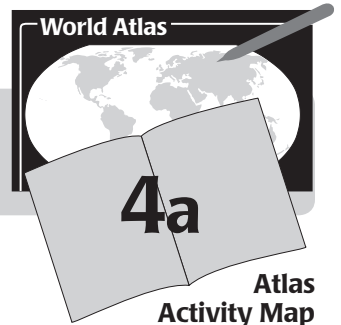
Pulling It Together



★ On your sketch map, label each continent with its name. Then label the oceans.

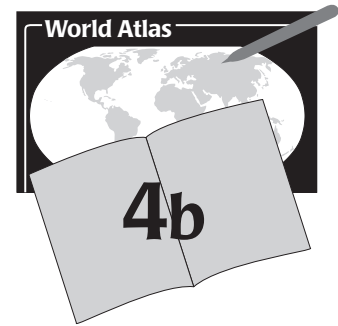
Reviewing Geography Skills

Identifying Map Symbols



How do maps show land cover?

1. The Activity Maps can tell you about the area in which you live.
 - a. Turn to the *North America Activity Map*.
 - b. Give the Activity Map a title. Across the top of the map, write **IDENTIFYING MAP SYMBOLS**.
 - c. On the map, circle the approximate area where you live. Also label it with the name of your city or town.
2. **Land cover** is the predominant material on the earth's surface. For the most part, the colors on a land cover map represent different areas of vegetation.
 - a. In the legend, find the color used to show tundra. In the box, draw a tundra symbol ~.
 - b. Now, on the map, find an area in that same color. Draw a tundra symbol ~ there.
 - c. In the legend, find the color used to show tropical rain forests. In the box, draw a tropical rain forest symbol †.
 - d. Now, on the map, find an area in the southern part of the continent in that same color. Draw a tropical rain forest symbol † there.
 - e. On the map, point to the area in which you live. Notice the land cover color there.
 - f. In the legend, outline the box in that same color.
 - g. Use the Master Legend to find the symbol for that land cover.
 - h. Now, on the map, below your area, draw that same symbol.



How do maps show precipitation and growing season?

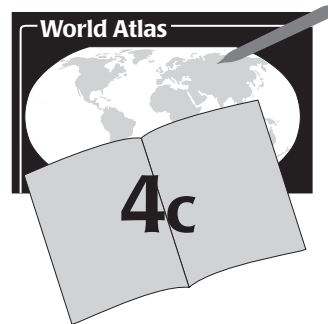
3. A **Precipitation** map uses color to show how many inches of rain, snow, sleet, and hail an area receives in a year.

- a. Turn to the Precipitation map of North America on page 29 of the Atlas.
- b. Point to northern Greenland on the map. Northern Greenland is shown in yellow. The map legend indicates that yellow areas receive very little precipitation—just 0 to 10 inches a year.
- c. On your Activity Map, in northern Greenland, draw the symbol for 0 to 10 inches a year ☹.
- d. On the Precipitation map in the Atlas, point to Costa Rica. Costa Rica is shown in dark blue. Dark blue means an area is very rainy. It receives over 80 inches of precipitation a year.
- e. On your Activity Map, near Costa Rica, draw the symbol for over 80 inches of precipitation ☹☹☹☹.
- f. Now, on the Precipitation map in the Atlas, point to the area in which you live. Notice the color.
- g. Then look in the legend for the Precipitation map, to see what that color represents.
- h. Use the Master Legend to find the symbol for that amount of precipitation.
- i. On your Activity Map, below your area, draw that precipitation symbol.

4. A **Growing Season** map uses color to show how many months a year an area has temperatures above freezing—temperatures suitable for growing crops.

- a. Turn to the Growing Season map on page 30 of the Atlas.
- b. Point to Cuba on the map. Cuba is shown in dark orange. The map legend indicates that dark orange represents a very long growing season—crops can grow all year.
- c. On your Activity Map, near Cuba, draw the symbol for an all-year growing season ☀.
- d. On the Growing Season map in the Atlas, point to Canada. Most of Canada is shown in blue. Blue represents a very short growing season of under 3 months.
- e. On your Activity Map, in northern Canada, draw a symbol for a growing season of under 3 months ☀.
- f. Now, on the Growing Season map in the Atlas, point to the area in which you live. Notice the color.
- g. Then look in the legend for the Growing Season map, to see what that color represents.
- h. Use the Master Legend to find the symbol for that growing season.
- i. On your Activity Map, below your area, draw that growing season symbol.

How do maps show land use and population?

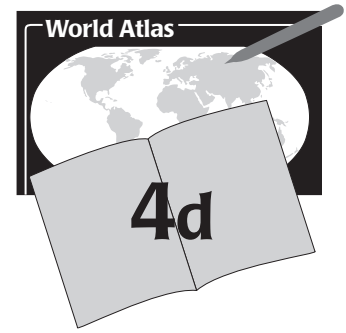


5. A **Land Use** map represents an area's economic use with color. Although most areas have more than one economic use, a land use map shows an area's most widespread use.
- Look at the Land Use map on page 30 of the Atlas.
 - On the map, point to Montréal, Canada. Montréal and the surrounding area are colored red. According to the map legend, red represents an urban area.
 - On your Activity Map, near Montréal, draw an urban symbol
 - On the Land Use map in the Atlas, point to northern Mexico. Notice that much of this area is colored orange, which represents ranching or herding.
 - On your Activity Map, in northern Mexico, draw a ranching or herding symbol
 - Now, on the Land Use map in the Atlas, point to the area in which you live. Notice the color.
 - Then look in the legend for the Land Use map, to see what that color represents.
 - Use the Master Legend to find the symbol for that land use.
 - On your Activity Map, below your area, draw that land use symbol.
6. A **Population** map uses color to represent the number of people per square mile in an area.
- Look at the Population map on page 31 of the Atlas.
 - On the map, point to Mexico City. The area around Mexico City is colored purple. According to the map legend, purple areas are crowded. They have over 250 people living in a square mile.
 - On your Activity Map, near Mexico City, draw the symbol for over 250 people per square mile
 - Now, on the Population map in the Atlas, point to the area in which you live. Notice the color.
 - Then look in the legend for the Population map, to see what that color represents.
 - Use the Master Legend to find the symbol for that population density.
 - On your Activity Map, below your area, draw that population symbol.

Name _____

Identifying Map Symbols

Pulling It Together



Use your completed Activity Map, Activity Sheets 4a–4c, and pages 29–31 of the Atlas to fill in the chart below.

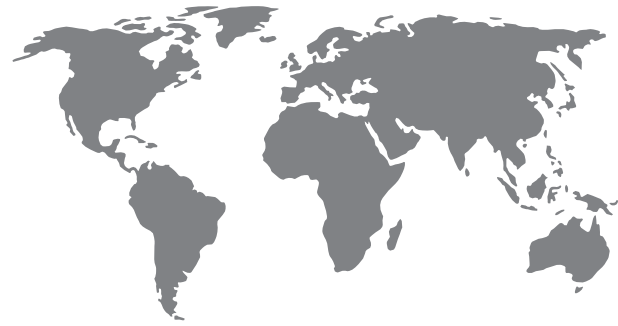
- On the map below, mark the area you live in with a dot.
- In the Symbol column, draw the same symbols you used on your Activity Map for your area.
- In the Explanation column, describe what each symbol represents or give an example.

Your City or Town	
Symbol	Explanation
Land Cover	
Precipitation	
Growing Season	
Land Use	
Population	

★ Look at the chart to the left and your completed Activity Map. Use them to come up with two or three words or phrases to describe the area in which you live. Write your description in the box below.

Description

World



Cross-Curricular Activities

Math *Compare Temperatures*

Have students use a daily newspaper or website to gather temperatures in major cities around the world in a variety of climate zones. Have them locate each city and its climate zone. Use the data to compare characteristics of climates.

Critical Thinking *Guess a Location*

Play 20 Questions with your class. Choose a place on the *World Activity Map*. Let students ask questions about the location that can only be answered with a yes or a no. Give the class 20 chances to identify the place.

Geography *Make a 3-D Map*

Have groups of students make clay models of a continent. Tell them to focus on major features using the Activity Map and Atlas as references.

Science *Model the Sun and Earth*

Shine a flashlight on a globe, directing the light at the Equator. Move the light to the Tropic of Cancer and then to the Tropic of Capricorn. Help students see how some areas receive direct sunlight and how others receive the sun's rays at an angle. Also demonstrate how the Poles receive sunlight all day long for half the year.

Literature Links



Your students might enjoy these books and others about the world. Use picture books (p) to introduce a topic or as a model for student writing assignments.

The World in One Day

by Russell Ash

On the Same Day in March (p)

by Marilyn Singer

Children Just Like Me

by Barnabas and Anabel Kindersley

The Milestones Project: Celebrating Childhood Around the World

by Dr. Richard Steckel and Michele Steckel

Poles Apart: Why Penguins and Polar Bears Will Never Be Neighbors

by Elaine Scott

Antarctic Ice (p)

by James Mastro and Norbert Wu

What You Never Knew About Fingers, Forks, and Chopsticks (p)

by Patricia Lauber

This Same Sky: A Collection of Poems from Around the World

selected by Naomi Shihab Nye

Lesson	page
5 Introducing the World	23
6 Exploring Land and Water.....	25
7 Locating Countries and Cities.....	29
8 Climate and Latitude	33
9 Polar Regions	37
10 Exploring the Oceans.....	41
11 Population	45
Assessment	
Reviewing the World.....	49

Introducing the World

For use with pages 6–25 of *The Nystrom World Atlas*.

5

Here's a Tip!

- Walk students through pages 6–25 of the Atlas. Point out a key idea or interesting map, graph, or photo on each page.
- Review the answers to Activity Sheets 5a–5b as a class.
- Project the world map on Activity Sheet 5b. Ask students to come up and label a continent or ocean on the map.
- Save Activity Sheets 5a–5b for students' World booklets.

Answers

Activity Sheet 5a:

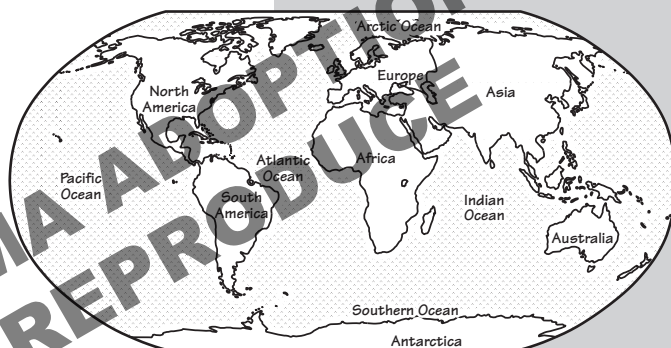
- | | |
|----------------------------|---------------------|
| 1. tundra | 7. 20 to 40 inches |
| 2. Caribbean Sea | 8. 8 to 12 months |
| 3. Northern European Plain | 9. highland |
| 4. Iran | 10. nomadic herding |
| 5. Cairo | 11. 5 to 25 |
| 6. 1,000 to 2,000 feet | 12. 0 to 5 |

Activity Sheet 5b:

See map

Answers to *The World is . . .* will vary. Students may mention its size, climate, specific countries, landforms, etc.

☆ Answers will vary.



Objectives

Students will be able to:

- Use maps and latitude and longitude locations to find specific information.
- Label a world map.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 5a–5b, *Introducing the World*

Exploring Land and Water

For use with inside front cover and pages 10–11 and 14–15 of *The Nystrom World Atlas*.

6

Here's a Tip!

- Save Activity Sheet 6d for students' World booklets.
- Optional: have students create a custom view on StrataLogica featuring physical features in your community.

Answers

- | | | |
|-------------------|---------------------|---------------|
| 1. plateau | Plateau of Tibet | Asia |
| 2. river | Nile River | Africa |
| 3. plain | West Siberian Plain | Asia |
| 4. lake | Caspian Sea | Europe/Asia |
| 5. island | Greenland | North America |
| 6. mountain | Mt. Everest | Asia |
| 7. mountain range | Andes Mountains | South America |

☆ Answers will vary. Be sure that students have properly identified the physical features of your community.

Objectives

Students will be able to:

- Define and give examples of different land and water features.
- Label physical features using map symbols.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 6a–6d, *Exploring Land and Water*
- *Our World Today Activity Maps* or *Land Cover Series* (at StrataLogica.com)
- Map Markers

Locating Countries and Cities

For use with pages 8–9 of The Nystrom World Atlas.

7

Objectives

Students will be able to:

- Define specific cultural features found on a map.
- Locate the largest countries and urban areas in the world.

Materials

- The Nystrom World Atlas
- Activity Sheets 7a–7d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Click *E-BOOK EXTRA* on pages 61, 66, and 76 of the Atlas for maps of language regions or pages 61, 78, 85, 87, and 95 for maps of religion regions.
- Save Activity Sheet 7d for students' World booklets.

Notes

- Countries can be divided into regions. Show the students how the United States can be divided into regions using the map on page 45.

Answers

Examples will vary.

An area of the world with one or more common traits: region

A section of a country . . . : state or province

An area ruled by a country without full rights: territory

An area ruled by a single government: country

Largest communities in an urban area: city

☆ Answers will vary, depending on your community.

Climate and Latitude

For use with pages 16–19 of The Nystrom World Atlas.

8

Objectives

Students will be able to:

- Identify climates and growing seasons in latitude zones.
- Identify factors, such as elevation and the ocean, that can influence climate.
- Match temperature graphs with climate zones.

Materials

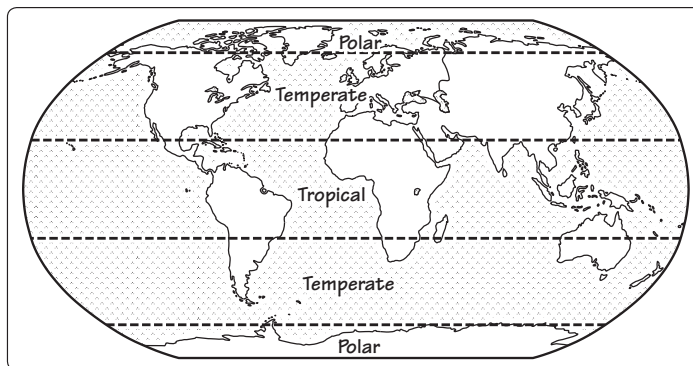
- The Nystrom World Atlas
- Activity Sheets 8a–8d, *Climate and Latitude*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!

- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Click *E-BOOK EXTRA* on page 18 of the Atlas. Discuss the differences in the six climographs.
- Save Activity Sheet 8d for students' World booklets.

Notes

- The angle of the sun affects the temperature in a latitude zone.
- In the Northern Hemisphere, summer begins when the sun shines directly above the Tropic of Cancer.



Answers

City A Tropical Zone

City B southern Temperate Zone

City C northern Temperate Zone

☆ Weather reports will vary depending on the city.

Polar Regions

For use with pages 104–105 of The Nystrom World Atlas.

9

Here's a Tip!

- Click *E-BOOK EXTRA* on pages 104–105 of the Atlas for a photo of shrinking polar sea ice and an excerpt from Robert Scott's journal from his Antarctica expedition. 📖
- Save Activity Sheet 9d for students' World booklets.

Notes

- Roughly 90 percent of the world's ice can be found in Antarctica.
- The South Pole has a higher elevation than the North Pole—9,300 feet vs. sea level. This helps explain why the South Pole is colder than the North Pole.
- The projection used on the World Activity Map distorts the shape of Antarctica. Its true shape is shown on the Antarctica Map on page 105 of the Atlas.

Answers

Venn diagram: Answers will vary. Students may mention:

North Polar Region: North Pole, on water, in the Arctic Ocean, coldest from October to March, nomadic herding

South Polar Region: South Pole, on land, Antarctica, research stations, mountains, coldest from April to September

Both Regions: Polar climate, very dry, dark 6 months of year, almost no people

☆ Answers will vary. Students may add ridges, low visibility, no food source, explored by Scott and Amundsen.

Objectives

Students will be able to:

- Identify characteristics of each polar region.
- Compare the North Polar Region and South Polar Region.

Materials

- ☐ The Nystrom World Atlas 📖
- ☐ Activity Sheets 9a–9d, Polar Regions
- ☐ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com) 📖
- ☐ Map Markers

Exploring the Oceans

For use with pages 6–7 and 103 of The Nystrom World Atlas.

10

Here's a Tip!

- Human activity has damaged many parts of the ocean. Have the class research an issue related to the oceans and what they can do to help.
- Click *E-BOOK EXTRA* on page 7 of the Atlas for a map of the Ocean Floor and page 103 for a diagram of how coral atolls form. 📖
- Save Activity Sheet 10d for students' World booklets.

Notes

- The salt in ocean water comes from two main sources: mineral run-off from rivers and minerals from undersea volcanoes.

Answers

- | | |
|----------------------|----------------------|
| 1. continental shelf | 6. coral reef |
| 2. abyssal plain | 7. island |
| 3. sea level | 8. atoll |
| 4. trench | 9. continental slope |
| 5. ridge | |

☆ Answers will vary. Students may mention that continental shelves are near to land and are shallower. This makes economic activity much easier than in the open ocean. 📖

Objectives

Students will be able to:

- Define sea level and explain the effect of changing sea levels.
- Describe how currents move and affect the climate.
- Identify uses of the ocean.

Materials

- ☐ The Nystrom World Atlas 📖
- ☐ Activity Sheets 10a–10d, Exploring the Oceans
- ☐ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com) 📖
- ☐ Map Markers

Population

For use with pages 16–25 of The Nystrom World Atlas.

11

Objectives

Students will be able to:

- Identify areas of the world that are densely populated.
- Use maps to gather data on precipitation, land use, population, and standard of living.

Materials

- The Nystrom World Atlas
- Activity Sheets 11a–11d, Population
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Marker
- Master Legend

Here's a Tip!

- After step 2, check students' activity maps, to be sure they have the correct regions marked.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 11d for students' World booklets.

Answers

East Asia	South Asia	Europe	West Africa	North America
cities will vary				
☹☹☹☹	☹☹☹	☹☹☹	☹☹☹☹	☹☹☹☹
rice, wheat, corn, or millet	wheat, corn, or millet	wheat or corn	corn, or millet	corn
🚛	🚛	🚛	🚛	🚛
\$\$-¢	¢	\$\$	¢	\$\$

☆ Answers will vary. Students may mention that densely populated areas have adequate precipitation. Or they may mention urban areas and commercial farms as an indicator of population density.

Reviewing the World

Objective

Students will be able to:

- Review concepts covered in World Lessons 5–11

Materials

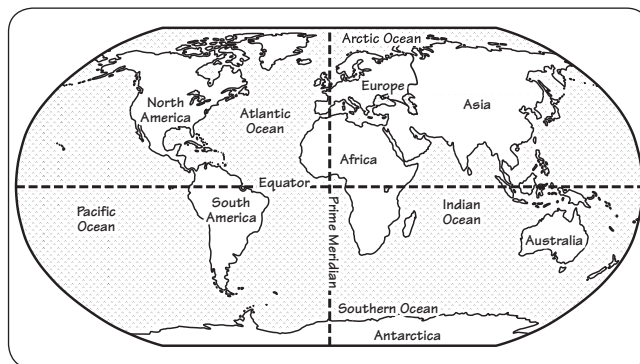
- Unit Review, Reviewing the World
- activity sheets for World booklets
- scissors
- stapler

Here's a Tip!

- Help students make their World booklets to use as study guides for the unit review. Have them cut Activity Sheets 5b, 5a, 6d, 7d, 8d, 9d, 10d, and 11d along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

1. A, C
2. C, D
3. D
4. C
5. B, D
6. B
7. C
8. C, D
9. A, D
10. see map



☆ Facts will vary.

Name _____



World

Introducing the World

The world—the planet Earth—is a fascinating place. In this lesson, you'll go on a global scavenger hunt through the Atlas to learn more about our world today.



What can you learn about the world from the Atlas?

Use pages 6–25 of *The Nystrom World Atlas*. Locate the map that has the information in the question. Then use the latitude and longitude lines on the map to find the correct location. Write your answer in the space provided.

- 1 Land cover at 75°N, 90°E _____
- 2 Body of water at 15°N, 75°W _____
- 3 Landform at 60°N, 45°E _____
- 4 Country at 30°N, 60°E _____
- 5 City nearest to 30°N, 30°E _____
- 6 Elevation above sea level of 0°, 15°E _____
- 7 Precipitation at 45°N, 90°W _____
- 8 Growing season at 23 1/2°S, 135°E _____
- 9 Climate at 30°N, 90°E _____
- 10 Land use at 45°N, 90°E _____
- 11 People per car in the country at 23 1/2°N, 0° _____
- 12 People per square mile at 66 1/2°N, 45°W _____




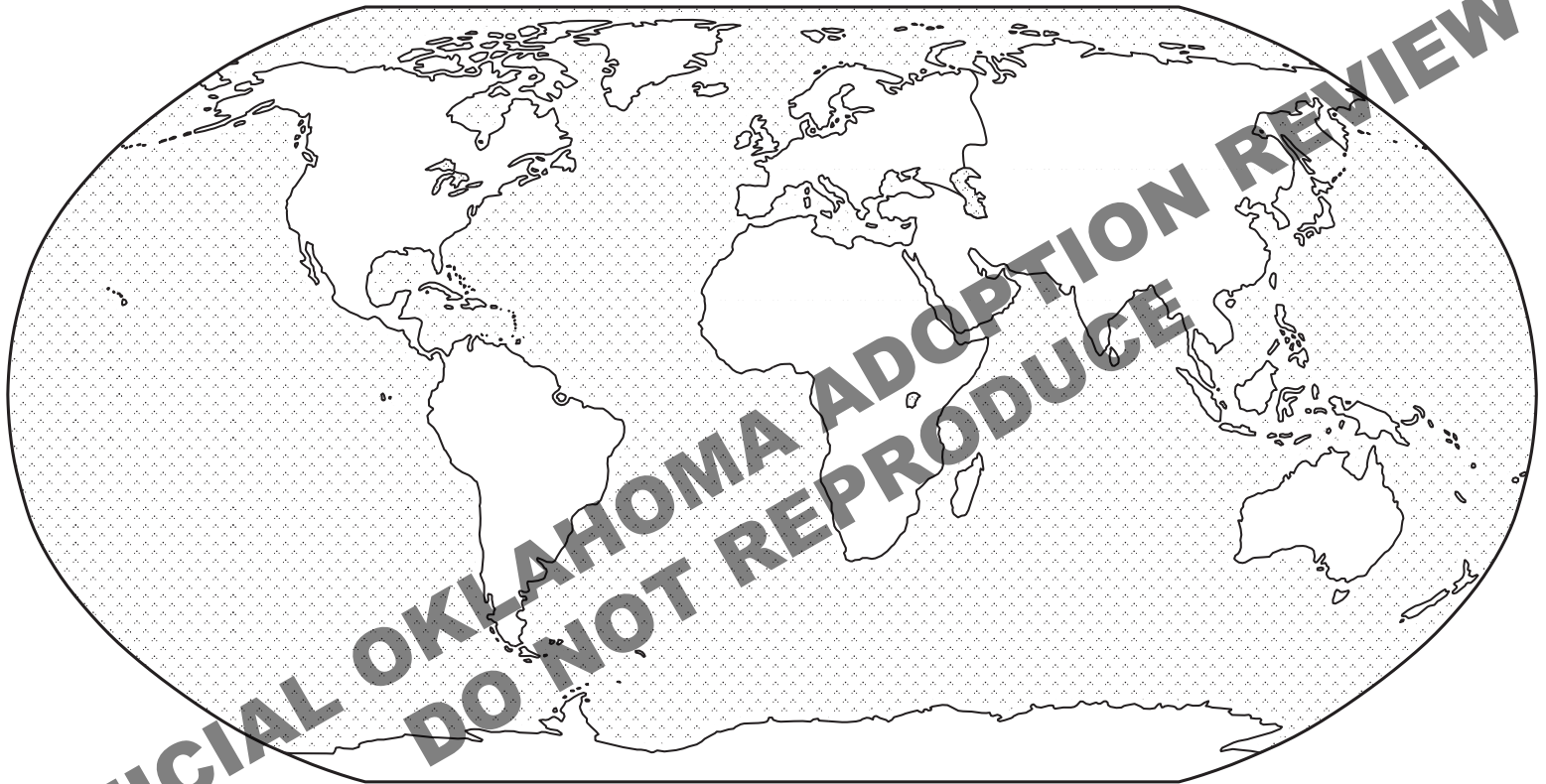
Name _____



Where are the world's continents and oceans?

Use the Atlas to help you complete the following.

- On the map below, label the seven continents and the five oceans. If you need help, check page 2 of the Atlas.
- Then write ten words or phrases that describe the world. You might describe its climate, people, countries, or physical features. 



The world is ...



Add a new location to Activity Sheet 5a. Give the latitude and longitude and the type of information you want someone to find. Exchange locations with a classmate.

World

Exploring Land and Water



Maps use symbols to represent a variety of physical and cultural features. Physical features—such as lakes, rivers, and mountains—occur naturally. In this lesson, you'll use map symbols to identify the world's largest physical features.



Where are the world's largest bodies of water?

1. The world is almost three-fourths water. Most of the water is in the world's five **oceans**.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.
 - c. Read *How many oceans are there?* on page 7 of *The Nystrom World Atlas*.
 - d. Underline with waves ~~~ the names of the world's five oceans.
2. Oceans are the largest bodies of water. However, one is much larger than the others.
 - a. Which ocean do you think is the largest? On your Activity Map, rank the oceans from 1 to 5—with 1 for the largest and 5 for the smallest.
 - b. Now check your answers by looking at the inside front cover of the Atlas. Point to the name of the largest ocean.
 - c. If necessary, correct your map.
 - d. On your Activity Map, the **Pacific Ocean** is divided in two. With your finger, follow the coastline around the Pacific Ocean.
 - e. On page 104 of the Atlas, the world's smallest ocean is shown in its true shape. With your finger, follow the coastline around the Arctic Ocean.
3. **Lakes** are also bodies of water. However, lakes are much smaller than oceans. Oceans surround land, but land surrounds lakes. Oceans are salt water and most lakes are fresh water.
 - a. On your Activity Map, try to find the largest lake in the world. (Hint: some lakes are called *seas*.) Outline that lake and label it **L**.
 - b. Look again at the inside front cover of the Atlas. Point to the name of the world's largest lake.
 - c. The **Caspian Sea** is over five times larger than Lake Superior, the second largest lake in the world. The Caspian Sea is a saltwater lake. If you haven't already outlined the Caspian Sea, outline it now.
 - d. East of the Caspian Sea, write **#1 LAKE**.



4. The water in lakes is usually contained, but the water in **rivers** flows. Rivers flow from higher land to lower land and empty into a larger body of water. On your Activity Map, rivers are shown as blue squiggly lines.
- The longest river in the world is southwest of the Caspian Sea and flows into the Mediterranean Sea. Look at your Activity Map for a very long river. Trace it with an arrow from source to mouth.
 - Now look at the inside front cover of the Atlas. Point to the name of the world's longest river.
 - The **Nile River** is the longest river in the world. The mouth of the Nile is near 30°N, 30°E. It has two sources, one at Lake Victoria near 0°, 30°E and the other in the Ethiopian Highlands. If you haven't traced the Nile River already, trace it now.
 - Label it #1 **RIVER**.

Where are the world's largest landforms?

5. **Plains** are landforms made up of large areas of flat or gently rolling land. Plains are often at a low elevation.
- Look at the photo of a plain on page 14 of the Atlas.
 - The largest plain in the world is the West Siberian Plain in Asia. Point to the West Siberian Plain on the Elevation Map on pages 10–11.
 - On your Activity Map, the West Siberian Plain is located just east of the Ural Mountains. In that area, draw a plains symbol .
 - Label that area #1 **PLAIN**.
6. **Plateaus** are also mainly level land, but at a much higher elevation. Plateaus are also sometimes broken up by river valleys.
- Look at the photo of a tableland or plateau on page 15 of the Atlas.
 - The Plateau of Tibet is the highest plateau in the world. On the Elevation Map on pages 14–15, point to the Plateau of Tibet.
 - On the cross section on pages 84–85, point to the Plateau of Tibet.
 - On your Activity Map, find the Plateau of Tibet. Above its name, draw a plateau symbol .
 - Label that area #1 **PLATEAU**.



7. Mountains are landforms that rise above other parts of the earth's surface. Their height, or elevation, is measured from sea level.

- a. For each continent, your Activity Map shows the mountain with the highest elevation. Outline the symbol ▲ for each of these mountains.
- b. Now look at the inside front cover of the Atlas. Point to the name of the mountain with the highest elevation.
- c. **Mount Everest** in Asia has the highest elevation of all the mountains in the world. On your Activity Map, label it **#1 MOUNTAIN**.

8. Mountain ranges are lines or groups of mountains. The mountains in a range can extend for thousands of miles without a major break.

- a. Look at page 15 of the Atlas for an example of a mountain range.
- b. The Andes Mountains are the longest mountain range in the world. They extend more than 4,000 miles along the Pacific Coast of South America. On the Elevation map on pages 14–15, point to the Andes.
- c. On your Activity Map, underline the Andes Mountains with mountain symbols ^^^.
- d. On your Activity Map, next to the Andes Mountains, write **#1 MOUNTAIN RANGE**.

9. Some plains and plateaus are surrounded by mountains. These areas are called **basins**.

- a. Look at page 14 of the Atlas for a photo of a basin.
- b. Look at the Elevation Map on pages 10–11. Find the area of land northwest of the Plateau of Tibet that has an elevation between 2,000 and 5,000 feet.
- c. This area, the Taklimakan Desert, is surrounded on all sides by areas of higher elevation—including four mountain ranges. Point to the mountain ranges surrounding the Taklimakan Desert.
- d. On your Activity Map, outline this area. Above it, write **BASIN**.
- e. Rivers flowing down from the mountains into the basin are trapped by the higher elevations. As a result, the rivers end in salt lakes or evaporated dry lake beds. Inside the basin outline, draw a dry lake symbol ☉.
- f. Other basins have an outlet to the ocean. On the Elevation map, find the Amazon Basin. Point to the areas of high land surrounding the Amazon Basin.
- g. On your Activity map, underline the label for the Amazon Basin with a basin symbol ☾.

10. Islands are bodies of land surrounded by water. They are smaller than continents.

- a. On your Activity Map, outline four large islands.
- b. The largest island in the world is **Greenland** off the northeast coast of Canada. If you haven't already, outline Greenland.
- c. Below Greenland, write **#1 ISLAND**.

Name _____



Exploring Land and Water

Pulling It Together

Use your Activity Map, Activity Sheets 6a–6c, and the inside cover and pages 10–11 and 14–15 of the Atlas to help you complete the chart below.


- Read the description in the first column.
- In the second column, write the land or water feature described.
- In the third column, write the largest or highest of that feature.
- In the fourth column, write the continent(s) where the feature in the third column is found.



World Land and Water Features

Description	Physical Feature	#1	Continent
1. An area of high, flat ground			
2. A long, flowing body of water			
3. A area of flat or gently rolling land			
4. A body of water surrounded by land			
5. Land surrounded by water			
6. A landform with steep sides and high elevation			
7. A landform made up of a long chain of mountains			



What physical features can be found in your community? Write a paragraph describing the main land and water features of your community. 

World

Locating Countries and Cities



There are over 7 billion people in the world today living in over 190 independent countries and over 55 territories. In this lesson, you'll identify and locate some of the cultural features of the world.

How do people divide the world?

1. **Regions** are areas that have a common trait. They are usually contiguous or connected.

Regions do not have set boundaries. Language often defines a region.

- a. Turn to the *World Activity Map*.
- b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
- c. Turn to page 61 in *The Nystrom World Atlas*. Read Focus on Latin America and look at the map.
- d. On your Activity Map, in Latin America, write **LATIN AMERICA**.
- e. Latin America consists of all of the countries in the Americas where most people speak a Latin-based language, such as Spanish, Portuguese, or French. Below **LATIN AMERICA**, write **LANGUAGE REGION**.

2. Other regions are defined by culture or religion.

- a. Turn to page 92 in the Atlas. Read *East of what?*
- b. Many people in the Middle East speak Arabic, but it is not the only major language. In most countries in this region, people follow the religion of Islam. Even Israel has many Muslim citizens. Turn to page 95. Look at the Predominant Religion map.
- c. Also look at the photo of Jerusalem and read its caption.
- d. The Middle East is mainly a religious and cultural division. On your Activity Map, in the Middle East, write **MIDDLE EAST**.
- e. Below **MIDDLE EAST**, write **RELIGIOUS REGION**.
- f. The Middle East often does not include Turkey, Cyprus, or even Israel, depending on who is defining the region. Other times it includes the Arabic-speaking countries of North Africa. Below **RELIGIOUS REGION**, write **BOUNDARY?**
- g. Other cultural regions are listed in the Thematic Index on the inside back cover of the Atlas. Point to these regions.



3. A **country** is an area that is controlled by one government. Unlike regions, countries usually have established **international** boundaries.
- On your Activity Map, in the legend, circle the symbol for *International boundary*.
 - Now, on the map, trace the international boundaries of a country.
4. Countries can be any size and have any number of people.
- The largest country in the world is Russia. It covers almost 10 percent of the earth's land area and is nearly as large as South America. Turn to the map on pages 8–9 of the Atlas. With your finger, outline Russia.
 - If you haven't already, outline Russia on your Activity Map.
 - In Russia, write **RUSSIA #1 SIZE**.
 - China has more people than any other country, over 1.3 billion. China has more people than every continent except its own. Find China on pages 8–9.
 - If you haven't already, outline China on your Activity Map.
 - In China, write **CHINA #1 POPULATION**.
 - The smallest country in the world is Vatican City, which is a small neighborhood in Rome, Italy, with only 800 people. However, Vatican City has a government independent of Italy's. Look at the Political Relief Map of Europe on pages 70–71 to find the Vatican City.
 - On your Activity Map, near the Vatican City, draw ☐ **V.C.**
5. Most land is claimed by a country. However, there is one land area that is not.
- Read *Who owns Antarctica?* on page 9.
 - Antarctica is not owned by any country. On your Activity Map, in Antarctica, write **NO COUNTRY**.

How are countries divided?

6. **Territories** are areas ruled by a country, but without the same rights as the rest of the country. Territories often are separated from the country that rules them.
- Greenland is the largest territory in the world. It is ruled by Denmark, a small country in Europe. (However, Denmark has about 100 times more people than Greenland.) Find Greenland and Denmark on the Political Relief Map on pages 8–9 in the Atlas.
 - On your Activity Map, outline Greenland.
 - Draw a line from Greenland to Denmark. On Greenland, write **TERRITORY**.



7. Many countries are divided into smaller sections. Each section has its own government, but it is still ruled by the country's government.
- a. In many countries, these sections are called **states**. Look at the map of the United States on pages 40–41 of the Atlas.
 - b. The United States is divided into 50 states. On your Activity Map, in the United States, write **50 ST**.
 - c. Look at the map of Middle America on pages 52–53 and the map of Australia on page 97 of the Atlas to see other countries with states.
 - d. Mexico has 31 states. On your Activity Map, in Mexico, write **31 ST**.
 - e. Australia has 6 states and a few territories. In Australia, write **6 ST**.
 - f. Canada is divided like the United States, Mexico, and Australia. However, instead of states, Canada has **provinces**. Look at the map of Canada on page 34–35 to see Canada's provinces.
 - g. Canada has 10 provinces and 3 territories. On your Activity Map, in Canada, write **10 PR**.

Where do people live?

8. **Urban areas** are major centers of manufacturing, services, trade, and government. Urban areas include at least one big city, its suburbs and the towns connecting them. Over half of the world's population lives in urban areas.
- a. On page 25 of the Atlas, look at the urban & rural population graphs and the photos of urban areas.
 - b. Tokyo, Japan, is the largest urban area in the world. More people live in the Tokyo area than in all of Canada. Look at the photo of Tokyo on page 88.
 - c. Now look at the map on pages 8–9 to find Tokyo.
 - d. On your Activity Map, near Tokyo, write **TOKYO #1 U.A.**
9. Urban areas are usually divided into several communities with their own governments. The largest of these communities are **cities**.
- a. Look at the Japan and the Koreas map on page 91. Point to three cities that are near Tokyo.
 - b. Tokyo, Yokohama, Kawasaki, and Chiba make up the core of the Tokyo urban area. However, in between these cities, there are smaller communities called **suburbs** that are also part of the urban area. On your Activity Map, below TOKYO #1 U.A., write **4 CITIES + SUBURBS**.
10. The areas outside of urban areas are called **rural areas**. They are usually lightly populated. Look at the photos on page 25 to see examples of rural areas.

Name _____



Locating Countries and Cities

Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 7a–7c, and the Atlas to complete the chart below.

- First, read the description in each box.
- On the line above the description, write the name of the cultural feature.
- Then write two examples of that cultural feature.

An area of the world with one or more common traits

Examples:

-
-

A section of a country with a separate government that is less powerful than the country's government

Examples:

-
-

An area ruled by a country without full rights

Examples:

-
-

Cultural Features

An area ruled by a single government

Examples:


-
-

Largest communities in an urban area

Examples:

-
-



Describe your community using region, country, state, urban or rural area, and city or community. 

World Climate and Latitude



Weather—temperature, precipitation, and wind—is a daily condition in a particular location. Climate is a pattern of weather over long periods of time in a region. In this lesson, you'll discover how distance from the Equator affects climate.

What are the latitude zones?

1. The world can be divided into **latitude zones**. Some lines of latitude have names, such as the Equator. Two other lines of latitude with names are the Tropic of Cancer and the Tropic of Capricorn. They border the zone called **Low Latitudes**. They are called Low Latitudes because of their low latitude numbers.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **CLIMATE AND LATITUDE**.
 - c. Find the Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$). Trace it with a dashed line.
 - d. Find the Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$). Trace it with a dashed line.
 - e. The Low Latitudes are between the Tropic of Cancer and the Tropic of Capricorn. Along the right edge of the map, between your two lines, write **LOW**.
2. The **Middle Latitudes** are farther from the Equator than the Low Latitudes. There are Middle Latitudes north and south of the Equator.
 - a. Trace the Arctic Circle ($66\frac{1}{2}^{\circ}\text{N}$) with a dashed line.
 - b. Along the right edge of the map, between the Arctic Circle and the Tropic of Cancer, write **MIDDLE**.
 - c. Also trace the Antarctic Circle ($66\frac{1}{2}^{\circ}\text{S}$) with a dashed line.
 - d. Along the right edge of the map, between the Tropic of Capricorn and the Antarctic Circle, write **MIDDLE**.
3. The **High Latitudes** are farthest from the Equator. They have the highest latitude numbers. There are High Latitudes north and south of the Equator.
 - a. Along the right edge of the map, between the top of the map and the Arctic Circle, write **HIGH**.
 - b. Between the Antarctic Circle and the bottom of the map, write **HIGH**.





What temperatures are found in the latitude zones?

4. Because the Low Latitudes lie between the Tropic of Cancer and the Tropic of Capricorn, they are often referred to as the Tropical Zone or **Tropics**.
 - a. Turn to the Growing Season map on page 17 of *The Nystrom World Atlas*. Use two fingers to follow the Tropic of Cancer and Tropic of Capricorn. Notice the growing season pattern in the Tropics.
 - b. On your Activity Map, directly below the Tropic of Cancer, in the Pacific Ocean, write and underline **TROPICS**.
 - c. In the Tropics, temperatures are above freezing all year in most areas. On the Equator, write **HOT ALL YEAR**.
 - d. In the Tropics, draw ☀.
5. The Middle Latitudes aren't quite as hot as the Tropics. That's why they are often referred to as **Temperate Zones**.
 - a. On your Activity Map, below both the Arctic Circle and the Tropic of Capricorn, write and underline **TEMPERATE**.
 - b. In these zones, it is warm or hot in the summer and cool or cold in the winter. In both temperate zones, write **SEASONAL CHANGES**.
 - c. In the Temperate Zones, the growing seasons vary depending on whether a place is closer to a tropic or to a polar circle. Look again at the Growing Season map on page 17 of the Atlas. With two fingers, trace the Arctic Circle and the Tropic of Cancer. Also trace the Tropic of Capricorn and the Antarctic Circle.
 - d. On your Activity Map, near the Tropic of Cancer and the Tropic of Capricorn, draw ☀.
 - e. Near the Arctic Circle and the Antarctic Circle, draw ☀.
6. The High Latitudes are called **Polar Zones**.
 - a. At the top of your Activity Map, write and underline **POLAR**.
 - b. Below the Antarctic Circle, also write and underline **POLAR**.
 - c. On page 17 of the Atlas, look at growing seasons in the Polar Zones.
 - d. These zones are quite cold. Ice covers much of the land and water. On your Activity Map, in the northern and southern Polar Zones, write **COLD**.
 - e. In both Polar Zones, draw ☀.




What else affects climate?

7. Precipitation is another important element of climate.

- a. Turn to pages 18–19 of *The Nystrom World Atlas*. With two fingers, trace the Tropic of Cancer and the Tropic of Capricorn. Look at the colors between those two lines.
- b. Many areas of the Tropics have a **Tropical Climate**. Look at photo A and read its caption.
- c. Some areas of the Tropics have a **Dry Climate**. Look at photo B and read its caption.
- d. On your Activity Map, at the location where photo A was taken—2°S, 30°E—draw a tropical climate symbol .
- e. At the location where photo B was taken—27°N, 70°E—draw a dry climate symbol .
- f. Turn to page 16. Find these locations on the Precipitation map.
- g. Use the Master Legend to help you identify the precipitation symbols for both locations. Draw them on your Activity Map.

8. Besides latitude, **elevation** can have an effect on climate.

- a. Look at photo F on page 19 of the Atlas and read its caption. Also locate the area on the Climate map.
- b. On your Activity Map, at the location where photo F was taken—16°S, 68°W—draw a highland climate symbol .
- c. Compare the land cover at that location with neighboring areas to the east and north.
- d. Find the same location on Growing Season map on page 17.
- e. In general, highland climates are colder than neighboring areas. Next to the highland climate symbol, write **COOLER**.

9. Distance from the **ocean** can also affect the climate of an area.

- a. On pages 18–19 of the Atlas, use two fingers to trace the Arctic Circle and the Tropic of Cancer. Notice the climate colors between the two lines.
- b. Some areas of the northern Temperate Zone have a **Mild Climate**. Look at photo C and read its caption.
- c. Other areas of the northern Temperate Zone have a **Continental Climate**. Look at photo D and read its caption.
- d. In general, the ocean makes an area warmer and wetter, although there are many exceptions. Along the Atlantic coast of Europe, write **WARMER**. By the Volga River, write **COLDER**.

10. Seasons occur at opposite times of the year in the Northern and Southern Hemispheres.

- a. At the left edge of your Activity Map, between the Equator and the top of the map, write **SUMMER = JUNE–SEPT.**
- b. Between the bottom of the map and the Equator, write **SUMMER = DEC–MAR.**

Name _____



Climate and Latitude

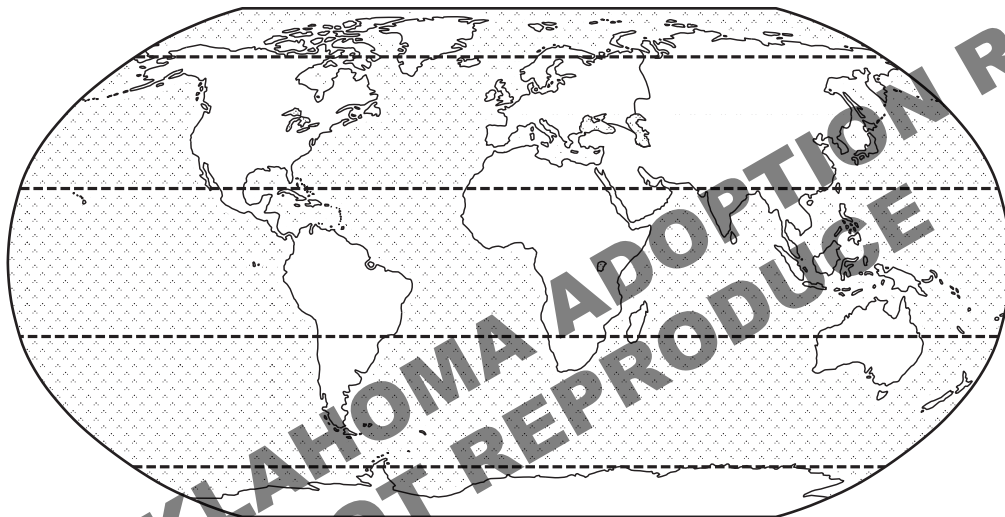
Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 8a–8c, and pages 16–19 of the Atlas to match temperature graphs with climate zones.

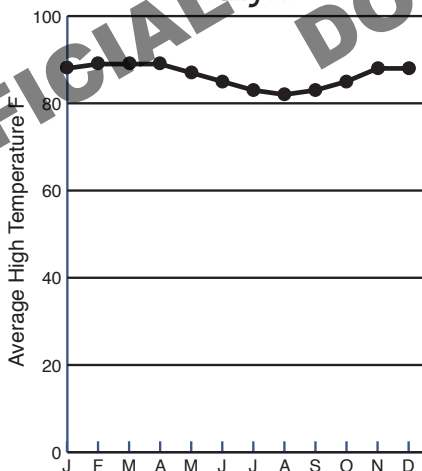
- First, label each section of the world map below with the appropriate climate zone (**TROPICAL**, **TEMPERATE**, or **POLAR**).
- Then draw a line from each temperature graph to the correct climate zone.



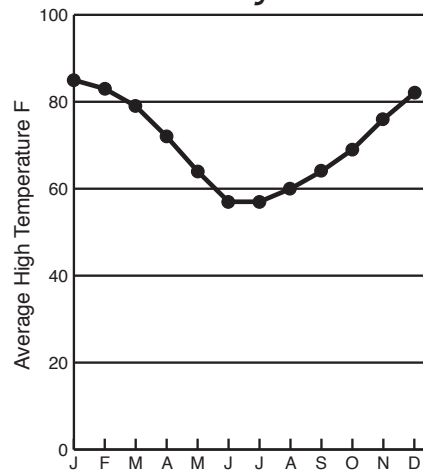
Climate Zones



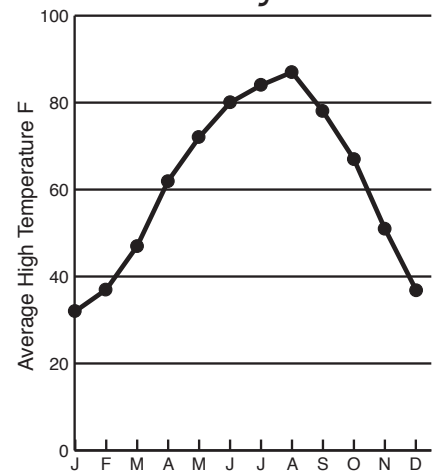
City A



City B



City C



Choose a city. Using the maps on pages 16–19 of the Atlas and Activity Sheets 8a–8c, write a weather report for that location. Be sure to include the latitude zone, growing season, climate zone, and elevation for the location.

Taking a Closer Look Polar Regions



The North Pole and the South Pole are at opposite ends of the earth. In this lesson, you'll compare the two polar regions and find out if they're anything alike.





Where are the polar regions?

1. The polar regions include the land and water around the North and South Poles. The North Polar Region and the South Polar Region are as far north and as far south as you can go in the world.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **POLAR REGIONS**.
 - c. Starting at the Equator, draw an arrow north along the Prime Meridian to the top of the map.
 - d. Below your title, write and underline **NORTH POLE**.
 - e. Now, starting at the Equator, draw another arrow south along the Prime Meridian to the bottom of the map.
 - f. Across the bottom of the map, write and underline **SOUTH POLE**.
2. All lines of **longitude** meet at both poles.
 - a. The North Pole is at 90°N. Turn to page 104 of *The Nystrom World Atlas*. On the Arctic map, point to the + that marks the North Pole.
 - b. With your finger, follow several lines of longitude to the North Pole.
 - c. The South Pole is at 90°S. On the Antarctica map on page 105, point to the + that marks the South Pole.
 - d. With your finger, follow several lines of longitude to the South Pole.
 - e. On your Activity Map, you can see the curve in the lines of longitude. Trace any two longitude lines.

How would you describe the North Polar Region?

3. Much of the North Polar Region is covered with a **permanent sheet of ice** that floats above the **Arctic Ocean**.
 - a. Look at The Arctic map on page 104 of the Atlas. With your finger, outline the permanent sea ice that surrounds the North Pole.
 - b. Without land, there are no landforms. On your Activity Map, below NORTH POLE, write **MAINLY WATER (ICE)**.



4. The North Polar Region lies north of the **Arctic Circle**. From October to March, the North Pole is in complete darkness. At that time, the average temperature is about -30°F . The temperature increases between April and September, when the sun never sets on the North Pole.
- On your Activity Map, draw a dashed line along the Arctic Circle.
 - On The Arctic map on page 104 of the Atlas, with your finger, trace the Arctic Circle.
 - Turn to the map on pages 18–19. As you trace the Arctic Circle with your finger, notice the main climate color of that region.
 - Point to the photo that matches the climate in the North Polar Region. Then read the caption.
 - On your Activity Map, below NORTH POLE, add **POLAR CLIMATE**.
5. Land in the northern polar region is usually frozen with **permafrost**.
- Read Focus on Permafrost on page 104 of the Atlas. Look at the Permafrost map. With your finger, outline the areas of continuous permafrost.
 - Tundra is the main land cover for permafrost. On page 12, look at photo C and read its caption.
 - On your Activity Map, in Arctic North America, draw a tundra symbol .
6. No one lives at the North Pole, but people do live on land in the polar region.
- Look at the photo of a person in the Arctic on page 19 of the Atlas.
 - Turn to the Population map on page 24. Notice the population pattern north of the Arctic Circle.
 - On your Activity Map, below NORTH POLE, draw .
 - Then look at the Land Use map on page 20.
 - In Asia, where there is a wide area of tundra, people rely on reindeer herding for food. On your Activity Map, in the Asian tundra, draw .
 - In North America, where there is more water than tundra, people fish and hunt seals and whales. Over Baffin Bay, draw .

How would you describe the South Polar Region?

7. The South Pole is on the continent of **Antarctica**. Most of the South Polar Region is on land, not water. The ice cap over Antarctica does not have water beneath it.
- Read Focus on the Cold Continent on page 105 of the Atlas. Look at the cross section of Antarctica. With your finger, follow the shape of the land below Antarctica's ice cap.
 - On your Activity Map, just above SOUTH POLE, write **MAINLY LAND**.
 - On the Antarctica map in the Atlas, with your finger, outline Antarctica.
 - On your Activity Map, with a Map Marker, outline the coast of Antarctica.



8. There are **mountains** and **trenches** in Antarctica.

- a. The Transantarctic Mountains cross the continent. On the Antarctica map on page 105 of the Atlas, from the Weddell Sea to the east coast of the Ross Sea, with your finger, follow the mountains.
- b. The Vinson Massif is the highest mountain in Antarctica. On your Activity Map, outline its mountain symbol ▲.
- c. Parts of Antarctica would be beneath the ocean if they were not covered by the ice cap. On the Antarctica map in the Atlas, point to the Bentley Subglacial Trench.

9. Most of the South Polar Region is south of the **Antarctic Circle**. From April to September, the South Pole is in complete darkness. Temperatures can get as low as -117°F . From October to March, when the sun never sets on the South Pole, temperatures there reach a high of only 3°F . However, along Antarctica's coast, temperatures reach 30° to 40°F .

- a. On your Activity Map, draw a dashed line along the Antarctic Circle.
- b. On the Antarctica map on page 105 of the Atlas, with your finger, also trace the Antarctic Circle.
- c. Turn to the Climate map on pages 18–19. As you follow the Antarctic Circle with your finger, notice the climate color.
- d. On your Activity Map, above SOUTH POLE, add **POLAR CLIMATE**.

10. The **Southern Ocean** has no land between it and the surrounding oceans.

- a. Look at the Antarctica map on page 105 to see the Southern Ocean.
- b. Without land blocking the water, the Southern Ocean's currents all move east, the same direction as the earth's rotation. On your Activity Map, in the Southern Ocean, from the western end of the map to the eastern end of the map, draw an arrow.

11. No one has settled permanently in the South Polar Region. Several countries, including the United States, have **research stations** where people temporarily live.

- a. Turn to the Population map on page 24 of the Atlas. Notice the population pattern of Antarctica.
- b. On your Activity Map, above SOUTH POLE, draw ♂.
- c. Now turn to page 105 of the Atlas. On the Antarctica map, point to several research stations.
- d. On your Activity Map, on the Antarctic Peninsula, mark the location of a research station with this symbol □.

Name _____



Polar Regions

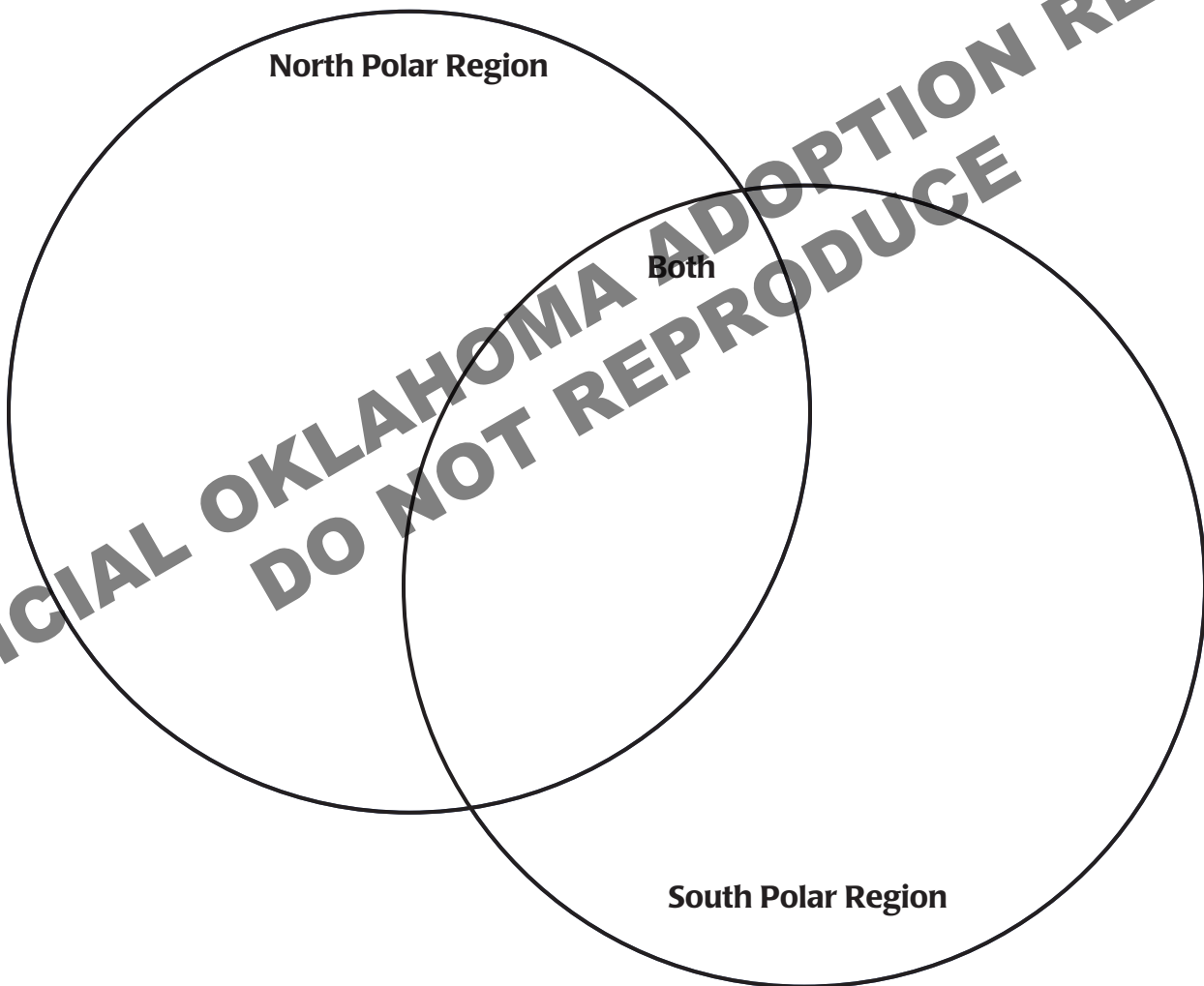
Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 9a–9c, and pages 104–105 of the Atlas to fill in the diagram below.

- First, think of at least ten words or phrases that describe the polar regions.
- Write the word or phrase in the correct circle.
- If a word or phrase describes both regions, write it in the space where the circles overlap.



Comparing Polar Regions



On page 105 of the Atlas, click *E-BOOK EXTRA* Antarctic Explorer primary source. Use Robert Scott's journal to add two more words or phrases to the Venn diagram above.





Oceans cover roughly three quarters of the Earth's surface, yet large areas of them have been less explored than Mars. In this lesson, you'll explore the oceans from the surface to their deepest points.

What is sea level?

1. All of the oceans of the world are connected. Across the world, the oceans flow into each other. As a result, the surface of the oceans is roughly the same height across the world, **sea level**.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING THE OCEANS**.
 - c. Even though they are at opposite ends of the earth, the Arctic Ocean and the Southern Ocean are at the same height. On the Arctic Ocean and the Southern Ocean, write **SEA LEVEL**.
2. Sea level changes, usually over long periods of time.
 - a. Look at the Elevation Map on pages 10–11 of *The Nystrom World Atlas* to see sea level on land and the oceans.
 - b. During the last ice age, roughly 20,000 B.C., so much of the world's water was frozen that sea level was 400 feet lower than where it is today. Point to the depth of the Arafura and Timor Seas.
 - c. Now read Focus on Australia's Isolation on page 99.
 - d. When sea levels were lower, Australia extended to New Guinea and Asia extended to Borneo. On the Deep Barrier map, with your finger, trace the coast of the area that was once land around Australia.
 - e. The deep water barrier from Java to Borneo is called the **Wallace Line**. With your finger, trace that line.
 - f. On your Activity Map, draw that same line.
 - g. Animals north and west of the line tend to be Asian. Draw an arrow northwest from the line. Label the arrow **ASIA**.
 - h. South and east of the line, animals tend to be Australian. Draw an arrow southeast from the line. Label the arrow **AUSTRALIA**.



How do the oceans move?



3. Just beneath the surface of the ocean, **currents** move water in a constant direction. Currents move warm water to cold areas and, to a lesser extent, cold water to warmer areas.
 - a. Draw a dot on the eastern tip of South America.
 - b. Warm water moves west from Africa across the Atlantic Ocean at the Equator. From 15°S and the west coast of Africa to the dot, draw an arrow.
 - c. When the warm water reaches South America, it splits into two currents—one going southwest and one going northwest. From the dot, draw an arrow along the eastern edge of the West Indies to the mainland of North America.
 - d. This northern current is called the **North Equatorial Current**. Label the arrow **NEC**.
 - e. At North America, the land deflects the North Equatorial Current back into the Atlantic, this time heading northeast. From the end of the previous arrow to the Norwegian Sea, draw another arrow.
 - f. This current, called the **North Atlantic Current**, dramatically warms the ocean around Europe. For example, icebergs are often found near Newfoundland, but never around the British Isles—even though the British Isles are further north. Label the arrow **NAC**.

What is at the bottom of the ocean?





4. The land beneath the ocean has many landforms similar to those on dry land.
 - a. If you have the e-book version of the Atlas, go to page 7. Click *E-BOOK EXTRA* to see a map of the ocean floor.
 - b. Around the continents, an area of flat land called the **continental shelf** drops very gradually from sea level to about 400 feet deep. One of the largest continental shelf areas is the Sea of Okhotsk in Asia. On your Activity map, in the Sea of Okhotsk, write **CS**.
 - c. The continental shelf drops steeply at the **continental slope**. The depth of the water there goes from about 400 feet to 2 miles. Find the area where the color changes from light blue to a darker blue. In the Sea of Okhotsk, trace the edge of the continental shelf.
 - d. Most of the ocean floor is the **abyssal** (deep) **plain**. The land here is extremely flat and between 2 and 4 miles deep. Between 30°N, 150°W and 45°S, 105°W, write **A** four times.
 - e. The deepest part of the ocean is not in the middle, but near land. Trenches drop very sharply 3 miles or more from the abyssal plain, like very deep valleys. The deepest point in the oceans is the Mariana Trench, located less than 100 miles from the Mariana Islands. Find the dark blue line east of the Mariana Islands and trace it north to Honshu. Label the line **TR**.
 - f. The trench is further below sea level than Mount Everest is above sea level. Look at the inside front cover of the Atlas. Compare the deepest point in the Pacific Ocean with the height of Mount Everest.



5. Many **mountains** rise up from the abyssal plain.





- a. **Ridges** are long chains of underwater mountains. The longest is the Mid-Atlantic Ridge which stretches from Iceland to the Southern Ocean. Over the line of light-colored underwater mountains in the middle of the Atlantic, draw mountain symbols .
- b. The tops of some ridges are above sea level. Turn to pages 6–7 in the Atlas. In the Indian Ocean, find the Maldives and Chagos Archipelagos.
- c. These two island groups are part of a connected ridge. On your Activity Map, over these islands, draw .

6. Some island groups are not part of a ridge.

- a. **Volcanoes** in some areas are formed by “hot spots” in the earth. The easternmost island of the Hawaiian Island (Hawaii) is over one of these hot spots. Read *What's the tallest?* on page 15 of the Atlas.
- b. On your Activity Map, on Hawaii, draw a volcano symbol .
- c. As the ocean floor moves, the volcano moves from the hot spot and stops erupting. The island then becomes smaller because of erosion. Above one of the smaller islands, draw a mountain symbol .
- d. While the island is eroding, coral can begin to grow on the underwater area of the mountain. Turn to page 103 and read Focus on Coral Reefs.
- e. On your Activity Map, next to the mountain symbol, draw a reef symbol .
- f. By the time the mountain has eroded below sea level, the coral has grown enough to break the surface of the water. This creates a low, ring-shaped island called an **atoll**. The westernmost islands of the Hawaiian chain (Wake and Midway) are atolls. At the west edge of the map near 30°N, draw an atoll symbol .
- g. If you have an e-book version of the Atlas, go to page 103. Click *E-BOOK EXTRA* to see how atolls are formed.

How do people use the oceans?

7. Oceans are used in a variety of ways.

- a. Ocean shipping is the cheapest way to transport goods from one place to another. In the Pacific Ocean, draw a ship symbol .
- b. Fishing, especially on the continental shelves, is a major industry. On the shelf off the coast of Newfoundland, draw .
- c. Sand, gravel, and the mineral lime are used to make concrete. All are mined from the ocean floor of continental shelves. On a continental shelf, draw .
- d. Oil and natural gas are pumped from the sea floor on continental shelves. In the Gulf of Mexico, draw .

Name _____



Exploring the Oceans

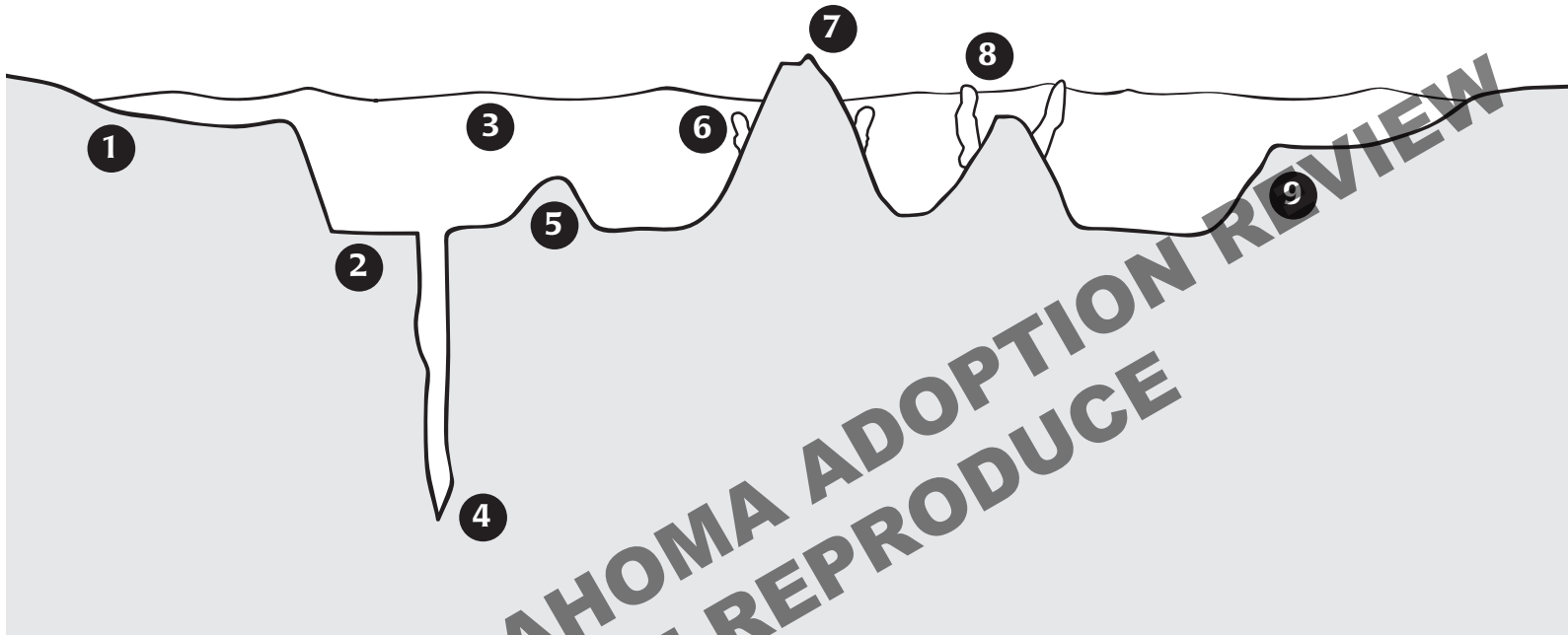
Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 10a–10c, and pages 6–7 of the Atlas to fill in the cross section below.

Label the different underwater features using words from the Word Bank



Ocean Features



- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |


Word Bank

abyssal plain
continental slope
ridge

atoll
coral reef
sea level

continental shelf
island
trench



Why is the continental shelf the main ocean area that people use? Write a paragraph explaining the advantages of using the continental shelf over the other areas of the ocean. 

Taking a Closer Look Population



Atlas
Activity Map
Map Marker
Master Legend










People live on six continents and a large number of islands throughout the world. People live in all types of environments from tropical rain forests to hot deserts and polar tundra. In this lesson, you'll examine areas of the world that are best suited for humans.

Where do people live?

1. People today can live in practically any environment.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **POPULATION**.
 - c. Turn to page 24 of *The Nystrom World Atlas*. Look at the World Population Growth graph and compare the size of populations for different continents in 2050.
 - d. On your Activity Map, put a + on the continent with the largest population.
2. Some regions of the world are very **densely populated**.
 - a. On the Population map on page 24 of the Atlas, point to the regions with the highest population densities—over 250 people per square mile.
 - b. East Asia and South Asia are the most populated areas on Earth. Nearly half of all the people in the world live in one of these two regions. On the Population map, with your finger, outline these two large areas of highest population density. (Be sure to include nearby islands.)
 - c. On your Activity Map, in East Asia and South Asia, outline these same areas with a Map Marker.
 - d. Label the two regions **EAST ASIA** and **SOUTH ASIA**.
 - e. Europe is also an area of high population density. In Europe, outline the area of highest population density. Label it **EUROPE**.
 - f. In western Africa just north of 0°, 0°, outline the area of highest population density. Label it **WEST AFRICA**.
 - g. In North America, around New York City, circle the area of highest population density. Label it **EASTERN NORTH AMERICA**.
3. Each of these regions has several **major cities**.
 - a. Use the Population map on page 24 and the Political Relief Map on pages 8–9 of the Atlas to find a city in each region.
 - b. On your Activity Map, near each circled region, write the name of a city in that region.



What is life like in these areas?

4. The large population of these regions affects the **land use**.
- a. On your Activity Map, look at the land cover of the circled regions.
 - b. Next to any circled region that is mainly cropland, write **CL**.
 - c. Turn to page 20 of the Atlas and read Understanding Land Use. Then look at the Land Use map to see the most widespread use of land in the circled regions.
 - d. Many of the people in these areas live in large **urban areas**. On your Activity Map, next to every circled region, draw .
 - e. **Commercial farming** is the most important means of feeding very large numbers of people. Next to every circled region with at least some of the land dedicated to commercial farming, draw .
 - f. In one poor region, some people still practice **subsistence farming**. Next to that area, draw .
 - g. In densely populated regions that border deserts, **nomadic herding** is a major land use. Next to these regions, draw .
 - h. In other areas, forests border the populated areas. In those regions, **forestry** is a major land use. Next to these regions, draw .
5. To feed the people in densely populated regions, the commercial farms of these areas have become some of the largest and most productive in the world.
- a. Look at the Food Resources maps on page 21 of the Atlas to see the crops that are grown in the major population areas.
 - b. **Rice** feeds more people than any other single crop in the world. On your Activity Map, next to any circled region that is a major producer of rice, draw .
 - c. **Wheat** is a very important crop that grows in many climates. Next to any circled area that is a major producer of wheat, draw .
 - d. **Corn**, often called maize, is another important crop. Unlike rice and wheat, corn is often used to feed animals. Next to any circled area that is a major producer of corn, draw .
 - e. **Millet** is less common but still important, especially in dry areas. Next to any circled area that is a major producer of millet, draw .



6. Water, especially **precipitation**, is critical to the development of densely populated areas.

- a. Look at the Precipitation map on page 16 of the Atlas. Find the precipitation in each of the densely populated areas.
- b. Almost every densely populated area receives at least 20 inches of precipitation per year. Use the Master Legend to help you identify precipitation symbols. Next to each of the regions on your Activity Map, draw the symbol for the main amount of precipitation for the region.
- c. The western part of South Asia receives less than 10 inches of precipitation a year, but is still densely populated. A large river, the Indus, provides water for the cities and the commercial farms in the area. Next to the river, draw an irrigation symbol $\equiv \text{---} \equiv$.

7. Densely populated areas can have a high or low **standard of living**.

- a. Standard of living is based on the goods and services available to its people. Read Understanding People per Car on page 23 of the Atlas.
- b. The number of people owning a car is one way to measure the wealth of a country. With your finger, point to the densely populated regions on the People per Car map.
- c. East Asia has both wealthy and poor countries. On your Activity Map next to East Asia, write $\text{\$}\text{\$}-\text{\$}$.
- d. The other four regions have a more consistent standard of living throughout the area. On your Activity Map, next to the two regions that have 1 to 5 people per car, write $\text{\$}\text{\$}$.
- e. Next to the two regions that have over 100 people per car, write $\text{\$}$.

Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 11a–11c, and pages 16–24 of the Atlas to complete the chart on Activity Sheet 11d.

- a. In the second row, write the name of a large city in that region.
- b. In the third row, draw the main precipitation symbol for the region.
- c. In the fourth row, write one of the major crops for the region.
- d. In the fifth row, draw the symbol for the main land use in the region.
- e. In the sixth row, draw the people per car symbol or range of symbols for the region.

Name _____

Population


Pulling It Together



Population Regions

Region	East Asia	South Asia	Europe	West Africa	North America
Large City					
Precipitation					
Crop					
Land Use					
People per Car					



Which factors seem to play the biggest role in affecting why a region is densely populated?
Write a paragraph explaining your answer. 

Name _____



World Reviewing the World

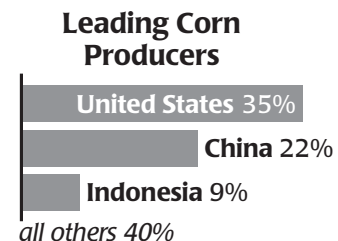
Over the last seven lessons, you've explored the continents and oceans of the world. You've also used a variety of maps. How much did you learn?

Note: There may be more than one correct answer to each question. Circle the letter beside each correct answer.

1. Mountains are
 - A found on every continent.
 - B the world's largest land masses.
 - C measured from sea level.
 - D larger than continents.
2. Urban areas include
 - A regions.
 - B countries.
 - C suburbs.
 - D cities.
3. The farther away from the Equator, the shorter the
 - A rivers.
 - B mountains.
 - C winter.
 - D growing season.
4. Which of the following describe the Tropical Zone?
 - A very heavy rainfall
 - B short growing season
 - C hot all year
 - D seasonal changes in weather
5. Both the North Polar Region and the South Polar Region
 - A are mainly on water.
 - B have polar climates.
 - C have research stations.
 - D have very few people.

Look at the graph to answer questions 6 and 7.

6. Who is the largest producer of corn in the world?
 - A Indonesia
 - B United States
 - C Brazil
 - D China
7. What percentage of the world's corn is grown in China?
 - A 35%
 - B 9%
 - C 22%
 - D 40%



Name _____



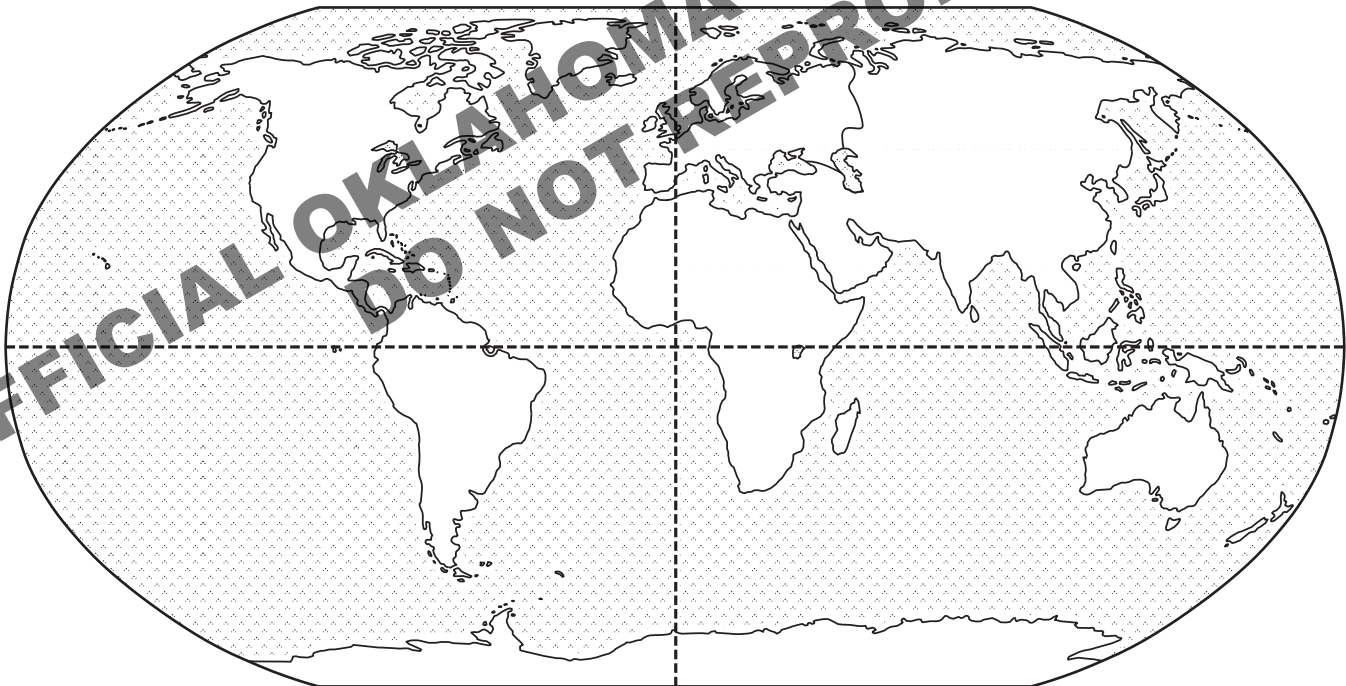
8. The deepest part of the ocean is
- A in the middle of the ocean.
 - B called the abyssal plain.
 - C near land.
 - D farther below sea level than the tallest mountain is above.

9. Which of the following are true about the world's population?

- A Over half is in Asia.
- B It is concentrated near the poles.
- C It is evenly spread out.
- D It needs water to survive.

10. Label the following on the world map below.

Africa	Europe	Australia	Pacific Ocean
Antarctica	North America	Atlantic Ocean	Indian Ocean
Asia	South America	Southern Ocean	Arctic Ocean
Equator	Prime Meridian		



In the last seven lessons, you used a variety of world maps. List ten facts you learned from those maps.

North America

Cross-Curricular Activities

Critical Thinking *Evaluate a World Heritage Site*
Assign World Heritage sites located in North America to groups of students. Have each group research their site and report on whether they think the site should be protected and preserved.

Geography *Plan a Tour*
Have students create tourism posters for different regions or countries of North America. Posters could mention characteristics such as physical features, climate, and “must-see” places.

Language Arts *Interview an Immigrant*
Have students use the *E-BOOK EXTRA* primary source on page 31 of *The Nystrom World Atlas* as a model for their own interview of an immigrant in their community.

Literature Links

Your students might enjoy these books and others about North America. Use picture books (p) to introduce a topic or as a model for student writing assignments.

If America Were a Village (p)
by David J. Smith

Who Was First? Discovering the Americas
by Russell Freedman

Any Small Goodness
by Tony Johnston

An Island Like You
by Judith Ortiz Cofer

Escape from Saigon: How a Vietnam War Orphan Became an American Boy
by Andrea Warren

Before We Were Free
by Julia Alvarez

The Coast Mappers
by Taylor Morrison

Panama Canal
by Elizabeth Mann

Downriver
by Will Hobbs

Saguaro Moon: A Desert Journal
by Kristin Joy Pratt-Serafini



Lesson	page
12 Introducing North America	57
13 Exploring Land and Water.....	59
14 Locating Countries and Cities.....	63
15 Comparing Dry Regions.....	67
16 Comparing Wet Regions.....	71
17 Settling Canada.....	75
18 Great Lakes.....	79
19 U.S. Megalopolises	83
20 Major Industries of Mexico	85
21 Volcanoes of Middle America.....	89
22 Comparing Cultures	93
Assessment	
Reviewing North America.....	95

Introducing North America

For use with pages 26–31 of The Nystrom World Atlas.

12

Here's a Tip!

- Walk students through pages 26–31 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- On the board, make a list of the words and phrases that students used to describe North America.
- Save Activity Sheets 12a–12b for students' North America booklets.

Answers

Activity Sheet 12a:

N Nicaragua	A Alaska
O Ontario	M Montréal
R Rio Grande	E Everglades
T Tundra	R Rocky
H Hispaniola	I Iqaluit
	C Canada
	A Arctic

Activity Sheet 12b: Answers will vary.

☆ Students' combined lists should have more than ten words or phrases. If possible, their lists should cover the letters A–Z.

Objectives

Students will be able to:

- Use information from maps, graphs, and photos to complete an acrostic.
- Describe the continent.

Materials

- The Nystrom World Atlas
- Activity Sheets 12a–12b, *Introducing North America*

Exploring Land and Water

For use with pages 26–27 of The Nystrom World Atlas.

13

Here's a Tip!

- *CLICK E-BOOK EXTRA* on the inside front cover to see a graph comparing the land area of continents.
- Save Activity Sheet 13d for students' North America booklets.

Answers

Relative location: Answers will vary. Students may mention that the continent is east of the Pacific Ocean, west of the Atlantic Ocean.

Largest sea:
Caribbean Sea

Largest plains:
Great Plains

Largest mountain system:
Rocky Mountains

Largest island: Greenland

Largest lake:
Lake Superior

Longest river system:
Missouri-Mississippi River system



☆ Brochures will vary.

Objectives

Students will be able to:

- Identify major landforms and bodies of water in North America.
- Label physical features using map symbols.

Materials

- The Nystrom World Atlas
- Activity Sheets 13a–13d, *Exploring Land and Water*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Locating Countries and Cities

For use with pages 27 and 52–53 of The Nystrom World Atlas.

14

Objectives

Students will be able to:

- Identify and locate select countries and cities of North America
- Classify North American countries and cities by location.

Materials

- The Nystrom World Atlas
- Activity Sheets 14a–14d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- If students have difficulty finding space to write labels on the Activity Maps, you may want to provide them with abbreviations for countries and cities.
- Explain to students that a possession is separate from the country that governs it. A possession can be located 10 or 10,000 miles from the governing country.
- Save Activity Sheet 14d for students' North America booklets.

Answers

Cities will vary.

North: Canada—I, United States—I, Greenland—P

Middle America: Mexico—I

Central America: Guatemala—I, Belize—I, Honduras—I, El Salvador—I, Nicaragua—I, Costa Rica—I, or Panama—I

West Indies: Cuba—I, Bahamas—I, Jamaica—I, Haiti—I, Dominican Republic—I, Puerto Rico—P, or any of the other Caribbean Islands

- ☆ Check country names on students' maps or have students check their own work by using the Atlas.

Comparing Dry Regions

For use with pages 26–31 of The Nystrom World Atlas.

15

Objectives

Students will be able to:

- Divide North America into geographical regions.
- Use maps to gather data on landforms, precipitation, growing season, land cover, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 15a–15d, *Comparing Dry Regions*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!

- Remind students that the boundaries between the regions are not abrupt. Differences between the regions occur gradually.
- Photocopy the Master Legend on page 3 for your students or project the master legend.
- Save Activity Sheet 15d for students' North America booklets.

Answers

West			North		
Symbol	Explanation		Symbol	Explanation	
^^^	Rocky Mountains Great Plains Basin and Range	Landforms			
△△	little rain	Precipitation	△	very little rain	
☀☀	very short to very long	Growing Season	☀	very short (Arctic)	
🐄🌾 🏠🏭	ranching, forestry, manufacturing & trade, commercial farming	Land Use	🐄 🏠	no widespread use forestry nomadic herding	
👤	sparsely populated except in cities	Population	👤	sparsely populated	

- ☆ Answers will vary.

West: Students may mention little precipitation, many mountains, ranching, few people.

North: Students may mention arctic cold, permafrost, almost no people, forests, reindeer herding.

Comparing Wet Regions















For use with pages 26–31 of The Nystrom World Atlas.

16

Here's a Tip!

- Let students know that many factors affect a region's precipitation. Lessons 15 and 16 provide a generalized view of precipitation patterns in North America.
- Photocopy the Master Legend on page 3 or project the master legend.
- Save Activity Sheet 16d for students' North America booklets.

Answers

	East		South		Pacific	
	Symbol	Explanation	Symbol	Explanation	Symbol	Explanation
Landforms		Canadian shield				mountains
Precipitation		moderate to rainy		very rainy		very rainy
Growing Season		very short to very long		all year		very short to long
Land Use		commercial farming, forestry, manufacturing and trade		commercial and subsistence farming, ranching and forestry		forestry, commercial farming, manufacturing and trade
Population		moderate population		moderate to densely populated		very few people

☆ Answers will vary.

East: Students may mention high precipitation, low mountains, many people, farming.

South: Students may mention high precipitation, tropical climate, many islands.

Pacific: Students may mention temperate rain forests, high mountains, rain shadow effect.

Objectives

Students will be able to:

- Divide North America into geographical regions.
- Use maps to gather data on landforms, precipitation, growing season, land cover, land use, and population.

Materials

- ☐ The Nystrom World Atlas
- ☐ Activity Sheets 16a–16d, Comparing Wet Regions
- ☐ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- ☐ Map Markers
- ☐ Master Legend

Settling Canada

For use with pages 31 and 34–35 of The Nystrom World Atlas.

17

Here's a Tip!

- Save Activity Sheet 17d for students' North America booklets.

Answers

Inuit	25,000 B.C.	Arctic Ocean Coast (Nunavut)
French	after 1570	Nova Scotia, New Brunswick, Québec
English	after 1570	Newfoundland
Scots	after 1740	Nova Scotia
Americans	after 1776	Nova Scotia, New Brunswick, Ontario
African Americans	after 1776	Nova Scotia
Chinese	after 1858	British Columbia

☆ Answers will vary. Students may point out that multicultural societies can understand different points of view and people can experience different cultures easily. As a disadvantage they can point to possible conflict resulting from different viewpoints.

Objectives

Students will be able to:

- Locate the earliest areas of settlement in Canada.
- Identify groups that settled in Canada and why.

Materials

- ☐ The Nystrom World Atlas
- ☐ Activity Sheets 17a–17d, Settling Canada
- ☐ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- ☐ Map Markers

Great Lakes

For use with pages 28–29 of The Nystrom World Atlas.

18

Objectives

Students will be able to:

- Locate major cities along the Great Lakes and St. Lawrence River.
- Trace a route through the Great Lakes to the Atlantic Ocean.

Materials

- The Nystrom World Atlas
- Activity Sheets 18a–18d, Great Lakes
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Have your students look at the list of Largest Lakes on the inside front cover of the Atlas.
- Save Activity Sheet 18d for students' North America booklets.

Answers

1. Wisconsin, Lake Superior
2. Sault Ste. Marie, Ontario and Michigan
3. Windsor
4. Ohio, Lake Erie
5. Erie, Lake Erie
6. Ontario, Lake Ontario
7. Montréal, St. Lawrence River
8. Québec, St. Lawrence River
9. Gulf of St. Lawrence

☆ Answers may include: 2. 21 ft.; 3. 9 ft.; 6. 325 ft.; 7. 226 ft.

U.S. Megalopolises

For use with pages 40–41 and 48–49 of The Nystrom World Atlas.

19

Objectives

Students will be able to:

- Locate megalopolises in the United States.
- Identify characteristics of a megalopolis.

Materials

- The Nystrom World Atlas
- Activity Sheets 19a–19b, U.S. Megalopolises

Here's a Tip!

- Explain to students that Bosnywash is the only universally accepted U.S. megalopolis.
- Other regions are sometimes considered “still developing” or “incomplete,” because they are not as densely populated, or because they still have pockets of non-urban areas.
- If you have the Political Relief Series on StrataLogica, have students locate Bosnywash and then zoom in to see the chain of urban areas.
- Save Activity Sheets 19a–19b for students' North America booklets.

Answers

Region	Major Cities	Major Highways	International
Great Lakes	Milwaukee, Chicago, Detroit, Cleveland, Buffalo, or others along Great Lakes	✓	Canada
Southern California	Los Angeles, San Diego, and others in area	✓	Mexico
The Carolinas	Charlotte, Durham, Raleigh, Greenville, and others	✓	

Major Industries of Mexico

For use with pages 50–53 of The Nystrom World Atlas.

20

Here's a Tip!

- Click *E-BOOK EXTRA* on page 36 for a trade route map.
- If you have the Land Cover Series on StrataLogica, have students zoom in to Mexico and mark the map.
- Have your students search for products that were produced in Mexico. *Hecho en Mexico* is Spanish for *Made in Mexico*.
- Save Activity Sheet 20d for students' North America booklets.

Answers

Cancun	tourism	does not apply
Juarez	maquiladora	aircraft parts
Bay of Campeche	oil	gasoline
Mexicali	maquiladora	televisions
Nuevo Laredo	maquiladora	cars
Cozumel Island	tourism	does not apply
Coahuila	maquiladora	cloth

☆ Position papers or debates will vary. Some may argue that cheaper goods are good for the U.S. economy. Others may argue that maquiladoras take jobs away from American workers.

Objectives

Students will be able to:

- Identify important industries of Mexico.
- Analyze the advantages and disadvantages of trade between the United States and Mexico.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 20a–20d, *Major Industries of Mexico*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers

Volcanoes of Middle America

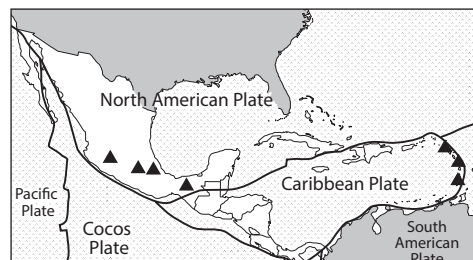
For use with pages 50–51 and 102–103 of The Nystrom World Atlas.

21

Here's a Tip!

- Click *E-BOOK EXTRA* on page 103 for a plate tectonics map.
- Tectonic plates move extremely slow. The fastest in the world, the Cocos Plate, moves at only about 3.5 inches a year.
- Not all faults produce volcanoes. The San Andreas Fault in California, for example, does not.
- Save Activity Sheet 21d for students' North America booklets.

Answers



Middle America Fault

El Chichon
Orizaba
Paricutin
Popocatepetl

Antilles Fault

Kick-'em-Jenny
Pelee
Soufriere Hills

☆ The U.S. Gulf Coast has no fault line. As a result, there are no volcanoes in the area.

Objectives

Students will be able to:

- Identify areas of volcanic activity in Middle America.
- Explain how plate tectonics cause volcanoes.
- Describe the dangers and benefits of volcanoes.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 21a–21d, *Volcanoes of Middle America*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers

Comparing Cultures

For use with pages 26–55 of The Nystrom World Atlas.

22

Objectives

Students will be able to:

- Gather information from a variety of maps.
- Identify places using deductive reasoning.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 22a–22b, *Comparing Cultures*

Here's a Tip!

- Before the class tries to solve the puzzles, ask a student to read aloud the descriptions at the top of Activity Sheets 22a and 22b.
- You might want to work through the first problem as a class. Then have students complete the second problem on their own or with a partner.
- Click *E-BOOK EXTRA* on page 61 for a language map.
- Save Activity Sheets 22a–22b for students' North America booklets.

Answers

22a. Montréal, Canada
22b. Honduras

☆ Answers will vary depending on where students live.

Reviewing North America

Objective

Students will be able to:

- Review what they learned in North America Lessons 12–22.

Materials

- Unit Review, *Reviewing North America*
- activity sheets for North America booklets
- scissors
- stapler

Here's a Tip!

- Help students make their North America booklets to use as study guides for the unit review. Have them cut Activity Sheets 12b, 12a, 13d, 14d, 15d, 16d, 17d, 18d, 19a, 19b, 20d, 21d, 22a, and 22b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 A, B, D
- 2 B, D
- 3 A, D
- 4 A, D
- 5 B, D
- 6 A, D
- 7 C, D
- 8 C, D
- 9 A, B, C
- 10 See map.

☆ Social media pages will vary. Students may mention that it is very mountainous in the west but flatter in the east. Or it has many people in some areas but very few in others.



Name _____

North America

Introducing North America



North America is the continent where you live. In this lesson, you'll explore the Atlas for an overview of the continent.

What can you learn about North America from the Atlas?

Use the maps, graphs, and photos on pages 26–31 of The Nystrom World Atlas to complete the acrostic below. Your answer should start with the letter in the margin.



N _____ is a small country with Pacific and Caribbean coasts.

O _____ is the lowest and easternmost of the Great Lakes.

R _____ is a river that forms part of the U.S./Mexico border.

T _____ is the main land cover around the Arctic Ocean.

H _____ is the island that Haiti and the Dominican Republic share.

A _____ is the largest and northernmost state in the United States.

M _____ is a large city on the St. Lawrence Seaway.

E _____ is an area of wetlands near Miami.

R _____ Mountains stretch across the western United States and Canada.

I _____ is a small city on Baffin Island.

C _____ is the largest country in North America.

A _____ Ocean is located to the north of the continent.

Name _____

How would you describe North America?

In the outline of North America below, write ten words or phrases that describe the continent. Use pages 26–31 of the Atlas for ideas.



North America is

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



When you finish the activity, compare your descriptions with those of your classmates. Combine all of your descriptions into one list. Try to describe North America from A to Z.

North America

Exploring Land and Water

North America has a wide variety of landscapes. In this lesson, you'll identify the major physical features of North America, such as landforms and bodies of water.



Where is North America?

1. North America is bordered by the **Arctic Ocean** to the north, the **Pacific Ocean** to the west, and the **Atlantic Ocean** to the east.
 - a. Turn to the *World Activity Map*.
 - b. Underline with waves ~~~ the names of these three oceans.
 - c. The **Gulf of Mexico**, the **Caribbean Sea**, and **Hudson Bay**, which also border North America, are all part of the Atlantic Ocean. Underline their names with waves.
2. South America and Asia are the continents closest to North America.
 - a. Label **NORTH AMERICA**. Use the locator map if you need help.
 - b. In the south, the Isthmus of Panama connects North America to South America. Label **SOUTH AMERICA**.
 - c. Asia is located west of North America. Use the Continents and Oceans map to find both continents.
 - d. On your Activity Map, across the small piece of land west of the Bering Strait, write **ASIA**.
3. North America is the continent **where you live**.
 - a. Use the Index and page 27 of *The Nystrom World Atlas* to find your hometown or the nearest large city.
 - b. On your Activity Map, mark the approximate location of your hometown with a house icon and the name of your city or town.
4. It's easier to explore North America on a map of the continent.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.

What are North America's major landforms?

5. Plains cover a vast, flat region in the middle of the continent. They are called the **Great Plains** in the United States and the **Interior Plains** in Canada. These plains, which extend for nearly 2,500 miles, are important to North American agriculture and mining. Underline the Great Plains and Interior Plains labels with plains symbols ———.




6. The **Rocky Mountains** form the largest mountain system in North America. These mountains extend half the length of the continent—over 3,000 miles from north to south.
- On your Activity Map, along the Rocky Mountains, draw mountain symbols **^^^**.
 - The Brooks Range, the Mackenzie Mountains, and the Sierra Madre Oriental are part of the Rocky Mountains. Along each of these ranges, also draw mountain symbols.
 - Denali**, the tallest mountain in North America, is not part of the Rocky Mountains. It is located in the Alaska Range. On your Activity Map, outline the symbol **▲** for Denali.
7. The **Canadian Shield**, the largest plateau in North America, surrounds Hudson Bay. It is extremely rocky with low hills and many lakes. Underline the label for the Canadian Shield with a plateau symbol **▭**.
8. North America has many **islands** in both the north and the south.
- Greenland** is the world's largest island. Outline Greenland. Across Greenland, write **LARGEST ISLAND**.
 - Baffin** and **Ellesmere** Islands in the Arctic Ocean are also among the world's ten largest islands. Outline these islands. Label them with an **I** for island.
 - The **West Indies** are a group of islands in the Caribbean Sea. The largest island of the West Indies is Cuba in the Greater Antilles. Outline Cuba. Label it with an **I**.
 - Choose two other islands in North America. Outline and label each with an **I**.
9. A **peninsula** is a body of land almost surrounded by water but connected to a large landmass. North America has many peninsulas.
- One of the longer peninsulas is Baja California. Label Baja California with a **P** for peninsula.
 - Find and label the following peninsulas with a **P**.
 - Florida Peninsula
 - Yucatan Peninsula

What are North America's major bodies of water?

10. A sea is a body of salt water that is surrounded by land but partly open to an ocean. Seas can be called gulfs. North America has three of the world's five largest seas.
- The Caribbean Sea is the largest sea in North America. Underline its name with waves **〰〰〰**.
 - The Bering Sea and Gulf of Mexico are also among the five largest seas. Underline their names with waves **〰〰**.
 - Hudson Bay is smaller than these seas, but it is the largest bay in the world. Underline its name with waves **〰〰**.



11. North America is home to eight of the **largest lakes** in the world.
- Put your finger on Lake Erie. Then move your finger in a straight line northwest to Great Bear Lake. Notice the lakes your finger crosses.
 - Turn to the inside front cover of the Atlas and look at the list of the world's largest lakes.
 - On your Activity Map, outline each North American lake on the list.
 - Then number each lake from **1** to **8** according to its size.
12. The longest rivers in North America are east of the Rocky Mountains. The **Missouri-Mississippi River**, the longest river system in North America, flows into the Atlantic Ocean at the Gulf of Mexico.
- Find the source of the Missouri River in the Rocky Mountains. On your Activity Map, mark it **S** for source.
 - Draw an arrow along the Missouri River from its source to where it flows into the Mississippi River.
 - The mouth of the Mississippi River is on the Gulf of Mexico. Mark the mouth **M**.
 - Find the source of the Mississippi River west of Lake Superior. Mark it **S** for source.
 - Draw an arrow along the Mississippi River from source to mouth.
13. The **Mackenzie River** flows into the Arctic Ocean.
- The source of the Mackenzie River is Great Slave Lake. Mark it **S**.
 - The Mackenzie River flows into the Arctic Ocean at the Beaufort Sea. Mark the mouth **M**.
 - Draw an arrow along the Mackenzie River from source to mouth.
14. Niagara Falls is the largest waterfall in North America. At Niagara Falls, between Lake Erie and Lake Ontario, draw a waterfall symbol .

Pulling It Together

Use your Activity Maps, Activity Sheets 13a–13c, and pages 26–27 of the Atlas to help you complete Activity Sheet 13d, *Exploring Land and Water*.

- In the first box, describe North America's relative location. You could name its neighbors or list the bodies of water that border it.
- In the legend, write the names of the features that are described.
- Then, on the map, mark the approximate location of each feature by using the map symbols or the letters from the legend.

Name _____

Exploring Land and Water

Pulling It Together



NORTH AMERICA


North America's relative location

 Largest sea

I Largest island


 Largest plains

L Largest lake

 Largest mountain system

 Longest river system



What have you learned about North America's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

North America

Locating Countries and Cities

North America is home to over 550 million people who live in 23 countries and 14 possessions. In this lesson, you'll identify and locate some of the cultural features of North America.



Which countries in North America are the largest?

1. Two of the largest countries in the world are located in North America.
 - a. Turn to your *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
2. Canada is the largest country in North America. It is the **second largest country** in the world.
 - a. Use the map on page 27 of *The Nystrom World Atlas* to find Canada and the other countries in this lesson.
 - b. On your Activity Map, outline Canada and label it **CANADA #1**.
3. The **second largest country** in North America is the United States. It is the fourth largest country in the world.
 - a. Look at page 31 of your Atlas. Compare the size of the United States with Canada.
 - b. On your Activity Map, outline the United States and label it **UNITED STATES #2**.
 - c. Hawaii is part of the United States, but not North America. Find the Hawaiian Islands on the *World Activity Map*.
4. Mexico is the **third largest country** in North America.
 - a. Use the map on page 27 of the Atlas to find Mexico.
 - b. On your North America Activity Map, outline Mexico and label it **MEXICO #3**.
5. Greenland is the largest possession in North America. A possession is not a country. It is a territory governed by another country. Greenland is a possession of Denmark, a country in Europe. On Greenland, write **LARGEST POSSESSION**.

Where are other countries in North America located?

6. The remaining countries of North America are all located in a region known as Middle America. **Middle America** consists of the mainland south of the United States and the islands of the **West Indies**.
 - a. Use the map on pages 52–53 of the Atlas to find Middle America.
 - b. On your Activity Map, in the Pacific Ocean, label this region **MIDDLE AMERICA**.



7. Mexico shares the mainland of Middle America with seven smaller countries. These seven countries are referred to collectively as **Central America**.

- a. On your Activity Map, underline the label for Central America.
- b. Nicaragua is the largest country in Central America. Lake Nicaragua, the largest lake in Nicaragua, shares its name with the country. On your Activity Map, outline Nicaragua and label it **N**.
- c. Panama is another important country in Central America. Panama is located on the Isthmus of Panama. The narrow strip of land has a canal that allows passage between the Atlantic Ocean and the Pacific Ocean. On your Activity Map, outline Panama and label it **P**.
- d. Use the map on pages 52–53 of the Atlas to choose another country in Central America.
- e. On your Activity Map, outline the country you chose and label it with its initial(s).

8. The largest countries in the **West Indies** are located in the Greater Antilles.

- a. Cuba, the largest country in the Greater Antilles, has the same name as the main island on which it is located. Use the map on pages 52–53 of the Atlas to find Cuba and all its islands. (Hint: look for islands in the same color.)
- b. On your Activity Map, draw a circle around all the islands of Cuba. Then underline the label for Cuba.
- c. Hispaniola, another island in the Greater Antilles, has two countries located on it, Haiti and the Dominican Republic. Use pages 52–53 of the Atlas to find these countries.
- d. On your Activity Map, trace the boundary between the two countries on Hispaniola. Label Haiti **HA**. Label the Dominican Republic **DR**.
- e. Use the map on pages 52–53 of the Atlas to choose another country in the West Indies.
- f. On your Activity Map, outline the country you chose and label it with its initial(s).

9. Some of the islands in the West Indies are not independent countries. Puerto Rico is not a country. It is a possession of the United States.

- a. On your Activity Map, outline the island of Puerto Rico.
- b. To show that Puerto Rico is a U.S. possession, draw an arrow from the United States to Puerto Rico.

Which cities in North America are the largest?



- 10.** Three of the largest **urban areas** in the world are located in North America. An *urban area* includes a big city and its suburbs, and the towns connected with them.
- To see which North American cities are among the world's largest, look at the list of the Largest Urban Areas on the inside front cover of the Atlas.
 - Use the Index and the map on page 27 to find each of these urban areas.
 - Look on pages 49 and 55 to see photos of these cities.
 - On your Activity Map, mark the location of the largest urban area in North America with a national capital symbol (★) and its name. After its name, write (1).
 - Mark the location of each of the other two urban areas with a city symbol (●) and its name.
 - Rank these urban areas by population. Next to the names of the two urban areas, write (2) and (3).
- 11.** In most North American countries, the largest city is also the **national capital**. However, in Canada and the United States, the largest cities are not the national capitals.
- Use the map on page 27 of the Atlas to find the national capitals of Canada and the United States.
 - On your Activity Map, mark the location of each city with a national capital symbol (★) and its name.
 - Now use the map on page 27 to find the national capitals of three other countries in North America. Notice that, for most countries in North America, the national capital is the *only* city that is shown on the map.
 - On your Activity Map, mark the location of each city you chose with a capital symbol (★) and its name.
- 12.** There are many other **large cities** in North America that are not capitals.
- Use the map on page 27 of the Atlas to find three other large cities in North America. (Remember that on the maps in the Atlas, a city's size is indicated by the size of its name.)
 - On your Activity Map, mark the location of each city you chose with a city symbol (●) and its name.

Name _____

Locating Countries and Cities

Pulling It Together



Use your completed Activity Map, Activity Sheets 14a–14c, and page 27 of the Atlas to finish the chart below.

- First, fill in the boxes with the names of countries that match the description above them.
- Next to the name of each country or possession, write either an **I** for independent or **P** for possession.
- In each box, write the name of a large city in each country.

North America

North	Middle America
	Central America
Country:	Country:
City:	City:
Country:	Country:
City:	City:
Country:	Country:
City:	City:
	West Indies
	Country:
	City:
	Country:
	City:
	Country:
	City:



Clean your Activity Map. See how many countries in North America you can label on the Activity Map without looking at the Atlas.

North America

Comparing Dry Regions

North America can be divided into many regions. In this lesson and the next, you'll look at regions based on precipitation. You'll use symbols and labels to learn how precipitation affects land cover, land use, and population patterns.



Atlas
Activity Map
Map Marker
Master Legend

What are North America's regions?




1. North America can be divided into five climate regions—**North, South, East, West,** and **Pacific**. Two of these regions are dry.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING DRY REGIONS**.
 - c. Along the eastern edge of the Sierra Nevada, the Cascade Range, and the Coast Mountains, draw a line.
 - d. Continue that line along the northern boundary of the Alaska Range.
 - e. Starting at 60°N and your line, draw a line east along 60°N until you reach the eastern edge of the map.
 - f. Starting at 60°N, 100°W, draw a line south along 100°W until you reach the Pacific Ocean.
 - g. Label the area north of 60°N **NORTH**.
 - h. Label the area between 100°W and the mountain ranges **WEST**.
 - i. Compare your lines with those on the maps on Activity Sheet 15d.

What are the characteristics of the West?

2. Most of the West is dry. Moist winds from the Pacific Ocean are forced up the coastal mountains. As the winds rise, they cool—causing rain or snow. Most of this precipitation falls on the west side of the mountains. After the rain or snow, the winds are dry. When the winds travel down the east side of the mountains, they warm up again and absorb more moisture. This process creates a pattern known as the **rain shadow effect**.
 - a. Turn to the Precipitation map on page 29 of *The Nystrom World Atlas*. Compare the precipitation pattern in the West with the location and elevation of the region's mountain ranges shown on page 26.
 - b. On your Activity Map, along the coastal mountain ranges, draw mountain symbols **^^^**.
 - c. Draw three arrows from the Pacific Ocean to the coastal area.
 - d. Because the coastal mountains cast so many “shadows,” much of the West receives only a little rain. East of the mountains, draw **💧💧**.







3. The West has three major **landforms**.

- a. The **Great Plains** is mainly an area of flat grassland. On the Great Plains, draw .
- b. The Great Plains gradually slope upward to the **Rocky Mountains**. Along these mountains, draw .
- c. Between the coastal mountains and the Rocky Mountains is a broad, dry plateau. This desert region is called the **Intermontane** (between the mountains) **Basin and Range** and extends from the Columbia River Valley to near Mexico City. In this region, draw .
- d. The mountains on either side form a bowl that prevents most rivers from reaching the ocean. As a result, there are several salt lakes and dry salt lake beds in this region. Outline the Great Salt Lake.

4. Temperatures vary with latitude and elevation. Areas closer to the Equator have a longer **growing season**. Higher elevations have a shorter growing season.



- a. Find the Growing Season map on page 30 of the Atlas. Look at the growing season pattern in the West.
- b. Now compare the Elevation map on page 28 with the Growing Season map. Find the areas in the Rocky Mountains where the growing season is under three months.
- c. The whole range of growing seasons can be found in the West. Look at the Master Legend for growing season symbols. On your Activity Map, draw these symbols in their appropriate regions.
- d. The Rocky Mountains have a highland climate. Across the Rocky Mountains, write **COOLER**.

5. The land cover in the West affects how the land is used. For example, cattle and sheep can eat grass and scrub. This is one of the reasons that the most widespread **land use** in the West is ranching and grazing.

- a. Look at the Land Use map on page 30 of the Atlas. Point to the land use pattern in the West.
- b. On your Activity Map, in a semi-desert & desert region, draw .
- c. In areas with needleleaf forests, the land is often used for forestry. In a forest area, draw .
- d. Large cities in the West are often centers of manufacturing and trade. Beside a city in the West, draw .
- e. Land near rivers is used for commercial farming. Wheat is a key crop in the region. In a cropland area in the West, draw .

6. The **population** of the West varies widely.





- a. Find the Population map on page 31 of the Atlas. Look at the population pattern in the West.

- b. Most of the West has very few people. In the West, draw .
- c. The only places in the West that have many people are around cities. After the population symbol, write **EXCEPT IN CITIES**.
- d. Look again at the Population map. Find two large cities located in the western region.
- e. On your Activity Map, label each with a city symbol  and its name.




What are the characteristics of the North?




7. The North has an extremely harsh **Arctic climate**.

- a. Much of the North has continuously frozen ground called **permafrost**. Look at the Permafrost map on page 104 of your Atlas. Point to the area of permafrost in North America.
- b. Tundra is the main land cover on permafrost. On your Activity Map, on tundra, draw a tundra symbol .
- c. Glaciers are huge sheets of ice covering land. The largest sheet in North America is over Greenland. On Greenland, draw .
- d. Look at the Precipitation map on page 29 of the Atlas. Find the North.
- e. The cold Arctic air holds almost no moisture. As a result, the northern portion of the region receives little precipitation. Under the region name, draw .
- f. Now look at the Growing Seasons map on page 30 of the Atlas. Find the North on this map.
- g. Because this region is so close to the North Pole, the growing season is extremely short. On your Activity Map, in the North, draw .

8. It is extremely difficult for **people** to live in the Arctic climate.

- a. Look at the Population map on page 31 of the Atlas. Find the North.
- b. Almost no people live in the North. On your Activity Map, in the North, draw .

9. With almost no population or growing season and little precipitation, people find little **land use** for most areas of the North.

- a. Look at the North on the Land Use map on page 30 of the Atlas.
- b. On your Activity Map, in an area with no widespread use, draw .
- c. Despite the harsh conditions, people do have some uses for the North. The needleleaf forests of Alaska are cut for forestry products. North of the Alaska Range, draw .
- d. Although some Arctic natives live by hunting and fishing, a small group herds reindeer like their cousins in Asia. South of the Beaufort Sea, draw .

Name _____

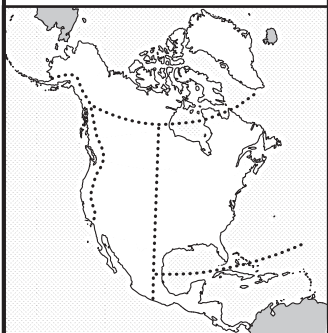
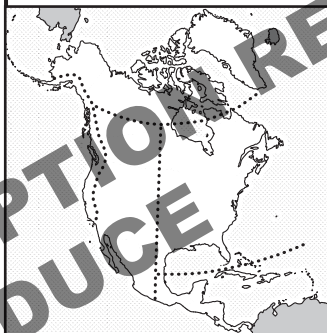
Comparing Dry Regions


Pulling It Together



Use your completed Activity Map, Activity Sheets 15a–15c, and pages 26–31 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what the each symbol represents or give an example of it.

West		North	
			
Symbol	Explanation	Symbol	Explanation
	Landforms		
	Precipitation		
	Growing Season		
	Land Use		
	Population		

★ Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each dry region. Write your descriptions below. 

West	Description of Regions	North

North America

Comparing Wet Regions



Atlas
Activity Map
Map Marker
Master Legend

In the last lesson, you learned about the dry regions of North America. In this lesson, you'll use symbols and labels to learn about the wet regions. You'll see how precipitation affects land cover, land use, and population patterns.






Where are the wet regions?

1. There are three wet regions in North America: the **East**, the **South**, and the **Pacific**.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING WET REGIONS**.
 - c. Look at the maps on Activity Sheet 16d. Use those lines to draw the boundaries of the regions on your Activity Map.
 - d. In the region of tropical rain forests in Middle America, write **SOUTH**.
 - e. In the large region of cropland and broadleaf forests in the eastern United States and Canada, write **EAST**.
 - f. West of the narrow strip of needleleaf forests along the Pacific Coast, write **PACIFIC**.



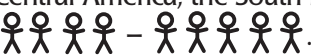
What are the characteristics of the East?





2. Moisture from the Gulf of Mexico insures good **precipitation** throughout the East.
 - a. Turn to the Precipitation map on page 29 of *The Nystrom World Atlas*. Look at the precipitation pattern in the East.
 - b. The areas near the Atlantic Ocean and the Gulf of Mexico have a higher average precipitation. On the Coastal Plain, draw ☹☹☹☹.
 - c. Areas away from the Gulf of Mexico and the Atlantic Ocean receive moderate precipitation. Near the Great Lakes, write ☹☹☹.
3. The **landforms** in the East are some of the oldest on Earth.
 - a. Look at the Elevation map on page 28 of the Atlas. Find the elevation patterns in the East.
 - b. The Canadian Shield is a rugged plateau. During the last ice age, glaciers exposed some of the oldest rocks on Earth in this area. On your Activity Map, underline the Canadian Shield label with a plateau symbol ▭.
 - c. The Appalachian Mountains are the only major mountain range in the East. They have worn down over time. On the Appalachians, draw ^^^.



4. Due to lower elevations, the East usually has slightly longer **growing seasons** than places in the West at the same latitude.
- Turn to the Growing Season map on page 30 of the Atlas. Look at the growing season pattern in the East.
 - The whole range of growing seasons can be found in the East. Look at the Master Legend for growing season symbols. On your Activity Map, draw these symbols in their appropriate regions.
5. Many of the original forests and grasslands in the East have been cleared because the land and climate are suited for farming.
- Look at the Land Use map on page 30 of the Atlas. Point to the East.
 - Today, commercial farming is a major land use in the region. Corn, soybeans, and hogs are some of the region's major crops. On your Activity Map, on a cropland area, draw .
 - In the north, most of the forests still exist. Wood from these forests is used for forest products. In a needleleaf forest, draw .
 - Many large cities in the East are manufacturing and trade centers. On your Activity Map, beside a city, add .
6. The East has a far greater **population** than the West. The largest cities in the United States and Canada are found in this region.
- Find the Population map on page 31 of the Atlas. Look at the population pattern in the East.
 - Throughout much of the East, there are more than 100 people per square mile. On your Activity Map, in the East, draw .
 - Look at the Population map. Locate three large cities in the East.
 - On your Activity Map, label each with a city symbol  and its name.












What are the characteristics of the South?

7. Because this region is south of the Tropic of Cancer, its climate is **tropical**.
- Look at the Growing Season map on page 30 of the Atlas.
 - The growing season in the South lasts all year. South of the Tropic of Cancer, in the West Indies, draw .
 - Now look at the Precipitation map on page 29 of the Atlas.
 - Moist air from the Pacific Ocean and Caribbean Sea causes a great deal of rain. Near the Isthmus of Panama, draw .
8. The warm, wet climate allows for a high **population** in most areas.
- Look at the Population map on page 31 of the Atlas.
 - Except for the thickest rain forests along the Caribbean coast of Central America, the South has a moderate to high population. Below the region's name, draw .

- c. Look at the Land Use map on page 30 of the Atlas.
- d. Commercial farming, mainly coffee, sugar, and tropical fruit, is the main land use. Under the population symbols, draw .
- e. The poorer regions of the South have only subsistence farming, mainly beans and corn. On the Yucatan Peninsula, draw .
- f. Some areas of Central America and the Caribbean are used for cattle ranching. In one of these areas, draw .
- g. Rain forests are used for forestry. In Panama, draw .



What are the characteristics of the Pacific?

9. The Pacific is a rain forest like the South. However, because of its latitude, it is a **temperate rain forest**.
 - a. Look at the Precipitation map on page 29. Find the Pacific region.
 - b. Rain-shadow effect causes the Pacific coast to receive extremely high precipitation. On your Activity Map, in the Pacific, draw     .
 - c. Look at the Growing Season map on page 30 of the Atlas. Compare the Pacific region with the East.
 - d. Ocean currents moderate temperatures in the region. As a result, the growing seasons in the Pacific are much longer than areas with the same latitude in the East. On your Activity Map, draw the growing season symbols in their appropriate regions.
10. The Pacific region is dominated by high **mountains**.
 - a. The largest mountains in North America are in this region. On your Activity Map, outline the mountain symbols  for Denali, Mt. Logan, and Mt. Whitney.
 - b. Look at the Elevation map on page 28 of the Atlas. Notice how elevations remain high right up to the ocean.
 - c. Now look at the Land Use map on page 30.
 - d. Because the land is so rugged, farming is difficult in most areas. However, the rain forests provide excellent timber. In an area with needleleaf trees, draw .
 - e. In the flat valleys in this region, commercial farming, mainly of fruits and vegetables, is excellent. In one of the areas of cropland, draw .
11. Cities in this region are mainly found where sheltered inlets make natural harbors.
 - a. These cities are important for manufacturing and trade with Asia. On one of the cities, draw .
 - b. Look at the Population map on page 31 of the Atlas.
 - c. Except for the cities and farming valleys, the Pacific region has very few people. In the Pacific region, draw  .

Name _____

Comparing Wet Regions

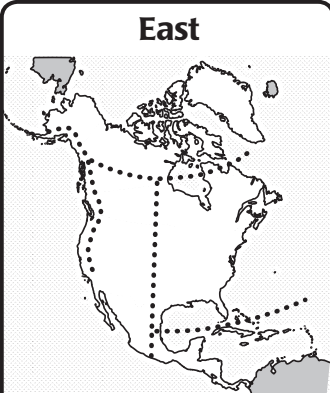
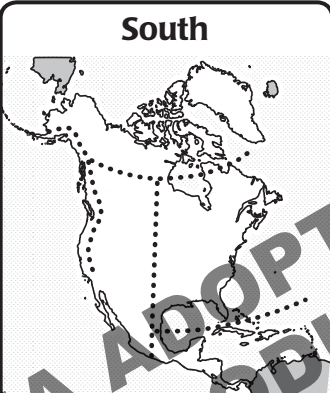

Pulling It Together




Use your completed Activity Map, Activity Sheet 16a–16c, and pages 26–31 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol column, draw the same symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.



	<div>East</div> 	<div>South</div> 	<div>Pacific</div> 			
	<div>Symbol</div>	<div>Explanation</div>	<div>Symbol</div>	<div>Explanation</div>	<div>Symbol</div>	<div>Explanation</div>
Landforms						
Precipitation						
Growing Season						
Land Use						
Population						



Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each wet region. Write your descriptions below. 

**Description
of Regions**

East

South

Pacific







Taking a Closer Look

Settling Canada

Like many countries in North America, Canada is made up of people from many different places around the world. In this lesson, you'll look at how Canada was settled.




Who were the first Canadians?

1. Like all of North America, **Native Americans** were the first people in Canada.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **SETTLING CANADA**.
 - c. Native Americans first arrived in North America from Asia about 25,000 B.C. From Siberia to Vancouver Island, along the coast, draw an arrow.
 - d. Label the arrow **25,000 B.C.**
 - e. The Inuit people settled along the Arctic coast from Siberia to Greenland. See photo E on page 19 of *The Nystrom World Atlas*.
 - f. Today **Nunavut**, Canada's largest territory, is home to many Canadian Inuit. On your Activity Map, along the Arctic Circle, write **INUIT**.
 - g. Other Native American groups settled throughout the rest of Canada. Today they are called the First Nations. Near Lake Athabasca, write **1ST NATIONS**.
2. **Europeans** initially arrived in Canada around 1000 A.D.
 - a. Use the map on pages 34–35 of the Atlas to help you locate Canadian provinces and cities.
 - b. Viking settlers from Norway established a small settlement in modern-day Newfoundland around 1000. On your Activity Map, on the northern shore of Newfoundland, draw a settlement symbol .
 - c. The Vikings did not stay for long. Beginning in 1497, new groups of Europeans arrived. The Gulf of St. Lawrence and the Atlantic Ocean off the eastern coast were filled with cod. On your Activity Map, east of Newfoundland, draw .
 - d. By 1570, four European countries—France, Spain, Portugal, and England—were regularly sending fishing ships to the area. Next to the fish symbol, write  **FROM EUROPE**.
 - e. The fishermen built sheds to preserve their catch and to repair their boats and nets. These camps grew into small villages. On the eastern coast of Newfoundland and in New Brunswick, draw .

Which Europeans settled in Canada?



3. Some fishing settlements grew during the 1600s and 1700s.
 - a. The **English** settled mainly in Newfoundland near modern-day St. John's. At this location, write **E** for English.
 - b. The **French** settled along the southern shore of the Gulf of St. Lawrence. On northeastern Nova Scotia, New Brunswick, and southern Québec, along the Gulf of St. Lawrence, write **F** for French.
4. Fishing was the first European industry in Canada, but furs became the most important export in the 1600s.
 - a. Fur-bearing animals were abundant throughout Canada. North of the Great Lakes and west of Lake Winnipeg, draw .
 - b. In 1608 the French established the city of Québec on the St. Lawrence River. The city controlled trade between Europe and the First Nations living around the St. Lawrence River and the Great Lakes. Today the province of Québec remains primarily French-speaking. At the city of Québec, write ● **QUÉBEC (F)**.
 - c. The **Hudson Bay Company** was created by the English king in 1670. It was given a monopoly on all trade between the First Nations and the British. Its North American headquarters was York Factory (factory then meant trading post). Where the Nelson River empties into Hudson Bay, write ● **YORK FACTORY (E)**.
 - d. The Hudson Bay Company established trading forts throughout Canada. In the Atlas, find a city in Canada that begin with "Fort."
 - e. On your Activity Map, at this city, write ● **HBC**.
 - f. Some European traders and Native American women had children. The children were called **Metis**, French for "mixed." Today the Metis are recognized as a distinct community. South of Lake Winnipeg, write **M** for Metis.


How did the population of Canada change?

5. **Political changes** in North America changed the population of Canada.
 - a. In the 1740s the British took over Nova Scotia. English and Scots colonists settled in southern Nova Scotia. Near Halifax, write **E, S**.
 - b. The French settlers in Nova Scotia, called **Acadians**, were forced to leave the area in the 1750s during a war between the British and French. They moved to French Louisiana where they are called **Cajuns**. From the F in northern Nova Scotia to the Gulf of Mexico, draw an arrow.



- c. During the American Revolution, from 1776 to 1783, many Americans who opposed independence fled north. From the United States to New Brunswick and Nova Scotia, draw an arrow. Next to the arrow write **AM** for American.
- d. African American slaves who had Patriot masters were often freed by the British and sent to Nova Scotia. Next to the arrow from the United States, write **AF AM** for African Americans.
- e. Many American Loyalists ultimately settled near Lake Ontario, along with English and Scots settlers. Between Lake Huron and Lake Ontario, write **AM, E, S**.

6. People seeking economic opportunity moved to Canada.

- a. A Hudson Bay Company director tried to help the poor in Scotland by setting up a colony along the Red River. The settlement combined with the local Metis to become Winnipeg. At Winnipeg, write **S**.
- b. In 1858 **gold** was discovered in the Fraser River in modern-day British Columbia. In the Atlas, look at the map on pages 32–33 of the Atlas to find the Fraser River.
- c. On your Activity Map, near the Fraser River, draw .
- d. Americans and Chinese, who had moved to California ten years earlier to find gold, flocked to the Fraser River, establishing Vancouver. At Vancouver, write **AM, C**.
- e. Immigrants from Europe came to Canada and the United States for jobs and opportunity throughout the 1800s. In the Atlantic Ocean, draw an arrow labeled **OTHER EUROPEANS**.

7. Canada remains an important destination for immigrants today.

- a. Draw arrows across the Pacific Ocean and from the Caribbean Sea to Canada.
- b. Canada is part of the Commonwealth of Nations, an association of former British colonies. In the Arctic Ocean, write **COMMONWEALTH**.
- c. Citizens from other Commonwealth countries, such as India, Pakistan, and Jamaica, can immigrate to Canada more easily than to a non-Commonwealth country, such as the United States. Label the Caribbean arrow **JAMAICA** and the Pacific arrow **INDIA, PAKISTAN**.
- d. People from other countries, especially China, the Philippines, and Vietnam, also come to Canada in large numbers. Under INDIA, PAKISTAN, write **CHINA, PHILIPPINES, VIETNAM**.
- e. On page 31 of the Atlas, read Focus on Immigration.
- f. On the Immigrant Population graph, point to the percentage of Canada's population that is currently foreign born.

Name _____

Settling Canada

Pulling It Together



Use your completed Activity Map, Activity Sheets 17a–17c, and the Atlas to fill in the chart below.

- In the first column, put the groups named in the Word Bank in chronological order by when they first arrived in Canada.
- In the second column, put the year they first arrived.
- In the third column, write the names of the provinces or territories they settled in.



Settling Canada

Who?	When?	Where?


Word Bank

African Americans
Americans
Chinese

English
French

Inuit
Scots



Canada is called a multicultural society because people from many different cultures have settled there. What advantages are there to living in a multicultural society? What are the disadvantages? Write a paragraph explaining your answer. 



Taking a Closer Look Great Lakes

The Great Lakes and the St. Lawrence River stretch more than 2000 miles from the interior of North America to the Atlantic Ocean. In this lesson you will follow a ship from the western end of the Great Lakes to the Atlantic.



Atlas
Activity Map
Map Marker

Duluth, Minnesota

Monday

We leave today. We are passengers on a big cargo ship headed for Ireland. The ship is carrying 30,000 tons of corn, wheat, and soybeans.

The captain says that our ship is a "saltie" because it travels on the ocean. He pointed out several other ships in the harbor that are "lakers," ships that travel only on the Great Lakes.

The lakers are all from the United States or Canada, but the salties come from all over the world.

Sault Ste. Marie, Michigan and Ontario

Tuesday

We are leaving Lake Superior and going through the Soo Locks. When the ship first entered the lock, huge doors in front of us were closed. Then doors behind us closed and water was pumped out so the water level and the ship dropped 21 feet. The front doors opened and we were in Lake Huron!

There's a Sault Ste. Marie in both the United States AND Canada.

1. **Duluth**, Minnesota, and **Superior**, Wisconsin, are located at the westernmost point of the Great Lakes.
 - a. Turn to the *United States Activity Map*.
 - b. Give the map a title. Across the top of the map, write **GREAT LAKES**.
 - c. In *The Nystrom World Atlas*, on page 29, look at the Great Lakes Region map. Point to Duluth.
 - d. Duluth and Superior are twin cities—cities that are part of the same urban area, but divided by a physical and/or political boundary. On your Activity Map, at the western end of Lake Superior, write ● **DULUTH**.
 - e. Just south of Duluth, write ● **SUPERIOR**.
2. Minerals and agricultural products are loaded on ships at Duluth and Superior.
 - a. Look at the Wheat map on page 46 of the Atlas.
 - b. On your Activity Map, in the major wheat-producing area closest to Duluth, draw 🌾.
 - c. From the symbol to Duluth, draw an arrow.
3. The **surface elevations** of the lakes are different. The change in elevation causes rapids or waterfalls.
 - a. Look at the Great Lakes Cross Section on pages 28–29 of the Atlas. Notice the difference in elevation between Lake Superior and Lake Huron.
 - b. On your Activity Map, between Duluth and Sault Ste. Marie, draw an arrow.
 - c. Between the lakes, write — 21 FT.
 - d. Traders used to make a portage, unloading their boats and carrying their cargo around the rapids. Today the Soo Locks allow ships to pass through the rapids. Between the two lakes, write **SOO LOCKS**.

Detroit, Michigan, and Windsor, Ontario

Wednesday

Today we crossed Lake Huron and went through a small lock to the St. Clair River. It was the first time we stopped since Sault Ste. Marie. It's not like traveling in a car!

We just left Lake St. Clair, sometimes called the sixth Great Lake (even though it's pretty small), and are on the Detroit River. We are passing under a big bridge as I write this.

A big iron ore barge that had been following us since yesterday docked in Detroit. Its cargo could be made into cars.


Toronto, Ontario

Thursday

We had a busy day today. We crossed Lake Erie and then entered the Welland Canal. The canal has eight locks on it. The locks are like steps so we can gradually drop over 300 feet in about 25 miles. Unfortunately we missed seeing Niagara Falls, where the water drops almost 200 feet all at once.

The western shore of Lake Ontario, where we are now, is called the Golden Horseshoe. Almost one-fifth of all Canadians live here. We can see the CN Tower off in the distance.



4. **Lake Huron** is the world's fourth largest lake.

- Lake Huron empties into the St. Clair River and then into Lake St. Clair. Look at the cross section on pages 28–29 in the Atlas.
- The St. Clair River has small rapids. On the St. Clair River, write  **9 FT.**


5. **Detroit** and **Windsor** are two important cities.

- Look at the Great Lakes Region map on page 29 of the Atlas. Find Detroit and Windsor.
- On your Activity Map, label **DETROIT**.
- Between Sault Ste. Marie and Detroit, draw an arrow.

6. The auto and steel industries of Detroit and Windsor rely on the Great Lakes.

- Iron is mined in the Canadian Shield. Northeast of Lake Nipigon, draw .
- The iron is shipped to Lake Superior. From the iron symbol to Thunder Bay, the city just north of Lake Superior, draw an arrow.
- The iron is made into steel, which is then used to make cars. South of Detroit, draw .

7. **Niagara Falls** is the largest waterfall in North America.

- Look at the cross section on pages 28–29 of the Atlas. Find Niagara Falls.
- On your Activity Map, near Niagara Falls, write  **325 FT.**

8. The **Golden Horseshoe**, on Lake Ontario, is Canada's most densely populated area.

- Look at the photo of Toronto on page 37.
- Now look at the Great Lakes Region map on page 29 and find Toronto.
- On your Activity Map, label **TORONTO**.
- The Welland Canal allows ships to cross safely between Lake Erie and Lake Ontario. Between Detroit and Toronto, draw an arrow.



Montréal, Québec

Friday

We've been going through locks all day—seven altogether. These locks are much more spread out than Welland. We have left the Great Lakes and are now on the St. Lawrence River. We've also left the United States for the rest of the trip.

I've been listening to the radio here. A lot of the stations are in French.

Sept-Îles, Québec

Saturday

We passed our last big city, Québec City, today. Since Québec City, the river has become much wider. There are more salties and fewer barges. Along most of the banks, there are forests with a few farms and towns.

Cabot Strait

Sunday

We haven't seen land since we passed the town of Gaspé several hours ago. The Gulf of St. Lawrence has been foggy, so our captain honks a very loud horn every few minutes. Pretty soon we will be on the Atlantic Ocean!



9. Lake Ontario flows into the St. Lawrence River.

- Look at the cross section on pages 28–29 of the Atlas. Find the St. Lawrence River.
- Between Lake Ontario and Montréal, the St. Lawrence River falls more than the Niagara Falls, but over 186 miles. On the Activity Map, south of the St. Lawrence River, between the eastern end of Lake Ontario and Montréal, draw a bracket.
- Below the bracket, write \sim 226 FT.

10. The French settled the province of Québec to control trade on the St. Lawrence River and the Great Lakes.

- Turn to the Canada map on pages 34–35 of the Atlas to find the province's cities.
- Montréal was a **fall-line settlement**. It was built at the end of the rapids on the St. Lawrence, the last place ships could sail inland. On your Activity Map, label **MONTREAL**.
- Between Toronto and Montréal, draw an arrow.
- Turn to your North America Activity Map.
- Québec is the oldest city in Canada. It is the easternmost port on the St. Lawrence River. On your Activity Map, near the point where the St. Lawrence River widens, write ● **QUÉBEC**.
- Draw an arrow along the St. Lawrence River from Lake Ontario to Québec.

11. East of the city of Québec the banks of the St. Lawrence become steep and the river widens.

- From Québec to the Gulf of St. Lawrence, draw an arrow.
- The Gulf of St. Lawrence opens onto the Atlantic Ocean. Continue your arrow across the gulf.
- The Cabot Strait is the main passage between the Gulf of St. Lawrence and the Atlantic Ocean. Label it **CABOT STRAIT**.
- Draw an arrow east from Cabot Strait.
- Label the arrow **TO EUROPE**.

Name _____

Great Lakes

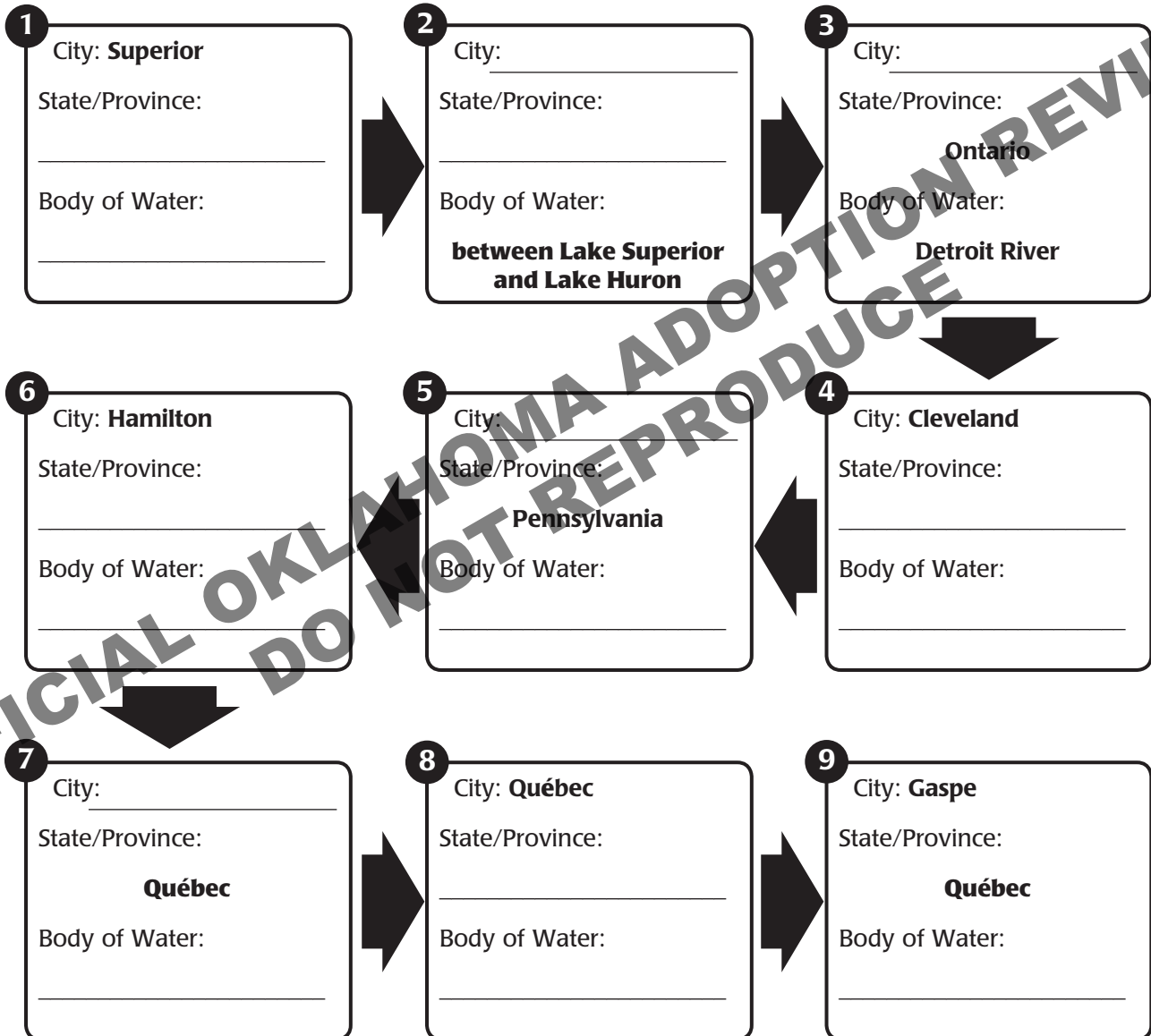
Pulling It Together



You are taking a trip from the western Great Lakes to the Atlantic Ocean. Use your Activity Maps, Activity Sheets 18a–18c, and pages 28–29 of the Atlas to complete the flow chart below. Fill in the name of the city, state, or province, or body of water for each of these stops.



Great Lakes



The Great Lakes flow from an elevation of 600 feet at Lake Superior downhill to sea level at the Gulf of St. Lawrence. On the flow chart above, identify places where the surface elevation changes and by how much.

Taking a Closer Look

U.S. Megalopolises

Four out of every five people in the United States live in an urban area. Many live in huge urban regions known as megalopolises. In this lesson, you'll identify and locate some U.S. megalopolises and learn what characteristics they share.



What is a megalopolis?



1. A **megalopolis** is a region in which neighboring urban areas expand so much that they become connected. The term was first used to describe a region in the northeastern United States where connected cities extend for nearly 600 miles.

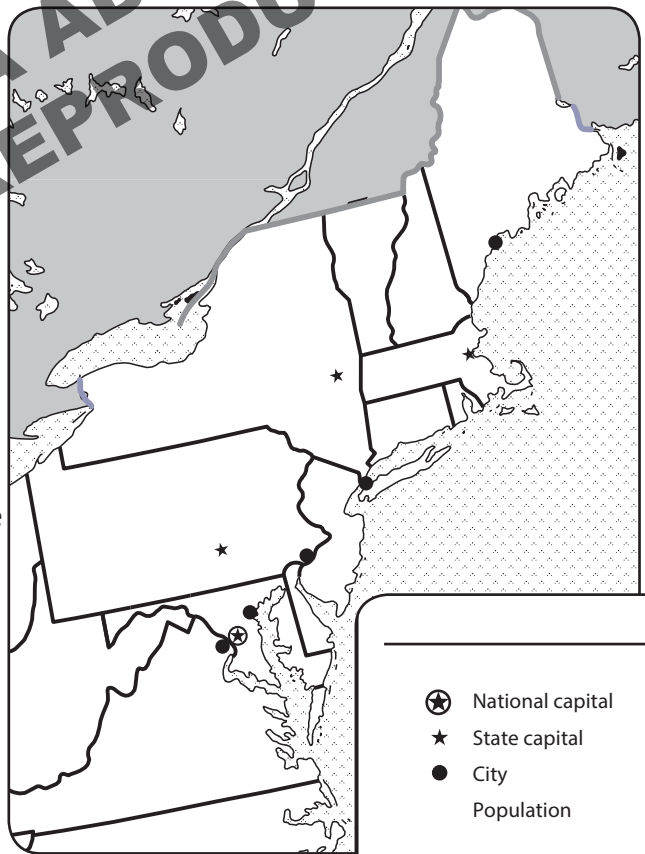
- a. Use the map on pages 40–41 of *The Nystrom World Atlas* to find the following cities:

- Portland, Maine
- Boston, Massachusetts
- Albany, New York
- New York City, New York
- Harrisburg, Pennsylvania
- Philadelphia, Pennsylvania
- Baltimore, Maryland
- Washington, D.C.
- Arlington, Virginia

- b. On the map below, next to each city, write its name.

2. This megalopolis is sometimes called **Bosnywash** for three of its major cities.

- a. On your map, in the legend, write **BOSNYWASH**.
- b. Starting at Portland, draw a line from north to south connecting the city symbols.
- c. Turn to the Population map on page 49 of the Atlas.
- d. Compare the population pattern on the Population map with the megalopolis you just drew on the BOSNYWASH map. Your line should roughly match the purple area that shows more than 250 people per square mile.
- e. This megalopolis has a population of over 51 million. On the map, in the legend below Population, write **51 MILLION**.



- ★ National capital
- ★ State capital
- City
- Population

Name _____



Are there other megalopolises in the United States?

3. There are other regions in the United States that are considered megalopolises.
 - a. Look for cities along the Great Lakes on the map on page 40–41 of the Atlas.
 - b. Then look at the Population map on page 49 to find which cities are connected by areas with more than 100 people per square mile.
 - c. On the chart below, write the names of five large cities in the Great Lakes Region.



4. Major cities are usually connected by **major highways**. These transportation routes make it easier for urban areas to expand and become parts of a megalopolis.
 - a. On the Major Highways map on page 48 of the Atlas, with your finger, trace the major highways in the Great Lakes Region.
 - b. Now, on the chart below, put a check in the box for Major Highways.
5. The Great Lakes Region megalopolis can also be extended into Canada.
 - a. Look at the North America Population map on page 31 of the Atlas. Point to the Canadian areas around Lake Erie and Lake Ontario.
 - b. In the box marked International, write **CANADA**.
6. Complete the chart for the other two regions in the same way.

Region	Major Cities	Major Highways	International
Great Lakes			
Southern California			
The Carolinas			



Taking a Closer Look

Major Industries of Mexico



Mexico shares a boundary with the United States. The two countries have important economic ties to each other. In this lesson, you'll learn about Mexico's main industries and how they affect the United States.



What are the economic ties between the United States and Mexico?




1. Mexico has the **largest economy** in Middle America and the third largest in North America.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **MAJOR INDUSTRIES OF MEXICO**.
 - c. In the Atlantic Ocean, draw a large box. At the top of the box, write and underline **LEGEND**.
 - d. The Mexican economy is closely linked with economies of the United States and Canada through the **North American Free Trade Agreement**. Look at the map on page 27 of *The Nystrom World Atlas* to find these countries.
 - e. On your Activity Map, in the Pacific Ocean, write **NAFTA**.
 - f. From the word NAFTA to the coasts of the United States, Mexico, and Canada, draw three arrows.

What are the main industries of Mexico?



2. Mexico's most profitable industry is petroleum, or **oil**. More than one-third of Mexico's trade income comes from the export of petroleum and petroleum products.
 - a. Look at the Oil map on page 22 of the Atlas. Find the major oil deposits in Mexico.
 - b. Mexico's largest oil deposits are found around the Bay of Campeche. Use the map on pages 50–51 to find the Bay of Campeche.
 - c. On your Activity Map, along the Bay of Campeche, draw an oil symbol .
 - d. In your legend, write  = **OIL**.
 - e. The United States produces more oil than Mexico. However, the United States uses much more oil than it produces. Mexico, on the other hand, does not need all the oil it produces. Look at the graph on page 93 of the Atlas to compare U.S. and Mexican oil production.
 - f. About 80 percent of Mexico's oil exports are sent to the United States. In your legend, next to OIL, write **80% TO U.S.**



3. Mexico's second most profitable industry is **tourism**. Much of the country is warm all year long. Along the coasts there are many beaches that attract visitors.

- Use the map on pages 52–53 of the Atlas to find Puerto Vallarta, Cancun, and Acapulco.
- On your Activity Map, mark the location of each of these places with a tourism symbol  and its name.
- In your legend, write  = **TOURISM**.
- Now use the map on pages 50–51 to find Cape San Lucas and Cozumel Island.
- On your Activity Map, in each of these locations, draw a tourism symbol  and write the location's name.
- Over 90 percent of the tourists in Mexico come from the United States. In your legend, next to **TOURISM**, write **90% FROM U.S.**

4. One of the fastest-growing industries in Mexico is **maquiladora manufacturing**. Many foreign companies have factories in Mexico called *maquiladoras*.





- Maquiladoras usually receive raw materials or parts from other countries, particularly the United States. From the United States to the boundary between the United States and Mexico, draw an arrow.
- These materials and parts are assembled into finished goods in the maquiladoras. In the Gulf of Mexico, draw an arrow to Mexico labeled **FINAL ASSEMBLY**.
- Use the map on pages 52–53 of the Atlas to find the cities listed below:
 - Tijuana
 - Juarez
 - Monterrey
 - Mexicali
 - Chihuahua
 - Nuevo Laredo
 - Hermosillo
 - Torreon
 - Matamoros
- On your Activity Map, mark the location of each of these cities with a maquiladora symbol .
- In the legend, write  = **MAQUILADORAS**.

5. The finished products are exported. By law, at least 30 percent of the goods from a maquiladora must be exported. Most factories export much more than that.

- More than 80 percent of the products made in maquiladoras are exported to the United States. Draw an arrow from a maquiladora to the United States and label it **80%**.
- Over half the maquiladoras are at least partly owned by U.S. companies. In the legend, below **MAQUILADORAS**, write **50% U.S.-OWNED**.






6. The maquiladoras make many important **products**.

- a. Look at the map on pages 52–53 of the Atlas to find the following major manufacturing centers.
- b. Tijuana, Mexicali, and the U.S. city of San Diego form the largest center for television manufacturing in the world. In this area, draw a television symbol .
- c. Factories in Juarez make aircraft parts. Next to Juarez, draw .
- d. Matamoros and Nuevo Laredo are major centers of car manufacturing. Between these two cities, draw .
- e. The state of Coahuila is a center for cloth factories. North of Torreon, draw .

How do the United States and Mexico benefit from trade?

7. The United States and Mexico have different **economic advantages**. The tourism industry and the maquiladora system rely on each country's advantages.

- a. The United States has more money and a more educated workforce. In the United States, draw \$ and .
- b. Mexico has much lower wages, on average, than the United States. This gives Mexico an advantage in industries that need large numbers of unskilled workers. In Mexico, draw .
- c. American tourists find cheaper hotels, restaurants, and other tourist facilities in Mexico than in the United States because of the lower wages for Mexican workers. On the other hand, the tourist industry in Mexico provides thousands of jobs, including higher paying jobs such as management and construction. From the money symbol \$ to the worker symbol , draw an arrow.
- d. The maquiladoras take parts, such as computer chips or precision machinery, from the United States and assemble them into finished goods. This allows the finished good to be cheaper than it would if it was assembled in the United States. Next to the television symbol, write **CHEAPER**.

8. Free trade with Mexico has remained controversial since NAFTA was founded.

- a. Many Americans fear that competition from cheaper Mexican labor causes companies to move their factories (and the jobs at those factories) to Mexico. In the United States, write **LOSE JOBS?**
- b. Many Mexicans feel that American companies pollute Mexico and collect the large profits without benefiting the workers. In Mexico, write **POLLUTION**.

Name _____

Major Industries of Mexico

Pulling It Together

Use your Activity Map, Activity Sheets 20a–20c, and pages 50–53 of the Atlas to help you complete the chart below. Use the words in the Word Bank to complete the chart. Some words will be used more than once.



Major Industries of Mexico

Location	Industry	Product
	tourism	does not apply
Juarez		aircraft parts
		gasoline
		televisions
Nuevo Laredo		
Cozumel Island		does not apply
		cloth

Word Bank

automobiles
Bay of Campeche
Cancun

cars
Coahuila
maquiladora

Mexicali
oil
tourism



Are maquiladoras good for the economy of the United States? Take a position on the issue. Either write a position paper or debate the issue in class.

Taking a Closer Look

Volcanoes of Middle America



Middle America, the southernmost region of North America, has the most active volcanoes of any area of the continent. In this lesson, you'll identify the volcanoes of Middle America and their causes and effects.

Where are volcanoes?

1. **Volcanoes** are mountains created when melted rock erupts from under the earth.
 - a. Turn to the *North America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **VOLCANOES OF MIDDLE AMERICA**.
 - c. In *The Nystrom World Atlas*, look at photos of Mount Hood in Oregon on page 44 and Mount Kilimanjaro in Kenya on page 64. Both of these mountains are inactive volcanoes. Also look at the photo of an active volcano on page 103.
 - d. Look at the Ring of Fire map on page 102 of the Atlas. Point to the major volcanoes in North America.
2. There are two main **volcanic regions** in Middle America.
 - a. One region is in the Lesser Antilles. On your Activity Map, with your finger, underline the label for the Lesser Antilles.
 - b. The other region is in southern Mexico and Central America near the Pacific Ocean. With your finger, underline the label for Central America.

What causes the volcanoes in North America?

3. Sections of the earth's crust, called **tectonic plates**, move in different directions and at different speeds. The boundary between two plates is called a **fault**. As plates bump and slip against each other along a fault, earthquakes are produced.
 - a. On the Ring of Fire map in the Atlas, look at the chain of earthquakes and volcanoes around the Pacific Ocean. The Ring of Fire is the huge series of faults around the edge of the Pacific Plate.
 - b. Now point to the circle of earthquakes and volcanoes southwest of Middle America. These earthquakes and volcanoes mark the faults surrounding the **Cocos Plate**.
 - c. Read *What causes the Ring of Fire?* on page 103 of the Atlas.
 - d. If you have the e-book Atlas, click the *E-BOOK EXTRA* icon near that Geode to see a plate tectonics map of the world.
 - e. Look at Activity Sheet 21d. The map is a close-up of the tectonic plates of Middle America. With your finger, outline each plate.
 - f. On your Activity Map, draw the four main plates of Middle America with dashed lines. Also label each plate.



4. The volcanoes of Middle America are caused when one plate slides underneath another, a process called **subduction**. The friction of the two plates causes the rock to melt, forming a volcano near the fault.
- The North American Plate moves northwest. On your Activity Map, on the North American Plate, draw an arrow pointing northwest.
 - The Cocos Plate moves northeast. In the Pacific Ocean, on the Cocos Plate, draw an arrow pointing northeast.
 - Central America and the **Caribbean Sea** are on a separate plate from the rest of North America, the Caribbean Plate. This plate moves west. In the Caribbean Sea, draw an arrow pointing west.
 - The Cocos Plate slides under the North American and Caribbean Plates at an area of deep water called the Middle America Trench. The trench is the dark blue line on your Activity Map off the west coast of Central America. Trace this line.
 - This subduction zone is home to one of the younger volcanoes in the world, **Paricutin** in Mexico. Turn to the Middle America map on pages 50–51 of the Atlas to find this volcano.
 - Paricutin began unexpectedly in the middle of a cornfield in 1943. Within a year, it was over 1,000 feet tall. It is the only volcano ever observed through its entire life. On your Activity Map, at Paricutin, draw a volcano symbol ▲
5. A second subduction region is on the eastern end of the Caribbean Plate, where the plate is pushed under the **South American Plate**.
- The South American Plate, which includes part of the Atlantic Ocean floor, moves northwest. On your Activity Map, on the South American Plate, draw an arrow pointing northwest.
 - The Lesser Antilles were formed by undersea volcanoes that grew above sea level. This process continues today. Look at the Middle America map on pages 50–51 of the Atlas to find these islands.
 - There are a string of active and dormant volcanoes in the Lesser Antilles between Barbuda and Trinidad. On your Activity Map, outline Barbuda and Trinidad.
 - Kick-em-Jenny**, just north of Grenada, is the only undersea volcano in the Caribbean. It is 525 feet below the surface. In thousands of years it may become an island or connect with Grenada. Near Grenada, draw a volcano symbol ▲ with waves ~~~~~ above it.



What are some other volcanoes in Middle America?

6. There are active volcanoes in most countries on the mainland of Middle America.
 - a. The **tallest mountain** in Middle America, **Mt. Orizaba**, is a volcano. Even though it hasn't erupted since the 1600s, it is still considered active. On your Activity Map, change the symbol for Pico de Orizaba from a mountain peak symbol ▲ to a volcano symbol ▲.
 - b. Also underline its label.
 - c. Use the map on pages 50–51 of the Atlas to find **Popocatepetl Volcano** and **El Chichon**.
 - d. On your Activity Map, mark each location with a volcano symbol ▲.
 - e. There are also volcanoes farther south. On your Activity Map, mark each location below with a volcano symbol.

● 15°N, 90°W	● 12°N, 86°W	● 10°N, 85°W
● 14°N, 89°W	● 16°N, 87°W	● 9°N, 83°W
7. Like the mainland, some islands in the West Indies have active volcanoes.
 - a. Use the map on pages 50–51 of the Atlas to find **Montserrat**, **Martinique**, and **St. Vincent**.
 - b. On your Activity Map, on each of these islands, draw a volcano symbol ▲.

What impact to these volcanoes have on the people of Middle America?

8. Volcanoes have caused great **damage** in Middle America.
 - a. Mt. Pelee on Martinique killed more than 39,000 people in 1902. It was the deadliest eruption in the 1900s. Next to the Martinique volcano symbol, draw a death symbol ☠.
 - b. On Montserrat, up to 7,000 people—two-thirds of the population—have been forced to leave the southern half of the island permanently. Beginning in 1995, eruptions in the **Soufriere Hills** devastated the area. Next to the Montserrat volcano symbol, draw a destruction symbol ✨.
9. Volcanoes **enrich the soil** with minerals from deep within the Earth. This soil is especially good for agriculture. For example, coffee grows best in volcanic soil. Mexico and Guatemala are two of the largest coffee producers in the world. In these countries, draw a coffee symbol ☐.

Name _____

Volcanoes of Middle America

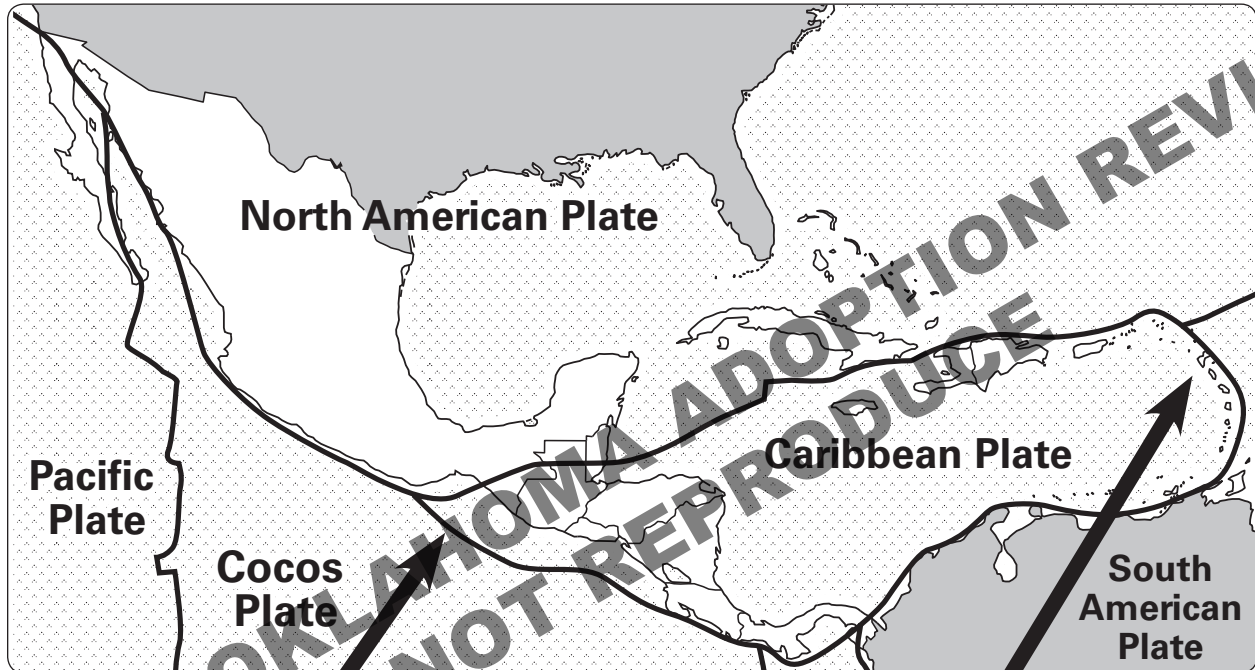
Pulling It Together



Use your Activity Map, Activity Sheets 21–21c, and pages 50–51 and pages 102–103 of the Atlas to help you complete the chart below. On the chart, put the names of the volcanoes in the Word Bank in the box for their appropriate fault. On the map, mark the location of each volcano with a volcano symbol ▲.



Volcanoes of Middle America



Middle America Fault

Antilles Fault

Volcanoes		
El Chichon	Paricutin	Popocatepetl
Kick-'em-Jenny	Pelee	Soufriere Hills
Orizaba		



Why are there no volcanoes along the U.S. Gulf Coast? Write at least three sentences explaining your answer.

Comparing Cultures

Pulling It Together



In North America there are great differences between the wealthy urban areas of the northern countries and the poorer rural areas of the southern countries. In this lesson, you'll use clues and information from the Atlas to locate an urban area and a rural area in North America.



Where is this urban area?

I live in a small row house in a modern city. Both my parents work—my father in a pharmacy and my mother for an electric company. My family speaks both English and French. I go to a bilingual school where we learn both languages. I love fast food and playing baseball and hockey. What city do I live in?

In the box below, you'll find a list of possible cities. Use the map on page 27 of *The Nystrom World Atlas* to locate these cities. After each clue, check the Atlas. Then cross out any cities that do not fit the description.

I live in one of my country's largest cities, but it isn't the national capital.

I live in a place that is crowded. There are over 250 people per square mile.

Our city was built along a large river. Our house is near that river.

It is moderately rainy here. We get about 30 inches of precipitation a year.

Winter is severe and long in our city. Nothing can grow for more than half the year.

Large ships come up the river on their way to the Great Lakes.

Where do I live? _____

**Halifax,
Canada**

**Memphis,
United States**

**Montréal,
Canada**

**Juarez,
Mexico**

**Winnipeg,
Canada**

**Minneapolis,
United States**

**Port-au-Prince,
Haiti**

Name _____



Where is this rural area?

I live in a small farming village. My family has a small farm where we grow our own food, mostly rice, beans, and corn. My younger sister and I take care of the chickens. My oldest brother works on a banana plantation to earn some extra money for the family. We mainly speak Miskito in the village, but most of us also know Spanish. I don't go to school because the nearest one is 30 miles away. Our old school was destroyed in a hurricane. Where is my village?

In the box below, you'll find a list of possible countries. Use the map on pages 52–53 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

I live in a small country in Middle America.

It's very warm where I live. People can grow crops all year round.

From my village, we can see the Caribbean Sea.

Not too many people live in this area, only about 36 people per square mile.

Although I live near the Caribbean Sea, I do not live on an island.

It is very rainy here. We usually get about 100 inches of precipitation every year.

Most of the land where I live is used for subsistence farming.

Cuba

Dominica

El Salvador

Grenada

Haiti

Honduras

Jamaica


Mexico

Panama

Where do I live? _____



Which of these two ways of life is most like yours—urban or rural?

Write a paragraph explaining your answer. 

North America

Reviewing North America



In the last 11 lessons, you've explored North America. You have used a variety of maps and learned what makes this continent unique. How much did you learn?

Note: *There may be more than one correct answer to each question. Circle the letter of all correct answers.*

1. Mountain ranges in North America include the

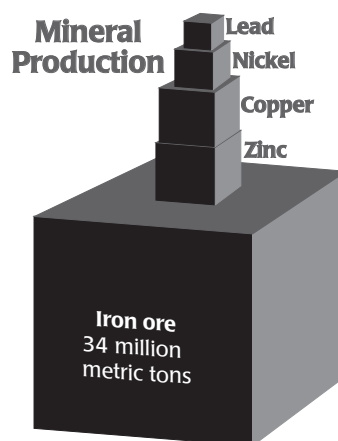
A Rocky Mountains. B Sierra Madres.	C Andes Mountains. D Appalachian Mountains.
--	--
2. Cuba and Hispaniola are part of the

A Hawaiian Islands. B West Indies.	C Arctic Islands. D Greater Antilles.
---	--
3. Which of the following regions has a dry climate?

A North B South	C Pacific D West
----------------------------------	-----------------------------------
4. Canada

A has been settled since 25,000 B.C. B is the largest country in the world. C was first settled by the English. D is a multicultural country.	
--	--

Look at the graph to answer questions 5 and 6.



5. This graph is for Canada. Canada's iron ore production

A is 34 metric tons B is more than the other four minerals combined C is less than lead production D is 34 million metric tons	
---	--
6. Canada produces

A more nickel than lead B more copper than zinc	C less copper than nickel D more zinc than nickel
--	--
7. Which cities are NOT part of the Great Lakes megalopolis?

A Chicago B Cleveland	C Duluth D Boston
--	------------------------------------

Name _____



8. Which Mexican cities are important tourist centers?

A Nuevo Laredo

C Cancun

B Mexicali

D Acapulco

9. Middle America has

A a warm climate.

C many islands.

B many volcanoes.

D many large lakes.

10. Label the following on the map of North America below.

Great Plains

Rocky Mountains

Caribbean Sea

New York City

Los Angeles

Atlantic Ocean

Pacific Ocean

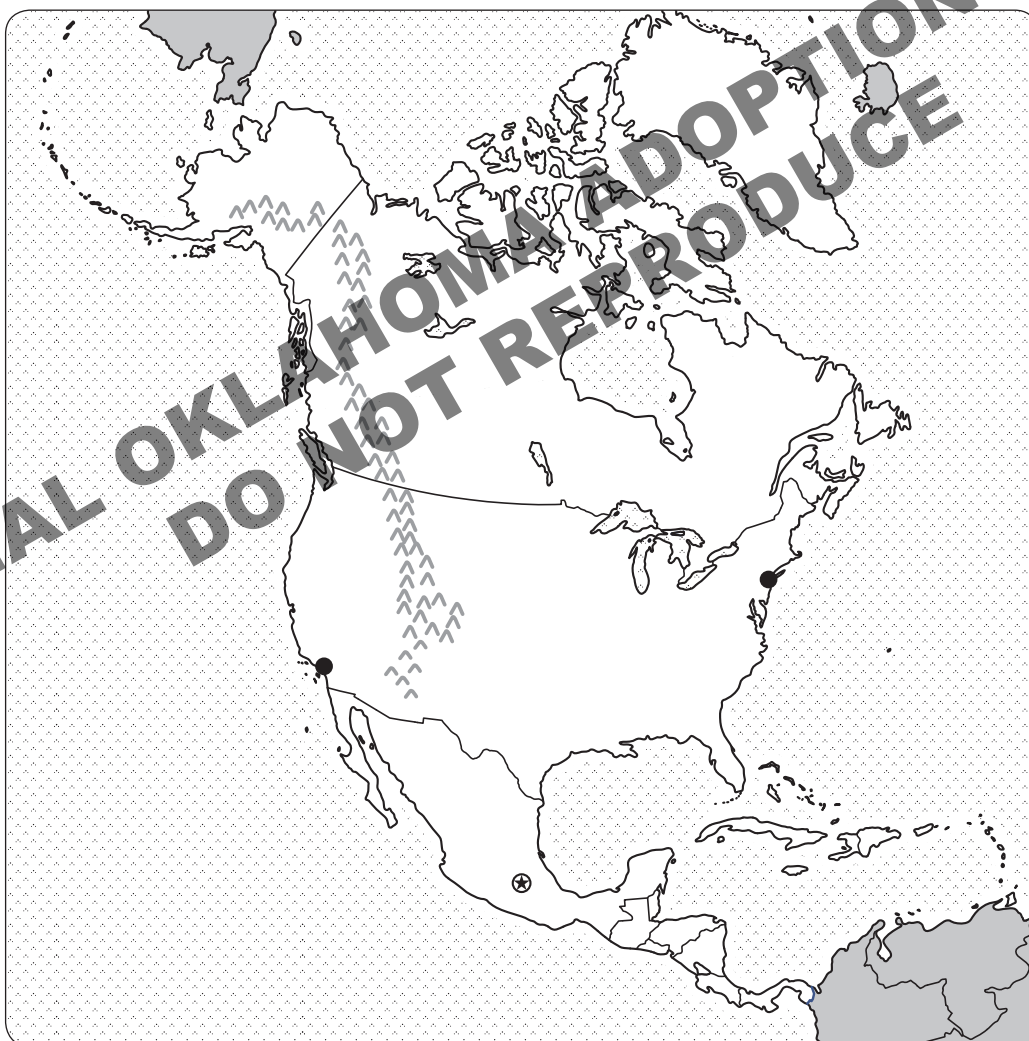
Arctic Ocean


Mexico City

Gulf of Mexico

Great Lakes

Any 3 countries



What kind of place is North America? Use what you have learned in these lessons to create a social media page describing the continent where you live. 

South America



Cross-Curricular Activities

Critical Thinking *Play Bingo*

On a 25-square grid, ask students to write the name of a country or city in South America in each square. Then ask the class questions about South America's countries and key cities. For each question, students can color a square on their grid. The first to color five squares in a row, wins.

Math *Compare Elevations*

Have students use the encyclopedia or Internet to find the elevations of several major cities in South America. Then ask students to compare these elevations using a bar graph.

Geography *Plan a Trip*

Have students plan an itinerary for a 7-day vacation anywhere in South America. Determine ahead of time how much detail you want them to include (modes of travel, places to stay, daily budget) or if the tour should have a focus (history, major cities, adventure).

Science *Save the Amazon Rain Forest*

Have students use the Internet to research the millions of living creatures in the Amazon. Have students research how deforestation is affecting plant and animal life in the forest. Then start a school-wide campaign to save the rain forest.

Literature Links

Your students might enjoy these books and others about South America. Use picture books (p) to introduce a topic or as a model for student writing assignments.

A Is for the Americas (p)

by Cynthia Chin-Lee and Terri de la Pena

The Great Kapok Tree (p)

by Lynne Cherry

Amazon Boy (p)

by Ted Lewin

Amazon Diary (p)

by Hudson Talbott and Mark Greenberg

Nilo and the Tortoise (p)

by Ted Lewin

A Handful of Seeds (p)

by Monica Hughes

Market! (p)

by Ted Lewin

Lesson	page
23 Introducing South America	103
24 Exploring Land and Water.....	105
25 Locating Countries and Cities.....	109
26 Comparing Highland Regions....	113
27 Comparing Plains Regions	117
28 Climate Zones in the Tropics.....	121
29 Amazon Rain Forest	125
30 Meeting the People.....	129
31 Comparing Cultures	133
Assessment	
Reviewing South America.....	135

Introducing South America

For use with pages 56–61 of The Nystrom World Atlas.

23

Here's a Tip!

- Walk students through pages 56–61 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Review the answers to Activity Sheet 23a as a class.
- On the board, make a list of the words and phrases that students used to describe South America.
- Save Activity Sheets 23a–23b for students' South America booklets.

Answers

Activity Sheet 23a:

Spanish, Portuguese, French, English, or Dutch

snow, all year

10,000 or 20,000, Titicaca

Manaus, Amazon, 80

Chile

Argentina, gauchos, commercial farming, ranching or herding

Rio de Janeiro, Atlantic

Activity Sheet 23b: Answers will vary. Students may mention: hot, tropical, south, Andes Mountains, Amazon River, Amazon Rain Forest, Pampas, specific countries or cities.


☆ Travel guide sections will vary. 

Objectives

Students will be able to:

- Use information from maps, graphs, and photos to complete sentences.
- Describe the continent.

Materials


- The Nystrom World Atlas 
- Activity Sheets 23a–23b, *Introducing South America*

Exploring Land and Water

For use with pages 56 and 58 of The Nystrom World Atlas.

24

Here's a Tip!

- Click *E-BOOK EXTRAS* on the inside front cover to see a graph comparing the land areas of continents. 
- Save Activity Sheet 24d for students' South America booklets.

Answers

Relative location: Answers will vary. Students may mention the Equator runs through the continent, it is west of the Prime Meridian, part of Latin America, southeast of United States.

Longest mountain system:
Andes Mountains

Longest river:
Amazon River

Waterfall with longest drop:
Angel Falls

Highest large lake:
Lake Titicaca

☆ Brochures will vary. 



Objectives

Students will be able to:

- Identify major landforms and bodies of water in South America.
- Label physical features by using map symbols.

Materials

- The Nystrom World Atlas 
- Activity Sheets 24a–24d, *Exploring Land and Water*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com) 
- Map Markers

Locating Countries and Cities

For use with page 57 of The Nystrom World Atlas.

25

Objectives

Students will be able to:

- Identify and locate countries and cities of South America.
- Classify South American countries and cities by location..

Materials

- The Nystrom World Atlas
- Activity Sheets 25a–25d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Save Activity Sheet 25d for students' South America booklets.

Notes

- Bolivia is the only country in South America with two capitals. Most government offices are in La Paz, but the judicial branch of the government is located in Sucre.

Answers

Cities will vary.

Northern Coast:

Colombia, Venezuela, Guyana, Suriname, French Guiana

Pacific Coast:

Ecuador, Peru, Chile

Landlocked:

Bolivia, Paraguay

Atlantic Coast:

Brazil, Uruguay, Argentina

- ☆ Check country names on students' maps. Or have students check their own work against the Atlas.

Comparing Highland Regions

For use with pages 56–61 of The Nystrom World Atlas.

26

Objectives

Students will be able to:

- Divide South America into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials
















- The Nystrom World Atlas
- Activity Sheets 26a–26d, *Comparing Highland Regions*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!

- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 26d for students' South America booklets.

Answers

Andes Mountains Guiana Highlands Brazilian Highlands

	Symbol	Explanation	Symbol	Explanation	Symbol	Explanation
Landforms		plateau volcano mountain		Guiana Highlands		Brazilian Highlands
Precipitation		very little to very rainy		very rainy		rainy
Growing Season		all year to very short		all year growing season		all year growing season
Land Use		no widespread use commercial farming		subsistence farming		commercial farming ranching
Population		almost no people		almost no people		almost no people except along coast

- ☆ Answers will vary. Students may describe the Andes as very high, dry in some places, wet in others, varied growing seasons. They might describe the eastern highland regions as hilly, forested, rainy, and agricultural.

Comparing Plains Regions











For use with pages 56–61 of The Nystrom World Atlas.

27

Here's a Tip!

- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 27d for students' South America booklets.

Answers

Northern Plains		Southern Plains	
Symbol	Explanation	Symbol	Explanation
	Llanos Amazon Basin		Gran Chaco Pampas Patagonia
	Very rainy		very little to moderate rain
	all year growing season		very long to very short
	subsistence farming ranching and herding, logging		commercial farming, ranching and herding
	sparsely populated		sparsely populated except Buenos Aires
	Landforms		Population
	Precipitation		Growing Season
	Land Use		Population

☆ Answers will vary. Students may describe the Northern Plains as having abundant precipitation and as being mostly rain forest and grassland. They might describe the Southern Plains as having little precipitation, or being both flat and hilly, or agricultural.

Objectives

Students will be able to:

- Divide South America into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 27a–27d, Comparing Plains Regions
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Climate Zones in the Tropics






For use with page 58 of The Nystrom World Atlas.

28

Notes

- Brazil is the second-largest producer of bananas in the world, and Ecuador is number three.
- Brazil is the top producer of coffee; Colombia is number two.
- Brazil is the largest producer of sugar in the world.

Answers

Zone	Meaning	Elevation (feet)	Growing Season	Crops/Livestock
Tierra Caliente	Hot land	2,000 or less		bananas, sugar rice, cacao,
Tierra Templada	Temperate land	2,000–5,000		coffee, corn
Tierra Fría	Cold land	5,000–10,000		potatoes, barley, wheat
Paramo	High barren plain	10,000–15,000		llamas, alpacas, sheep
Tierra Helada	Frozen land	over 15,000		none

☆ Answers will vary. Students may mention bananas, sugar, rice, or cacao because of the area's low elevation and long growing season.

Objectives

Students will be able to:

- Identify characteristics of climate zones in the tropics.
- Understand that different crops grow better in different climates and at different elevations.

Materials

- The Nystrom World Atlas
- Activity Sheets 28a–28d, Climate Zones in the Tropics
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- scissors
- glue

Amazon Rain Forest

For use with pages 59–61 of The Nystrom World Atlas.

29

Objectives

Students will be able to:

- Outline the Amazon rain forest.
- Identify causes of deforestation of the rain forest.

Materials

- The Nystrom World Atlas
- Activity Sheets 29a–29d, Amazon Rain Forest
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Click *E-BOOK EXTRAS* on page 59 for a tropical rain forest map of the world and a blog on deforestation.
- Save Activity Sheet 29d for students' South America booklets.

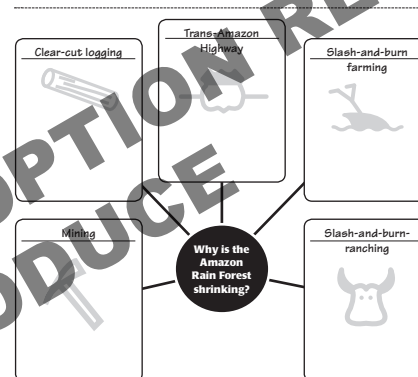
Notes

- Deforestation continues to be a problem in Brazil. In one year, from 2012 to 2013, Brazil lost more than 2,250 square miles of forest, an area larger than the state of Delaware. Since 1970 over 333,000 square miles of forest have been destroyed.
- Rubber trees can be tapped without injuring the trees.
- The Yanomami Indians and other indigenous people of the rain forest have practiced slash-and-burn farming for centuries.

Answers

Explanations will vary.

- ☆ Answers will vary.
Students may mention that land that was once rain forest is now used for raising crops and livestock. Also, the population on this land is not greater than forested sections of the Amazon Basin.



Meeting the People

For use with pages 57 and 61 of The Nystrom World Atlas.

30

Objectives

Students will be able to:

- Identify ethnic groups that settled in each country.
- Describe the reasons for the cultural, ethnic, and religious diversity of South America.

Materials

- The Nystrom World Atlas
- Activity Sheets 30a–30d, Meeting the People
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Click *E-BOOK EXTRAS* on page 61 for language and religion maps.
- Save Activity Sheet 30d for students' South America booklets.

Notes

- Europeans in South America were initially Spanish or Portuguese. Today, Italians, Germans, and Poles are also living in South America.
- Asians living in South America today include East Indians, Chinese, Japanese, and Arabs.

Answers

Peru: Native Americans lived here, Inca lived here, Spanish settled here, Mestizos live here

Guyana: Native Americans lived here, British settled here, Africans brought here, Asians brought here

Argentina: Native Americans lived here, Spanish settled here, Mestizos live here

Brazil: Native Americans lived here, Portuguese settled here, Africans brought here, Mulattos live here

- ☆ Answers will vary.

Comparing Cultures

For use with pages 56–61 of The Nystrom World Atlas.

31

Here's a Tip!

- Click *E-BOOK EXTRAS* on page 61 for language and religion maps. ➡
- After completing this activity, have students search the Internet for pictures of Rio de Janeiro and a Peruvian village in the Andes Mountains. Then use the pictures to put together a bulletin board comparing urban and rural lifestyles.
- Save Activity Sheets 31a–31b for students' South America booklets.

Notes

- Rio de Janeiro is the second-largest city in Brazil. It is a crowded, cosmopolitan city. Many people consider Rio to be one of the most beautiful cities on Earth. Its exciting city life and white sand beaches make it one of the most visited cities in the world.
- Many of the people living in the high Andean villages of Peru and Bolivia live in much the same manner that their ancestors, the Inca, lived.

Answers

31a. Rio de Janeiro 31b. Peru

- ☆ Answers will vary. Students may choose Rio de Janeiro because of its location on the beach and city lifestyle. Or they may choose the Andean village because of its very different lifestyle. ✎

Objectives

Students will be able to:

- Gather information from a variety of maps.
- Identify places using deductive reasoning.

Materials

- The Nystrom World Atlas ➡
- Activity Sheets 31a–31b, *Comparing Cultures*

Reviewing South America

Here's a Tip!

- Help students make their South America booklets to use as study guides for the unit review. Have them cut Activity Sheets 23b, 23a, 24d, 25d, 26d, 27d, 29d, 30d, 31a, and 31b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 A, D
- 2 C
- 3 B
- 4 C, D
- 5 D
- 6 B
- 7 A, B, C, D
- 8 B, C, D
- 9 C, D
- 10 see map

- ☆ Commercials will vary. Students may mention lush rain forests, cool mountains, beautiful waterfalls, lively cities. ✎



Objective

Students will be able to:

- Review what they learned in South America Lessons 23–31.

Materials

- Unit Review, *Reviewing South America*

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Name _____

South America

Introducing South America

South America is our neighbor to the southeast. In this lesson, you will explore the Atlas for an overview of the continent.



What can you learn about South America from the Atlas?

Use the maps, graphs, and photos on pages 56–61 of *The Nystrom World Atlas* to complete the sections of the travel guide below.



Things to Know Before You Go

Languages: South America is part of Latin America. During your travels you may hear the following languages: _____, _____, _____.

Weather: If you travel south of the Equator in July, you might see _____. Be sure to bring the proper clothing for where and when you are going. Most of northern South America has a warm, tropical climate where the growing season lasts _____.

Places Not to Miss

Andes Mountains: The Andes are the second-tallest mountain chain in the world. The highest peaks in the Andes are well over _____ feet. Be sure to visit Lake _____, the highest large lake in the world.

Amazon Rain Forest: Start your Amazon adventure in the center of the rain forest in the large Brazilian city of _____ along the _____ River. Be sure to bring rain gear because, in most parts of the forest, it rains over _____ inches a year!

Atacama Desert: Definitely make a trip to the country of _____ to see one of the driest places on earth.

From Patagonia to Pampas: These lands are in the country of _____ and are home to the famous South American cowboys or _____. Stay in this region and see how most of the land is used for _____ and _____.

Copacabana Beach: This beach is located just north of the Tropic of Capricorn in one of the world's largest cities, _____, Brazil, along the coast of the _____ Ocean.



Name _____




How would you describe South America?

In the outline of South America below, write ten words or phrases that describe the continent. Use pages 56–61 of the Atlas for ideas.

South America is

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



Write another section for the travel
guide on Activity Sheet 23a. 



South America

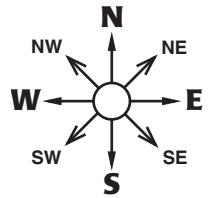
Exploring Land and Water



South America is a land of contrasts. It has some of the world's highest mountains, yet much of the continent is on a low plain. In this lesson, you'll identify the major physical features of South America, such as landforms and bodies of water.

Where is South America?

1. South America is west of the **Prime Meridian**. The **Equator** runs through the northern part of the continent.
 - a. Turn to the *World Activity Map*.
 - b. With dashed lines, trace the Equator and the Prime Meridian.
 - c. Then outline South America. See the locator map if you need help.
 - d. Label **SOUTH AMERICA**.
2. South America is located between two other continents, one to the northwest and one to the south.
 - a. Label **NORTH AMERICA**.
 - b. Also label **ANTARCTICA**.
 - c. Draw an arrow from the center of your home continent of North America to the center of South America.
 - d. Use the compass rose to determine the direction of your arrow. Now label your arrow with its direction.
3. South America is almost completely surrounded by water.
 - a. South America is surrounded by three oceans. Use waves  to underline the names of the three oceans that border South America to the east, the west, and the south.
 - b. Also use waves  to underline the name of the sea that borders South America to the north. (This sea is part of the Atlantic Ocean.)
4. South America is linked to North America at the Isthmus of Panama.
 - a. Turn to your *South America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.
 - c. West of the Isthmus of Panama, write **NORTH AMERICA**.







What are South America's major landforms?

5. One of the major landforms in South America is the **Andes Mountains**. They stretch along the entire western coast of South America. They make up the longest mountain system in the world.
- Turn to page 58 of *The Nystrom World Atlas*. On the cross section of South America, use your finger to follow the peaks of the Andes.
 - On your Activity Map, along the Andes Mountains, from the Cordillera Oriental to Cape Horn, draw mountain symbols $\wedge\wedge\wedge$. (Try not to cover the labels on the map.)
 - The Activity Map shows where some mountain peaks are located. It also gives their elevation, or height above sea level. Outline the symbol for the highest mountain in the Andes.
6. Compared to the Andes, the rest of South America has much lower elevations.
- The **Brazilian Highlands** are gentle rolling hills with elevations between 1,000 and 3,000 feet.
 - On the cross section on page 58 of the Atlas, point to the Brazilian Highlands. Compare them to the Andes Mountains.
 - On your Activity Map, on the highlands, draw hill symbols \cap .
 - The **Amazon Basin** spreads across many countries. A basin is a region drained by a river that is surrounded by higher land. The largest rain forest in the world is in the Amazon Basin.
 - On the map on page 56 of the Atlas, point to the Amazon Basin. With your finger, point to the names of the countries that share this region.
 - On your Activity Map, across the Amazon Basin, draw a large basin symbol \smile .
 - The **Pampas** is a large plain that covers an area of about 300,000 square miles—which is just larger than the state of Texas. The word *pampas* comes from a Guarani Indian word for “level plain.” The Pampas is humid, warm, and windy. Much of the land is used for farming and ranching.
 - Turn to page 56 of the Atlas. Point to the Pampas on the map. With your finger, circle the Pampas.
 - On your Activity Map, mark the Pampas with plains symbols $==$.



What are South America's major bodies of water?

7. The **Amazon River** is the longest river in South America. It carries more water than any other river in the world.
 - a. On your Activity Map, find the mouths of the Amazon River on the Atlantic coast. Mark them with an **M** for mouths.
 - b. With your finger, follow the river from the Atlantic Ocean to its source in the Andes Mountains. Mark the source **S**.
 - c. Now, with a Map Marker, trace the Amazon River by drawing an arrow from its source to one of its mouths.
8. The **Parana River** is the second-longest river in South America.
 - a. The mouth of the Parana River is the Rio de la Plata on the Atlantic coast. Mark it **M**.
 - b. With your finger, follow the river to its source at the 20°S just west of 50°W. Mark the source **S**.
 - c. Now, with a Map Marker, trace the Parana River by drawing an arrow from its source to its mouth.
9. South America has several spectacular waterfalls. **Angel Falls** has a longer drop than any other waterfall in the world. **Iguacu Falls** is two miles wide.
 - a. Angel Falls is located at 6°N, 63°W. Add a larger waterfall symbol  to the map.
 - b. Iguacu Falls is near the Parana River, along the boundary between Argentina and Brazil. Draw a larger waterfall symbol  at Iguacu Falls.
10. **Lake Titicaca** is the highest large lake in the world. It is two miles above sea level.
 - a. Look at the cross section of South America on page 58 of the Atlas. Point to Lake Titicaca.
 - b. On your Activity Map, locate and outline Lake Titicaca. Mark it with an **L** for lake.

Pulling It Together

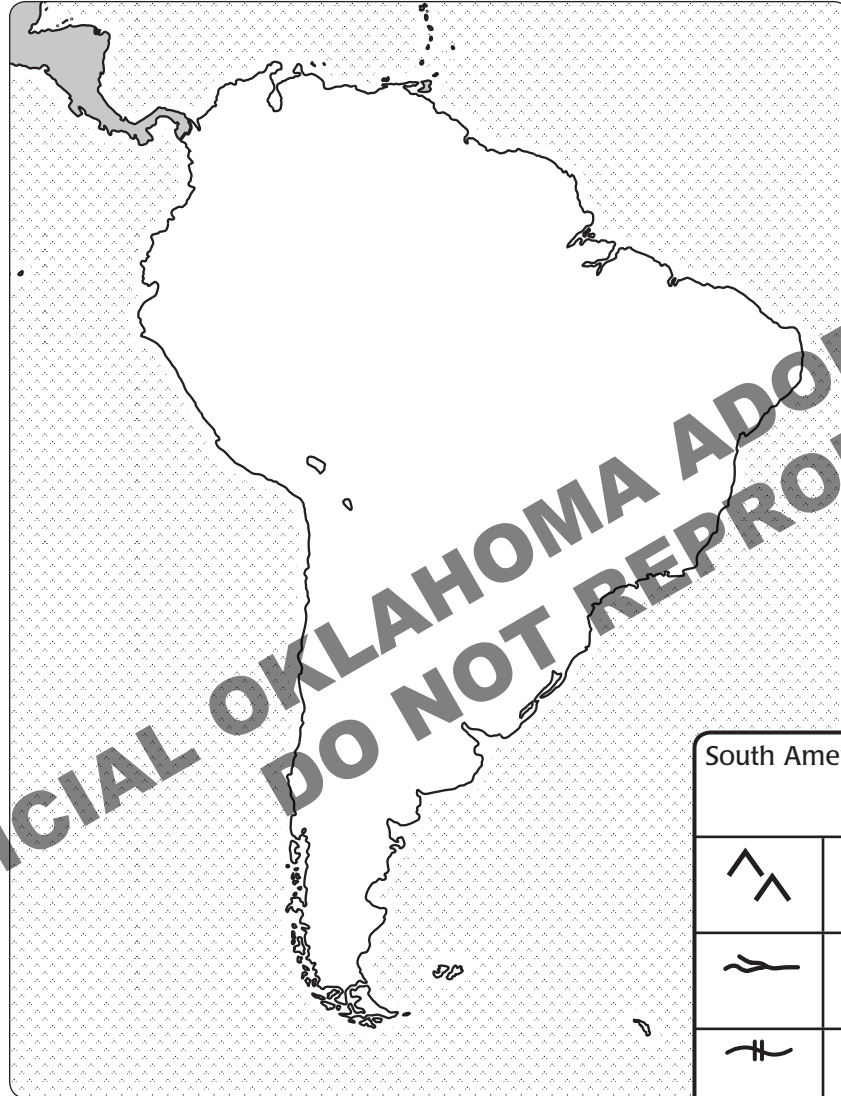
Use your Activity Maps, Activity Sheets 24a–24c, and pages 56 and 58 of the Atlas to help you complete Activity Sheet 24d.

- a. In the first box, describe South America's relative location. You could name its neighbors, or where it is in relation to your home.
- b. In the legend, write the name of each feature that is described.
- c. Then, on the map, mark the approximate location of each feature, using the map symbols or letters from the legend.

Name _____





Exploring Land and Water

Pulling It Together




South America

South America's relative location

	Longest mountain system
	Longest river
	Waterfall with longest drop
	Highest large lake



What have you learned about South America's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

South America

Locating Countries and Cities


Compared with most other continents, South America has very few countries. However, one of those countries is larger than the entire continent of Australia! In this lesson, you'll identify and locate cultural features of South America, such as countries and cities.



How many countries are in South America?

1. **South America** has 12 countries and one territory.
 - a. Turn to the *South America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
 - c. Outline the continent of South America.
 - d. Turn to the map on page 57 of the *The Nystrom World Atlas*.
 - e. Mainland South America is made up of independent countries, except for French Guiana which is a French territory. On the map in the Atlas, point to French Guiana.
 - f. On your Activity Map, outline this territory and label with a T.

Which countries in South America are the largest?

2. On your Activity Map, outline two countries in South America that you think are the largest.
3. The two largest countries in South America are **Brazil** and **Argentina**. Brazil is larger than the 48 contiguous United States. Argentina is one-third the size of Brazil.
 - a. To see how Brazil compares in size with the 48 contiguous United States, look at page 60 of the Atlas.
 - b. Use the map on page 57 to find Brazil and Argentina. With your finger, trace their boundaries.
 - c. On your Activity Map, outline and label **BRAZIL**. Next to the label, add #1.
 - d. Also outline and label **ARGENTINA**. Next to the label, add #2.
4. In addition to being the largest country in South America, Brazil also has the largest population. More people live in Brazil than in all of the other countries in South America combined. In Brazil, write **MOST** .



What are the other countries of South America?

5. The Equator runs through **Ecuador**. *Ecuador* is Spanish for “Equator.”
 - a. On your Activity Map, trace the Equator with a dashed line.
 - b. In the Pacific Ocean, next to the country, write **ECUADOR**.
(See page 57 of the Atlas if you need help.)
6. **Uruguay** is a small agricultural country in South America. It is located on the southeastern coast and shares its name with a nearby river.
 - a. The Uruguay River runs along the boundary between Brazil and Argentina. Trace the Uruguay River.
 - b. In the Atlantic Ocean, next to the country east of the river and south of Brazil, write **URUGUAY**.
7. **Colombia, Venezuela, Guyana, and Suriname** are located along the northern coast of South America. To help you remember which country is which, use the first letter of each to make a phrase, such as **C**ome **V**isit **G**ranny **S**oon.
 - a. Colombia, the largest of these northern countries, shares a boundary with North America. Colombia is the second most populated country in South America. Label **COLOMBIA**.
 - b. Venezuela is one of the world’s largest petroleum producers. It is one of the wealthiest countries in South America. Label **VENEZUELA**.
 - c. Guyana is east of Venezuela. It is the second-smallest country in terms of population and area. In the ocean, next to this small country, write **GUYANA**.
 - d. Suriname is east of Guyana. It is the smallest country in both size and population. As in Guyana, most people live near the coast because the interior of the country is mountainous with dense forests. In the ocean, next to the country, write **SURINAME**.
8. **Paraguay and Bolivia** are two landlocked countries. They have no coastline. More than half of the people in each of these countries are farmers.
 - a. Use the map on page 57 of the Atlas to locate these countries.
 - b. On your Activity Map, label **BOLIVIA** and **PARAGUAY**.
9. In contrast, **Peru and Chile** have long coastlines. These countries are bordered by the Pacific Ocean to the west. The Andes Mountains run through both countries.
 - a. Use the map on page 57 of the Atlas to locate these countries.
 - b. On your Activity Map, along the Pacific coast, label **PERU** and **CHILE**.

- 10. French Guiana**, on the northern Atlantic coast, is a territory governed by France. French Guiana is mostly rain forest. Most people live near the coast.

- a. Use the map on page 57 of the Atlas to locate this territory.
- b. In the Atlantic Ocean, next to the tiny territory, write **FRENCH GUIANA**.



What are South America's major cities?

- 11.** Three of the largest **urban areas** in the world are in South America. (Urban areas include a big city and its suburbs, and the towns connected with them.)

- a. Use the chart on the inside front cover of the Atlas to identify these three urban areas.
- b. All of these urban areas are near the Atlantic coast. Use the map on page 57 to locate them.
- c. On your Activity Map, label ● **SAO PAULO** and ● **RIO DE JANEIRO**.
- d. Buenos Aires is the capital of Argentina. It is one of South America's main port cities and a center of business and trade. On your Activity Map, label ★ **BUENOS AIRES**.

- 12.** Each of South America's other countries also has a **national capital**.

- a. Use the map on page 57 to locate South America's other capitals.
- b. The capital of Brazil was once Rio de Janeiro. A number of years ago, the capital was moved inland, away from the overcrowded coastal cities. On your Activity Map, label ★ **BRASILIA**.
- c. Bolivia has two capitals. Label ★ **LA PAZ** and ★ **SUCRE**.
- d. Colombia, Venezuela, Ecuador, and Chile all have large capitals. Locate and label each of their capitals with their name and capital symbol ★.

- 13.** There are hundreds of other cities in South America. Over 80 percent of the entire population of South America lives in cities.

- a. Use the map on page 57 of the Atlas to identify the names and locations of three other cities in South America.
- b. On your Activity Map, label each with a city symbol ● and its name.
- c. Look at the Urban & Rural Population graphs on page 61 in the Atlas. Compare the urban population of Venezuela and Paraguay.
- d. On your Activity Map, next to Venezuela, write, **MOSTLY URBAN**.
- e. Near Paraguay, write, **2/3 URBAN**.

Name _____

Locating Countries and Cities

Pulling It Together

Use your Activity Map, Activity Sheets 25a–25c, and page 57 of the Atlas to help you fill in the chart below. Add the name of a country that fits the location on the top line and a capital or other major city below it.



Locating Countries and Cities

Northern Coast				
Country:	Country:	Country:	Country:	Country:
City:	City:	City:	City:	City:

Landlocked
Country:
City:

Pacific Coast
Country:
City:

Country:
City:

Country:
City:

Atlantic Coast
Country:
City:

Country:
City:

Country:
City:



Clean your Activity Map. See how many countries in South America you can label on the Activity Map without looking at the Atlas.

Comparing Highland Regions




South America can be divided into many different regions. In this lesson and the next, you'll look at regions based on landforms. You'll see how landforms affect land cover, precipitation, growing season, land use, and population patterns.














Where are South America's highland regions?

1. Much of South America is made up of highlands. **Highlands** are large areas of mountains or other elevated lands. The South American highlands can be divided into three regions: the **Andes Mountains**, the **Guiana Highlands**, and the **Brazilian Highlands**.
 - a. Turn to the *South America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING HIGHLAND REGIONS**.
 - c. The **Andes Mountains** run along western South America, from Venezuela to Tierra del Fuego. Turn to the Elevation map on page 58 of *The Nystrom World Atlas*. With your finger, follow the Andes Mountains from north to south.
 - d. On your Activity Map, draw a line along the eastern edge of the Andes Mountains. In the Pacific Ocean, write and underline **ANDES MOUNTAINS**.
 - e. The **Guiana Highlands** and the **Brazilian Highlands** are in eastern South America. On the Elevation Map, with your finger, follow the boundaries of the areas surrounding these highlands that are 1,000 feet or higher.
 - f. Use the maps on Activity Sheet 26d to help you draw the boundaries of these regions on your Activity Map.
 - g. In the Atlantic Ocean, east of each region, write and underline **GUIANA HIGHLANDS** and **BRAZILIAN HIGHLANDS**.

What are the characteristics of the Andes Mountains?












2. The Andes Mountains make up the **longest mountain system** in the world. The mountains stretch for 4,500 miles along the entire western coast of South America.
 - a. Many peaks in the Andes Mountains reach over 20,000 feet. On page 58 of the Atlas, look at the cross section. Point to the Andes.
 - b. Many of the highest peaks are actually volcanoes, including some mountains in Ecuador. In Ecuador, draw a volcano symbol .
 - c. The highest peak in the Western Hemisphere is Aconcagua in Argentina. On your Activity Map, outline its symbol.



- d. Glaciers cover some of the peaks in the Andes—especially in Chile. In the Andes, in southern Chile, draw a glacier symbol .
- e. The central section of the Andes is the widest part of the mountain system. A large plateau in southern Peru and western Bolivia separates two ranges of the Andes. The **plateau**, or high, level land, is over 13,000 feet high. Along the Andes, just north of 20°S, draw a plateau symbol .
- f. Water from the high plateau collects in Lake Titicaca, the highest large lake in the world. On your Activity Map, outline Lake Titicaca.
3. The average **precipitation** in the Andes region varies significantly. The region receives anywhere from 0–80 inches of precipitation a year.
- a. Look at the Precipitation map on page 59 of the Atlas. Point to the different precipitation patterns throughout the Andes region.
- b. One of the world's driest deserts, the Atacama, is in this region. On page 59, look at the photo of the Atacama Desert.
- c. On your Activity Map, below the region's name, write —.
- d. On the Atacama Desert, draw a desert symbol .
4. Just as the precipitation varies, the **growing season** also varies throughout the Andes.
- a. Look at the Growing Season map on page 58 of the Atlas. Trace the Andes region with your finger. Notice the different growing seasons as you move away from the Equator.
- b. In the northern Andes, the climate is tropical and the growing season is long. On your Activity Map, along the Andes Mountains, in the North, draw .
- c. In the southern Andes, the growing season is short. On your Activity Map, in southern Chile, draw .
5. In the highest, coldest parts of the Andes, little to nothing can grow. In other areas, crops such as coffee, potatoes, wheat, barley, and rye can grow most of the year.
- a. Look at the Land Use map on page 60 of the Atlas. Find the region.
- b. On your Activity Map, in an area with no widespread use, draw .
- c. In two areas with commercial farming, draw .
6. **Population** in the region varies.
- a. Look at the Population map on page 61 of the Atlas. Trace your finger along the Pacific coast.
- b. On your Activity Map, in a sparsely populated area, draw .
- c. The areas near Bogota, Quito, and Santiago are more populated. Label these three cities.

What are the characteristics of the eastern highland regions?



7. The two other highland regions are much lower in elevation than the Andes Mountains. On your Activity Map, along the **Brazilian Highlands** and the **Guiana Highlands**, draw hill symbols .
8. The main **land cover** in the highland regions varies.
 - a. Much of the Guiana Highlands is tropical rain forest. On your Activity Map, in this region, draw a rain forest symbol .
 - b. Much of the Brazilian Highlands is grassland. In a grassland area, draw a grassland symbol .
9. The highland regions have a more consistent **precipitation** pattern than the Andes.
 - a. Look at the Precipitation map on page 59 of the Atlas. Find the precipitation pattern in the two eastern highland regions.
 - b. If the region gets 40 to 80 inches of precipitation a year, on your Activity Map, draw . If it gets over 80 inches, draw .
10. Because the eastern highlands are near the Equator and the Tropic of Capricorn, the climate is tropical and the **growing season** is long.
 - a. Look at the Growing Season map on page 58 of the Atlas. Find the growing season pattern in the two regions.
 - b. On your Activity Map, below each region's name, draw .
11. The Brazilian Highlands has some of the most productive farming areas in South America. Its climate is perfect for coffee, cotton, rice, and cattle. However, in the Eastern Highlands, farmers are only able to produce enough food for their families.
 - a. Look at to the Land Use map on page 60 of the Atlas. Find the land use pattern in these two regions.
 - b. On your Activity Map, in the southern Brazilian Highlands, draw .
 - c. In areas used for ranching or herding, draw .
 - d. In the Guiana Highlands, draw .
12. **Population** in the two highland regions varies.
 - a. Look at the Population map on page 61. Point to the two regions.
 - b. The Guiana Highlands is sparsely populated. On your Activity Map, in the region, draw .
 - c. The Brazilian Highlands also has a lower population, except along the coast. In the region, draw .
 - d. Two of the largest urban areas in the world, Sao Paulo and Rio de Janeiro, are in the Brazilian Highlands. Label these cities.

Name _____



Comparing Highland Regions

Pulling It Together

Use your completed Activity Map, Activity Sheets 26a–26c, and pages 56–61 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.



	Andes Mountains	Guiana Highlands	Brazilian Highlands
	Symbol	Symbol	Symbol
	Explanation	Explanation	Explanation
Landforms			
Precipitation			
Growing Season			
Land Use			
Population			



Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below.

Description of Regions

Andes Mountains

Guiana Highlands

Brazilian Highlands

Comparing Plains Regions







In Lesson 26 you compared South America's highland regions. In this lesson, you'll use symbols and labels to compare the plains regions.

Where are South America's plains regions?

1. The **plains** regions cover about three-fifths of South America. A **plain** is a large area of land that is mostly flat or gently rolling. The plains in South America can be divided into two regions: the **Northern Plains** and the **Southern Plains**.
 - a. Turn to the *South America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING PLAINS REGIONS**.
2. The **Northern Plains** are located between the Andes Mountains and the two eastern highlands regions.
 - a. On your Activity Map, draw a line along the eastern boundary of the Andes Mountains from the northern coast of Venezuela to Tierra del Fuego.
 - b. Use the map on Activity Sheet 27d to help you draw the Guiana Highlands and the Brazilian Highland regions on your Activity Maps.
 - c. Now, draw a line between the Andes Mountain and Brazilian Highlands regions at 15°S.
 - d. In the Pacific Ocean, near the Equator, write and underline **NORTHERN PLAINS**.
3. The **Southern Plains** are located east of the Andes Mountains and west and south of the Brazilian Highlands.
 - a. Turn to the cross section on page 58 of *The Nystrom World Atlas*. Point to the low area between the Andes Mountains and the Brazilian Highlands.
 - b. Now, look at the Elevation map on page 58. Point to areas in the south with elevations below 1,000 feet.
 - c. In the Atlantic Ocean, at 30°S, write and underline **SOUTHERN PLAINS**.

What are the characteristics of the Northern Plains?

4. The **Llanos** and the **Amazon Basin** make up the Northern Plains.
 - a. On your Activity Map, across the flat plains of the Llanos, draw plains symbols .
 - b. The **Llanos**, "level lands" in Spanish, has grasslands with few trees. In the Llanos, draw a grassland symbol .
 - c. The Amazon Basin is surrounded by higher land. On the basin, draw this symbol .
 - d. The largest tropical rain forest in the world is in the Amazon Basin. In the Amazon Basin, draw a rain forest symbol .

- e. The **Amazon River** drains the Amazon Basin. It is the second-longest river in the world. Trace the Amazon River from its source in the Andes at 15°S, 75°W to its mouths at the Atlantic Ocean.
- f. Look at page 59 of the Atlas. Find the photo of the Amazon Rain Forest.



5. The Northern Plains receive abundant **precipitation**.

- a. Look at the Precipitation map on page 59 of the Atlas. Find the precipitation pattern in the northern region.
- b. Most of the region gets over 80 inches of precipitation a year. On your Activity Map, below the region's name, draw ☹☹☹☹.

6. Because the Northern Plains are along the Equator, they have a **tropical climate**.

- a. Look at the Growing Season map on page 58 of the Atlas. Find the growing season pattern in the Northern Plains.
- b. In the Llanos and the Amazon Basin, plants can grow all year long. On your Activity Map, below the region's name, draw ☀.

7. Plains, heavy rains, and long growing seasons are good for lush rain forests. However, these conditions are not good for many types of **land uses**.




- a. Turn to the Land Use map on page 60 of the Atlas. Look at the land use pattern of the Northern Plains.
- b. Along the Amazon River, where forestry takes place, draw a logging symbol 🪚.
- c. In the Amazon Basin, where most farmers are only able to produce enough food for their families, draw a 🐷.
- d. Farmers raise cattle and horses on the Llanos. On your Activity Map, in the Llanos draw 🐮.

What are the characteristics of the Southern Plains?

8. The **Gran Chaco**, **Pampas**, and **Patagonia** make up the Southern Plains.

- a. The Gran Chaco is a flat plain covering about 200,000 square miles. Across the Gran Chaco, draw a plains symbol —.
- b. The Pampas is also a large, flat plain. It is located in central Argentina. Across the Pampas, draw a plains symbol —.
- c. Patagonia, in southern Argentina, is much hillier than the Pampas. In Patagonia, draw a hill symbol 🏞.



9. The **land cover** in the South is a mix of semi-desert and desert scrubland, grassland, and cropland.
- The Gran Chaco is grassland and scrub forests. On your Activity Map, across the Gran Chaco, draw .
 - In the Pampas, draw a grassland symbol .
 - Now, in Patagonia, draw a scrub symbol .

10. **Precipitation** patterns in the Southern Plains vary dramatically.



- Turn to the Precipitation map on page 59 of the Atlas. As you move your finger from north to south in the Southern Plains, look at the precipitation pattern.
- On your Activity Map, below the region's name, draw ☔-☔☔☔.

11. The Southern Plains also have a wide range of temperatures and **growing seasons**.

- Look at the Growing Season map on page 58 of the Atlas. Point to all five types of growing seasons in the Southern Plains.
- The growing season gets shorter as you move farther south. On your Activity Map, below the region's name, write ☀-☀.


12. The colder temperatures and dry climate of Patagonia are not ideal for many **land uses**.

However, Patagonia is suitable for sheep ranching. In contrast, the Pampas has warmer, damper conditions that make it one of the world's great grain producers. Most of the land in the Gran Chaco is undeveloped.

- Turn to the Land Use map on page 60 of the Atlas. Look at the land use pattern in the Southern Plains.
- On your Activity Map, in Patagonia, draw .
- In the Pampas, draw .

What are the common characteristics of the plains regions?

13. Most of the plains regions have a sparse **population** density. However, one of the world's largest urban areas, Buenos Aires, is located in the plains along the eastern coast.


- Find the Population map on page 61 of the Atlas. Look at the population pattern of the two plains regions.
- On your Activity Map, in the Amazon Basin and Patagonia, draw .
- On the Population map in the Atlas, point to Buenos Aires.
- On your Activity Map, label **BUENOS AIRES**.



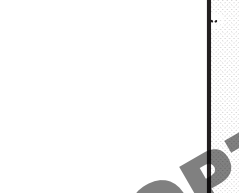
Pulling It Together

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.


Northern Plains



Southern Plains



Symbol	Explanation	Symbol	Explanation
	Landforms		
	Precipitation		
	Growing Season		
	Land Use		
	Population		

★ Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each dry region. Write your descriptions below. 

The diagram illustrates the division of the Plains into two main regions. A central box labeled "Description of Regions" is flanked by two larger boxes: "Northern Plains" on the left and "Southern Plains" on the right. Arrows point from the central box to each of the two side boxes, indicating a descriptive relationship.

Taking a Closer Look

Climate Zones in the Tropics

South America often brings to mind images of banana trees and coffee plantations. In this lesson, you'll discover that climate and elevation can affect where those crops are grown.



Atlas
Activity Map
Map Marker
scissors
glue

What climate zones are in the tropics?

1. The northern two-thirds of South America lies between the Tropic of Cancer and the Tropic of Capricorn—giving it a **tropical climate**.
 - a. Turn to the *South America Activity Map*.
 - b. Give the map a title. Across the top of the map, write **CLIMATE ZONES IN THE TROPICS**.
 - c. Turn to pages 18–19 of *The Nystrom World Atlas*. On the map, with two fingers, follow lines for the Tropic of Cancer and the Tropic of Capricorn. Notice the main climate colors between the two lines.
 - d. Now, look at photo A and read the caption.
 - e. On your Activity Map, with a dashed line, trace the Tropic of Capricorn.
 - f. The area north of the dashed line is the tropics. Along 10°N, write and underline **TROPICS**.
2. The tropics can be divided into five climate zones that are based on elevation. The **hottest** of the five zones, *Tierra Caliente*, is found at lower elevations. *Tierra Caliente* is Spanish and means hot land. These lowlands are hot and humid.
 - a. Turn to the Elevation map on page 58 of the Atlas. In the legend, point to the colors that represent 2,000 feet or less.
 - b. On the map, with your finger, circle areas of the tropics that have elevations of 2,000 feet or less.
 - c. On your Activity Map, across the Amazon Basin, write **TIERRA CALIENTE**.
3. Temperature decreases as elevation increases. The **mildest** of the five tropical zones, *Tierra Templada*, is found at elevations higher than *Tierra Caliente*. *Tierra Templada* means temperate land.
 - a. Look again at page 58 of the Atlas. In the legend, point to the color that represents 2,000–5,000 feet.
 - b. On the map, point to areas of the Tropics that have elevations of 2,000–5,000 feet.
 - c. On your Activity Map, across the Brazilian Highlands, write **TIERRA TEMPLADA**.



4. The Tierra Fría is a **cold zone** found at higher elevations. *Tierra Fría* means cold land.
- Look at the Elevation map on page 58 of the Atlas. In the legend, point to the color that represents 5,000–10,000 feet.
 - On the map, point to areas of the tropics that have elevations of 5,000–10,000 feet.
 - On your Activity Map, along the eastern boundary of the Andes Mountains, just north of the Tropic of Capricorn, write **TIERRA FRÍA**.
5. The Paramo, or Puna, extends from 10,000 to 15,000 feet. *Paramo* means high, barren plain. The Paramo includes the **tree line**. Any land above the tree line is too cold and barren for trees to grow.
- Look at page 58 of the Atlas. In the legend, point to the color that represents over 10,000 feet.
 - On the map, point to areas of the tropics that have elevations of over 10,000 feet.
 - Lake Titicaca is the largest high lake in the world. It is over 12,000 feet above sea level. On your Activity Map, next to Lake Titicaca, write **PARAMO**.
6. The Tierra Helada, or **frozen zone**, is found at the highest elevations (15,000 feet and over) in the tropics. *Tierra Helada* means frozen land. It is covered with permanent snow and ice.
- Look at the cross section on page 58 of the Atlas. Point to the highest peaks in the Andes.
 - Mount Huascaran is one of the highest peaks in the tropics. On your Activity Map, next to Mount Huascaran, write **TIERRA HELADA**.

How does temperature differ in the climate zones?

7. **Temperatures** vary from zone to zone. In much of the tropics, temperatures typically are high. However, at higher elevations, temperatures are lower.
- Look at the Growing Season map on page 58 of the Atlas. Find the growing season pattern in the tropics.
 - On page 19 of the Atlas, look at photo F and read the caption.
 - On your Activity Map, below TIERRA CALIENTE and TIERRA TEMPLADA, draw ☀.
 - Below TIERRA FRÍA, draw ☀.
 - Below PARAMO and TIERRA HELADA, draw ☀.

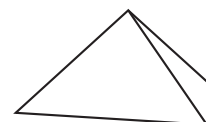
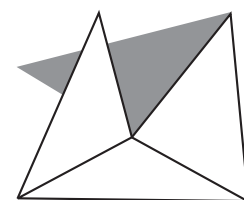
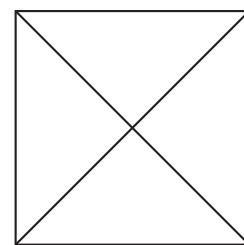
What crops grow in each tropical climate zone?

8. In the Tierra Caliente, the low elevation, tropical climate, and abundant rain are perfect for growing some crops. Bananas, sugarcane, rice, and cacao grow especially well along the northern coastal plain. On your Activity Map, along the northern coast, draw symbols for these crops: 🍌 for bananas, 🍷 for sugar, 🌾 for rice, and 🍫 for cacao.
9. Crops, such as corn and coffee, grow better in the cooler temperatures and higher elevations of the Tierra Templada.
 - a. Turn to the Corn map on page 21 of the Atlas. Point to an area in tropical South America where corn is grown.
 - b. On your Activity Map, find that same area and draw this symbol 🌽.
 - c. In the Brazilian Highlands, draw a coffee symbol ☕.
10. Potatoes, barley, and wheat grow well at even higher elevations. In fact, potatoes originated in the mountains of Bolivia, Chile, and Peru. Near the Tierra Fria zone, draw symbols for these crops: 🥔 for potatoes and 🌾 for barley and wheat.
11. The Paramo's grasslands are used to graze llamas, alpacas, and sheep. Near the Paramo zone, draw 🐑.
12. No crops can grow in the freezing Tierra Helada. In the Andes Mountains, north of the Tropic of Capricorn, write **NO CROPS**.

Pulling It Together

Use the information from your completed Activity Map to make a tri-orama.

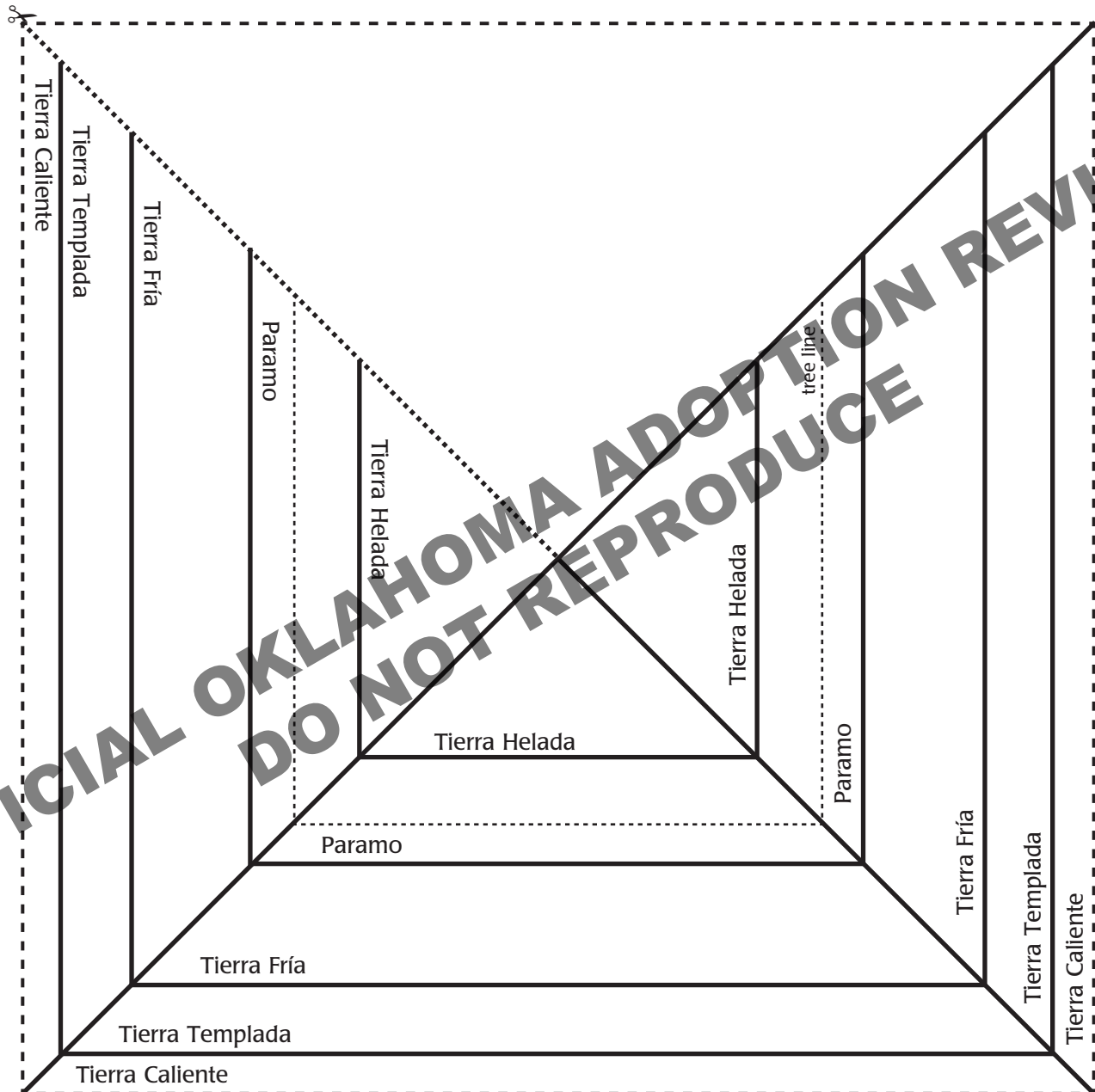
- a. The tri-orama on Activity Sheet 28d is divided into four triangles. One of the triangles is blank. Fill in the other three triangles.
 - On one of the triangles, write the English translation and the elevation range of each climate zone.
 - In another triangle, draw each zone's growing season symbol.
 - In the third triangle, list the crops or livestock that grow or are raised in each zone.
- b. Assemble the tri-orama.
 - Cut the tri-orama along all the dashed lines.
 - Fold the tri-orama along the diagonal lines.
 - Glue the blank triangle behind the triangle to the right.




Name _____

Climate Zones in the Tropics

Pulling It Together



Which crops do you think would grow best along the Pacific coast of Colombia? Write a paragraph explaining your answer. 

Taking a Closer Look

Amazon Rain Forest

The Amazon Rain Forest is the largest rain forest in the world. It covers about one-third of South America. However, the Amazon Rain Forest is shrinking. In this lesson, you'll find out why.







Where is the Amazon Rain Forest?

1. The Amazon Rain Forest is located in the tropics. It includes much of the land drained by the Amazon River.
 - a. The Amazon Rain Forest is a tropical rain forest. Turn to page 13 of the *The Nystrom World Atlas*. Look at photo F and read the description of the tropical rain forest.
 - b. Turn to the *South America Activity Map*.
 - c. Give the map a title. Across the top of the map, write **AMAZON RAIN FOREST**.
 - d. The tropics are north of the Tropic of Capricorn. With a dashed line, trace the Tropic of Capricorn.
 - e. Find the mouths of the Amazon River. With your finger, follow the river west and then south as you travel upstream to its source in the Andes Mountains. The source is located at about 15°S, 75°W.
 - f. Now, with a Map Marker, trace the Amazon River by drawing an arrow from its source to one of its mouths.
2. Two-thirds of the Amazon Rain Forest is in **Brazil**. The rest extends into **Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, and French Guiana**.
 - a. Turn to page 59 in the Atlas. Read Focus on the Amazon Rain Forest. Look at the photo of the rain forest and at the Shrinking Rain Forest map. On the map, with your finger, outline the remaining Amazon Rain Forest.
 - b. On your Activity Map, in the legend, outline the box for tropical rain forest.
 - c. Use the tropical rain forest color on the map to help you draw the boundaries of the Amazon Rain Forest.

What are some natural resources of the rain forest?



3. The Amazon rain forest produces a number of valuable resources, including **rubber, coconuts, cashews, and Brazil nuts**. These resources can all be harvested year after year without destroying the forest.
 - a. Across the Amazon Rain Forest, draw four harvest symbols □.
 - b. In the legend, write □ = **YEARLY HARVEST**.

Why is the rain forest shrinking?



4. Thousands of square miles of the Amazon Rain Forest are destroyed each year. Land is being deforested or stripped of its forest. **Deforestation** changes the surrounding environment—affecting every living thing in it. Many plants and animals are endangered because of deforestation.
 - a. Look again at the Shrinking Rain Forest map on page 59 of the Atlas. With your finger, outline the areas making up the original rain forest.
 - b. Now outline the remaining rain forest (the green areas). Also point to the areas that have been deforested (the tan areas).
 - c. On your Activity Map, on areas that have been deforested, draw slashes /.
5. One cause of this deforestation is the **Trans-Amazon Highway**. This road cuts through 3,000 miles of rain forest—from Peru to the Atlantic Ocean. Towns, gas stations, restaurants, and motels are scattered along the highway.
 - a. On your Activity Map, begin drawing the Trans-Amazon Highway by putting a small dot on each of the following locations. (Use the map on page 57 of the Atlas if you need help.)
 - The point farthest west along the Brazil-Peru boundary
 - The point farthest north along the Brazil-Bolivia boundary
 - The fork in the Xingu River at 4°S, 52°W
 - Recife, Brazil at 8°S, 35°W
 - b. Now connect the dots in the order listed above. Along the line, draw three highway symbols .
 - c. In the legend, write  = **TRANS-AMAZON HIGHWAY**.
6. The land in the Amazon Rain Forest is also used for farming. Many farmers practice **slash-and-burn farming**. They cut down and burn trees, as well as all the other plants on a section of the land. The ashes from this fire add nutrients to the soil. However, after a few years, heavy rains wash away the nutrients, the soil becomes worn out, and crops can no longer grow. Farmers then move to a new piece of land and begin this procedure all over again.
 - a. Turn to the Land Use map on page 60 of the Atlas. Point to areas of the rain forest that are used for subsistence farming.
 - b. On your Activity Map, in those same areas, draw three slash-and-burn farming symbols .
 - c. In the legend, write  = **SLASH-AND-BURN FARMING**.





7. **Slash-and-burn ranching** also takes a toll. Cattle ranchers use slash-and-burn techniques to clear rain forest land for pastures. Grasses grow for only a few years. Then the soil stops producing enough grass to feed the cattle. Poisonous weeds also begin to grow on the land. Over time, the cattle ranches are abandoned.

- Look again at the Land Use map on page 60 of the Atlas. Point to areas of the forest that are used for ranching or herding.
- On your Activity Map, across those same areas, draw two slash-and-burn ranching symbols .
- In the legend, write  = **SLASH-AND-BURN RANCHING**.

8. The Amazon Rain Forest has hundreds of different types of trees. **Clear-cut logging** destroys acres of rain forest—every tree on vast stretches of land is cut down. Very few logging companies replant the land with young saplings.


- Look again at the Land Use map on page 60 of the Atlas. Identify areas of the rain forest that are used for forestry.
- On your Activity Map, across that same area, draw a clear-cut logging symbol .
- In the legend, write  = **LOGGING**.




9. The Amazon Rain Forest is also used for **mining**. Mercury is used in the mining process to separate gold particles from other material. Not only does the mining process deforest the land, but the mercury pollutes the rivers and soil.

- One gold mine is 270 miles south of the mouths of the Amazon River. At the bottom of your Activity Map, find the map scale. Along the edge of this paper, measure a line representing 270 miles.
- On the map, starting at the mouths of the Amazon River, measure 270 miles south and draw a mining symbol  at the location.
- In the legend, write  = **MINING**.

Who lives in the Amazon Rain Forest?

10. The Amazon Rain Forest is one of the **least densely populated** regions of South America. It was originally inhabited by millions of Native Americans living along the rivers and in the jungles. In Brazil, of the more than 20 million people that live in the rain forest today, less than 200,000 of them are indigenous peoples.

- Turn to the Population map on page 61 of the Atlas. Find the population density of the Amazon Rain Forest on the map.
- On your Activity Map, within the rain forest, draw .

11. The Amazon Rain Forest is home to the largest variety of **animal life** in the world. More than 1,500 different birds, 3,000 species of fish, and over 30 million species of insects live in the Amazon Rain Forest. In the rain forest, draw a bird , a fish , and an insect  symbol.

Name _____

Amazon Rain Forest


Pulling It Together



Use your completed Activity Map, Activity Sheets 29a–29c, and page 59 of the Atlas to help you fill in the chart below.

- In each box, write the name of one activity that causes some deforestation of the Amazon Rain Forest.
- Then briefly explain how each activity affects the rain forest.



The southeastern edge of the Amazon Rain Forest has been almost completely deforested. Compare the Shrinking Rain Forest map on page 59 of the Atlas with the maps on pages 60–61. Write a paragraph describing any connections you see between deforestation, land use, and population. 



South America

Meeting the People



For almost 450 million people, South America is home. South Americans have a variety of backgrounds. Some are Native Americans, while others are of European, African, Asian, or mixed descent. In this lesson, you'll learn about each of these groups.

I have been traveling in South America for three months. I started my trip in Chile and now I am in Brazil. South American culture is so diverse. People have come here from all over the world and you can see the influence of the different cultures. The food alone is an example. Today for lunch I ate a great meal of feijoada (black beans and pork), farfoa (cassava), and this incredible coconut stew. It was a combination of Portuguese, West African, and Native American foods.

– Traveler to South America

I am 13 years old. I live in Peru in the Andes Mountains on Lake Titicaca. My ancestors have lived in this area for thousands of years. We actually live in the middle of this amazing lake. We make our homes and boats out of reeds that grow along the shore of the lake. My ancestors came to live on the lake over 600 years ago when the Inca, another Indian tribe, forced them to move farther inland. Eventually, many Inca people married people from our group. Now, we have many people in our tribe that have Inca ancestors. But we still follow the ways of the Uros.

– Uros Indian

1. Since the 1500s people from all over the world have been coming to South America.

- Turn to the *World Activity Map*.
- Native Americans were already living in South America before any other groups arrived. Above South America, write **NATIVE AMERICANS**.
- Europeans were the first immigrants to come to South America. On your Activity Map, draw an arrow from Europe to South America.
- Africans came involuntarily to South America. Draw an arrow from Africa to South America.
- Asians also came to South America. Draw an arrow from Asia to South America.

2. Thousands of years before Europeans reached the Americas, **Native Americans** lived in South America. In the early 1500s, the Inca Empire controlled much of the western coast and the Andes Mountains, while other groups lived throughout the continent.

- Turn to the *South America Activity Map*.
- Give the map a title. Across the top of the map, write **MEETING THE PEOPLE**.
- To show that many different groups of Native Americans were living throughout South America, write **NA** in each country.
- The Inca built a huge empire in western South America beginning in the early 1400s. Along the Andes Mountains, between the Equator and 35°S, write **INCA**.
- Today, Peru has more Native Americans than any other country in South America. Outline the country of Peru. Use the map on page 57 of *The Nystrom World Atlas* if you need help.



I live in Buenos Aires, Argentina. It is one of the biggest cities in South America. My father is a businessman and my mother is a teacher. My father's side of the family is from Italy. My mother's family is from Spain and has been in Argentina for over 300 years. Christmas and other religious holidays are great fun to celebrate with my family. We eat a lot and go to the beach.

—Anna Di Stefano

I live in Paraguay—far away from the city. I speak Guarani and Spanish. At school, Spanish is used, but at home we speak Guarani. My family has a small ranch. I am proud to be a gaucho like my father.

—Guarani boy

Today we celebrated Independence Day. No one in my family had to work, so we went to the parade, had a picnic, and watch fireworks. On this holiday we remember the people who liberated our country from European control. On September 7, 1822, the king's son, Prince Pedro, declared Brazil's independence from Portugal.

—Maria Silva

3. The **Spanish** were the first Europeans to settle in South America. In the 1500s they conquered the Inca and began to claim land in South America.
 - a. The Spanish settled in what is now Venezuela, Colombia, Ecuador, Peru, Bolivia, Paraguay, Chile, Argentina, and Uruguay. Point to these countries on the map on page 57 of the Atlas.
 - b. On your Activity Map, in these countries, write **S** for Spanish.
 - c. The Spanish built some of the largest cities in South America. Use the map on page 57 of the Atlas to label the following cities on your Activity Map: Quito, Lima, Santiago, and Buenos Aires.
 - d. On page 61 of the Atlas, look at the photo of a Spanish church in Quito. Read the caption.
4. In many countries where the Spanish settled, Native Americans and Spanish settlers intermarried. Their children were called Mestizos. Today, **Mestizos** make up the largest ethnic group in South America.
 - a. In Paraguay and Uruguay, most Native Americans and Europeans intermarried. Today the population of Paraguay is almost entirely Mestizo. On your Activity Map, in Paraguay and Uruguay, write **ME** for Mestizo. (If you run out of room, write the letters in the ocean, with a line leading to the country.)
 - b. In Argentina, Chile, Colombia, Ecuador, Peru, and Bolivia, Mestizo populations grew. In each country, add **ME**.
5. In the mid-1500s, the **Portuguese** claimed parts of South America. In the late 1500s and early 1600s, the **British**, **Dutch**, and **French** also established small colonies in South America.
 - a. The Portuguese settled in the area that is now eastern Brazil. On your Activity Map, in eastern Brazil write **P** for Portuguese.
 - b. Portuguese is the official language in Brazil today. Turn to page 61 in the Atlas and read Focus on Latin America.




It is the fourth day of Carnival here in Rio de Janeiro, Brazil. This is one of my favorite times of the year because I get to dress up in a costume and celebrate by dancing the samba, an African dance. Carnival is a Catholic holiday that happens four days before Lent. Here in Rio, we combine traditions from Europe, Brazil, and Africa for the celebration. There are huge parties and parades.
-Renata Carmen Macedo




In Guyana, if you spent a day with me, you would hear many languages. English is the official language, but most of us speak Creole, which is a mixture of English, Dutch, Spanish, and African languages. My friends who are Indian speak Hindi or Urdu, languages that are spoken in northern India and Pakistan. You would also hear Chinese and maybe even some Arabic being recited by Muslims praying.
-Ramesh Soni

- c. Guyana is a former British colony. In Guyana, write **UK** for United Kingdom.
- d. Suriname is a former colony of the Netherlands. In Suriname, write **N** for Netherlands.
- e. French Guiana is still a territory. In French Guiana write **F** for France.

6. Wars, European diseases, and hard work in mines and plantations killed many Native Americans. In the late 1600s, Europeans began to replace Native Americans with enslaved **Africans**. Plantation owners in Brazil alone brought four million Africans to South America.

- a. Few Native Americans in Brazil survived. In Brazil, cross out **NA**.
- b. Africans were forced to work in many parts of South America. In Ecuador, Colombia, Venezuela, Guyana, Suriname, French Guiana, Brazil, and Uruguay, write **AF** for Africans.
- c. In some countries, Africans and Europeans began to intermarry. Their children were known as **Mulattos**. In Colombia, Venezuela, Suriname, French Guiana, and Brazil, write **MU** for Mulattos.
- d. In many of these countries, especially in Brazil where 40 percent of the population is Mulatto, African and European cultures have mixed. Many religious festivals combine European Roman Catholic and African customs. In Brazil, draw **†** and .

7. In the 1800s many countries outlawed slavery. Plantation owners wanted to find new inexpensive labor. They brought Asians from India and Indonesia to South America. As a result, religions like Hinduism, Islam, and Buddhism were brought to South America.

- a. To show the arrival of Asian workers in Guyana and Suriname, in each country write **AS**.
- b. Near Guyana and Suriname, draw Hindu , Muslim , and Buddhist  symbols.
- c. In Guyana and Suriname people of Asian and African descent make up the largest ethnic groups. In these countries, circle AS and AF.

Name _____

Meeting the People

Pulling It Together

Use your Activity Map, Activity Sheets 30a–30c, and pages 56–61 of the Atlas to complete the chart below. Determine which country each phrase in the Word Bank describes and write it in the appropriate box. Some phrases will be used more than once.



Scissors icon

Peru	Cultures of South America	Guyana
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Scissors icon

Argentina	Brazil
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Bank		
Native Americans lived here	British settled here	Spanish settled here
Mestizos live here	Inca lived here	Mulattos live here
Africans brought here	Asians brought here	Portuguese settled here

★ Choose one of the people from the lesson and write a letter to him or her. Describe how your own culture is similar to or different from his or hers.

Name _____

Taking a Closer Look Comparing Cultures

Over 80 percent of all South Americans live in urban areas. However, South America also has millions of people living in remote rural areas. In this lesson, you'll use clues and information from the Atlas to locate and compare an urban area and a rural area in South America.



Where is this urban area?

I live in an apartment building in a modern city. We are lucky to have an apartment. There are many other people who live in the slums on the outskirts of my city who don't have running water. I go to Catholic school and study very hard. My city has many skyscrapers and beautiful churches. I like to go to the beach with my family on the weekends. I love the festivals that are celebrated in my city. In what city do I live?

In the box below, you'll find a list of possible cities. Use the map on page 57 of The Nystrom World Atlas to locate these cities. After each clue, check the Atlas. Then cross out any cities that do not fit the description.

I live in an area that is very crowded.
There are over 250 people per square mile.

I live along the coast of South America.

It is rainy where I live. We get over
40 inches of precipitation a year.

I live in one of the largest urban areas in the
world.

I live in an area where crops are grown
all year. The temperature is usually in
the 70's or 80's.

My city is just north of the Tropic of Capricorn.

Caracas,
Venezuela

Bogota,
Columbia

Lima, Peru

Santiago, Chile

Buenos Aires,
Argentina

Sao Paulo, Brazil

Rio de Janeiro,
Brazil

Georgetown,
Guyana

Where do I live? _____

Name _____



Where is this rural area?

I live in a small village. My family has been living in this mountainous area for hundreds of years. Everyone here farms and speaks Quechua. My family built our house. It is one room with a dirt floor and a thatch roof. My mother takes care of our family and also weaves beautiful colored cloth. After school I help my father farm. He teaches me how to work this difficult land. I also take care of our llamas. In what country do I live??

In the box below, you'll find a list of possible countries. Use the map on page 57 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

I live where it's not very crowded, although our capital city has more than 250 people per square mile.

I live where land is used for subsistence farming. We eat most of what we grow.

Although we get around 30 inches of precipitation a year in our village, the western part of my country is very dry.

We live in the southeastern part of our country, which is the only area where the growing season lasts less than 3 months. Boy, is it cold here!

Our village is very high up in the mountains. The peaks where I live are over 10,000 feet high.

Our village is about 50 miles west of Lake Titicaca.

Where do I live? _____

Brazil

Argentina

Bolivia

Ecuador


Peru

Chile

Paraguay

Guyana



In which of these two places would you prefer to live? Write a paragraph explaining your answer. 

Name _____

South America

Reviewing South America

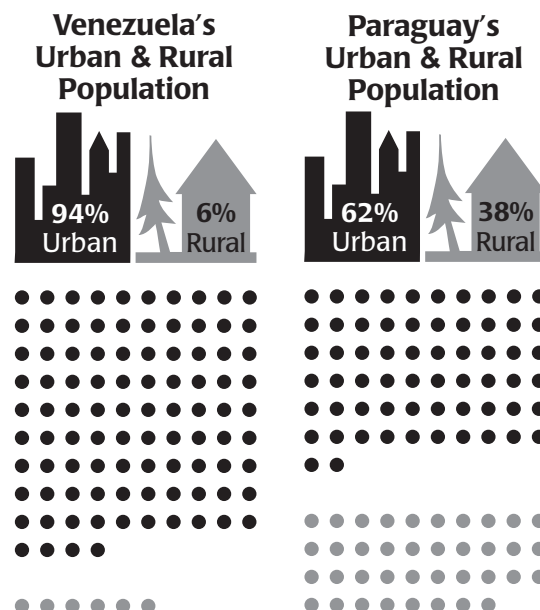
Over the last nine lessons, you've explored South America. You've mapped its mountains and visited its cities and rain forests. How much did you learn?



NOTE: *There may be more than one correct answer to each question. Circle the letter beside each correct answer.*

1. Which continents are South America's closest neighbors?
A Antarctica **C** Africa
B Australia **D** North America
2. What are the Andes?
A tallest waterfall **C** longest mountain system
B driest desert **D** highest large lake
3. Which is not a country in South America?
A Peru **C** Colombia
B Portugal **D** Paraguay
4. Which of the following is true of the Southern Plains?
A The land is tropical forest.
B It has a very long growing season.
C It has one of the largest urban areas in the world.
D The land is used for ranching and farming.
5. Which of the following crops can grow at Tierra Fría's high elevations?
A bananas and cacao
C corn and coffee
B rice and sugarcane
D potatoes and wheat

Look at the graphs to answer question 6.



6. What is the difference between the urban population in Venezuela and in Paraguay?
A 94%
B 32%
C 36%
D 38%

Name _____



7. Which of the following groups help make up the population of South America?

A Native Americans

C Mestizos

B Africans

D Europeans

8. The Amazon Rain Forest is shrinking because of

A lack of rain.

C slash-and-burn farming.

B clear-cut logging.

D the Trans-Amazon Highway.

9. Rio de Janeiro is

A the capital of Brazil.

C along the coast.

B on the Equator.

D one of the largest urban areas in South America.

10. Label the following countries, cities, and physical features on the map of South America.

Brazil

Argentina

Peru

Sao Paulo

Buenos Aires

Andes Mountains

Amazon River

Pacific Ocean

Atlantic Ocean

Caribbean Sea



Write a 20-second radio commercial to attract tourists to South America.



Africa



Cross-Curricular Activities

Math *Measure Distances*

Have each student draw a 3,000-mile journey through Africa on the *Africa Activity Map*. Show students how to use the map scale in the legend to measure distance. How many different physical features can they visit along their journey?

Science *Conduct an Experiment*

Have students compare three methods of preventing desertification. Have students prepare three pans with a measured layer of sand on top of gravel. In one pan have them add plants, in the second make a fence of sticks, and in the third add stones to the sand. Blow a fan across each pan and measure the amount of sand that is lost.

Critical Thinking *Play Where Am I?*

In Lesson 40, students are given clues to guess locations. Have students develop their own lists of clues for other places in Africa. Give the clues to other students to see how long it takes for someone to identify the correct location in Africa.

Geography *Make a Model*

Have students research the Great Rift Valley and then make a model of all or part of the valley.

Literature Links



Your students might enjoy these books and others about Africa. Use picture books (p) to introduce a topic or as a model for student writing assignments.

A Girl Named Disaster

by Nancy Farmer

My Painted House, My Friendly Chicken, and Me (p)

by Maya Angelou

Ali: Child of the Desert (p)

by Jonathan London

The Day Gogo Went to Vote (p)

by Elinor Batezat Sisulu

Gugu's House (p)

by Catherine Stock

My Rows and Piles of Coins (p)

by Tololwa M. Mollel

Lesson	page
32 Introducing Africa.....	143
33 Exploring Land and Water.....	145
34 Locating Countries and Cities.....	149
35 Comparing Wet Regions.....	153
36 Comparing Dry Regions.....	157
37 The Sahara.....	161
38 The Nile	165
39 Meeting the People.....	167
40 Comparing Cultures.....	171

Assessment

Reviewing Africa	173
------------------------	-----

Introducing Africa

For use with pages 62–67 of The Nystrom World Atlas.

32

Here's a Tip!

- Walk students through pages 62–67 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- On the board, make a list of the words and phrases that students used to describe Africa.
- Save Activity Sheets 32a–32b for students' Africa booklets.

Answers

Activity Sheet 32a:

- | | |
|-----------------------|--------------------|
| 1. Sahara | 7. Congo Basin |
| 2. South Africa | 8. Freetown |
| 3. all year | 9. Mt. Kilimanjaro |
| 4. pyramids | 10. Algeria |
| 5. Casablanca | 11. Morocco |
| 6. commercial farming | 12. urban |

Activity Sheet 32b:

Answers will vary. Students may mention: hot, tropical, Sahara, Nile River, specific African countries or cities.

☆ Puzzles will vary.

Objectives

Students will be able to:

- Use information from maps, graphs, and photos.
- Describe the continent.

Materials

- The Nystrom World Atlas
- Activity Sheets 32a–32b, *Introducing Africa*

Exploring Land and Water

For use with pages 62 and 64–65 of The Nystrom World Atlas.

33

Here's a Tip!

- Click *E-BOOK EXTRA* on the inside front cover of the Atlas for a graph comparing the land area of continents.
- Save Activity Sheet 33d for students' Africa booklets.

Answers

Relative location: Answers will vary. Students may mention the continent is on the Equator, on the Prime Meridian, south of Europe, southwest of Asia, southeast of the United States.

Largest desert: Sahara

Longest mountain range: Atlas Mountains

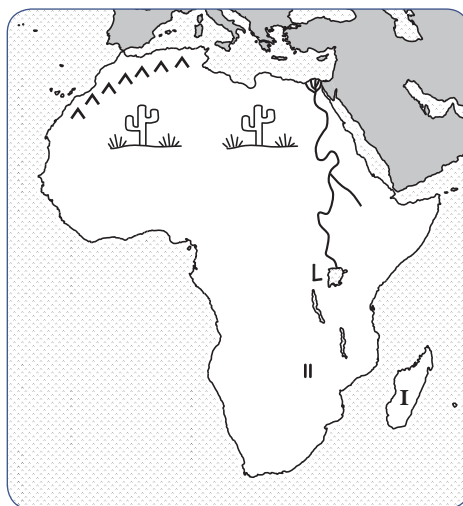
Largest island: Madagascar

Longest river: Nile River

Most spectacular waterfall: Victoria Falls

Largest lake: Lake Victoria

☆ Brochures will vary.



Objectives

Students will be able to:

- Identify major landforms and bodies of water in Africa.
- Label physical features using map symbols.

Materials

- The Nystrom World Atlas
- Activity Sheets 33a–33d, *Exploring Land and Water*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Locating Countries and Cities

For use with page 63 of The Nystrom World Atlas.

34

Objectives

Students will be able to:

- Identify and locate countries and cities in Africa.
- Classify African countries and cities by location.

Materials

- The Nystrom World Atlas
- Activity Sheets 34a–34d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Save Activity Sheet 34d for students' Africa booklets.
- Point out the new country of South Sudan. Explain how recently it gained its independence.

Answers

cities will vary

Mediterranean Coast: Morocco, Algeria, Tunisia, Libya, or Egypt

Atlantic Coast: Morocco, Western Sahara, Mauritania, Senegal, Gambia, Guinea-Bissau, Guinea, Sierra Leone, Liberia, Cote D'Ivoire, Ghana, Togo, Benin, Nigeria, Cameroon, Equatorial Guinea, Gabon, Congo Republic, Dem. Rep. of the Congo, Angola, Namibia, or South Africa

Indian Coast: Somalia, Kenya, Tanzania, Mozambique, Madagascar, or South Africa

Landlocked: Mali, Niger, Burkina Faso, Chad, South Sudan, Ethiopia, Uganda, Central African Republic, Rwanda, Burundi, Zambia, Malawi, Zimbabwe, Botswana, Swaziland, or Lesotho

☆ Check country names on students' maps. Or have students check their own work against the Atlas.

Comparing Wet Regions

For use with pages 64–67 of The Nystrom World Atlas.

35

Objectives

Students will be able to:

- Divide Africa into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials






- The Nystrom World Atlas
- Activity Sheets 35a–35d, *Comparing Wet Regions*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!






- After steps 1 and 2 in the lesson, ask students to hold up their Activity Maps. Make sure that the regions are marked correctly.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 35d for students' Africa booklets.

Answers

Congo Basin

Symbol	Explanation
	Congo Basin
	rainy to very rainy
	very long
	subsistence farming
	very few people except around Lagos

Central

Symbol	Explanation
	Mt. Kilimanjaro Ethiopian Highlands Drakensburg
	moderate to rainy
	long to very long
	subsistence farming, ranching, commercial farming
	very few people to crowded in Johannesburg

☆ Answers will vary. Students may describe the Congo Basin Region as rainy, hot, tropical, fly-infested. Students may describe the Central Region as hot, rainy, agricultural.

Comparing Dry Regions

For use with pages 64–67 of The Nystrom World Atlas.

36

Here's a Tip!

- After steps 1 and 2 of the lesson, have students compare their Activity Maps with those of other students. If the maps differ, have students review the steps again.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 36d for students' Africa booklets.

Answers

North			South		
Symbol	Explanation		Symbol	Explanation	
^^^	Atlas Mountains	Landforms			
○	very little rain		○-○	very little rain to little rain	
☀	long growing season	Growing Season	☀-☀	long to very long	
🐑🚗🏠	nomadic herding, commercial farming, no widespread use	Land Use	🐑🚗🏠	subsistence farming, nomadic herding, commercial farming, ranching	
👤-👤👤👤	almost no people, except along coast and Nile	Population	👤	almost no people	

☆ Answers will vary. Students may describe both regions as dry, suited for nomadic herding, sparse in population.

Objectives

Students will be able to:

- Divide Africa into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials

- ❑ The Nystrom World Atlas
- ❑ Activity Sheets 36a–36d, Comparing Dry Regions
- ❑ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- ❑ Map Markers
- ❑ Master Legend

The Sahara

For use with pages 65 and 67 of The Nystrom World Atlas.

37

Here's a Tip!

- Click E-BOOK EXTRA on page 65 of the Atlas for a primary source description of the Sahara.
- If students have the Land Cover Series on StrataLogica, have them use the Distance tool to check their measurements in step 2.
- Save Activity Sheet 37d for students' Africa booklets.

Notes

- Africa's high plateau prevents rain clouds from reaching inland areas. As a result, the Sahara receives very little rain.
- When it does rain, little moisture reaches the ground. The Sahara has the highest evaporation rate in the world.
- Sahel comes from an Arabic word meaning shore.
- The Sahel separates desert from savanna.
- The Sahel was struck by droughts in the 1970s and 1980s.
- In the last 20 years, the Sahel has lost 30 percent of its trees.

Answers

Maps will vary. Make sure that students use 10 units or less on their land.

☆ Paragraphs will vary. Make sure students give reasons for why they thought their techniques would work better than others.

Objectives

Students will be able to:

- Locate the Sahara and Sahel.
- Identify factors contributing to the desertification of the Sahel.
- Complete a map using map symbols.

Materials

- ❑ The Nystrom World Atlas
- ❑ Activity Sheets 37a–37d, The Sahara
- ❑ Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- ❑ Map Markers

The Nile

For use with pages 62 and 65–67 of The Nystrom World Atlas.

38

Objectives

Students will be able to:

- Use maps to gather data on precipitation, land use, and population.
- Use map symbols to complete a map.

Materials

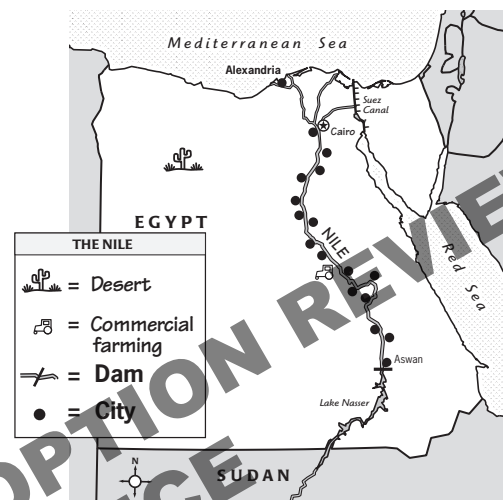
- The Nystrom World Atlas
- Activity Sheets 38a–38b, The Nile
- colored pencils

Here's a Tip!

- Save Activity Sheet 38b for students' Africa booklets.

Answers

- ☆ Answers will vary. Students may mention that annual flooding of the Nile added rich topsoil to the land. The river provided water for irrigation.



Meeting the People

For use with pages 63 and 66–67 of The Nystrom World Atlas.

39

Objectives

Students will be able to:

- Identify two of Africa's major cultural groups.
- Compare and contrast these cultural groups.

Materials

- The Nystrom World Atlas
- Activity Sheets 39a–39d, Meeting the People
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Click *E-BOOK EXTRA* on pages 61, 66, and 95 of the Atlas for language and religion maps.
- Save Activity Sheet 39d for students' Africa booklets.

Notes

- There is not a clear-cut line between North African and sub-Saharan cultures.
- The sub-Saharan region has also been influenced by Arab culture.

Answers

Northern Africans: Arab, extended families, speak Arabic, mostly urban, live near water

Sub-Saharan Africans: Many ethnic groups, village families, Christian, local religions, subsistence farmers, speak French, speak English, speak Portuguese, mostly rural

Both: Muslim

- ☆ Answers will vary. Students may mention that North Africans are different from Africans on the rest of the continent. North Africans have a common ethnic background, language, and religion.

Comparing Cultures

For use with pages 62–67 of The Nystrom World Atlas.

40

Here's a Tip!

- Before the class tries to solve the puzzles, ask a student to read aloud the descriptions at the top of Activity Sheets 40a and 40b.
- You may want to work through the first problem as a class. Then have students complete the second problem on their own or with a partner.
- Click *E-BOOK EXTRA* on pages 61, 66, and 95 of the Atlas for language and religion maps.
- Save Activity Sheets 40a–40b for students' Africa booklets.

Notes

- Lagos was once the capital of Nigeria.
- Many people in Lagos wear western clothes and live in western-style homes. Lagos has shopping centers and restaurants—where you can find Italian, Chinese, Indian, and Thai food.
- Many areas of Niger do not have schools.
- Roughly 80 percent of the people in Niger live in rural areas.

Answers

40a: Lagos, Nigeria

40b: Niger

☆ Answers will vary, depending on where each student lives.

Objectives

Students will be able to:

- Gather information from a variety of maps.
- Identify places using deductive reasoning.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 40a–40b, *Comparing Cultures*

Reviewing Africa

Here's a Tip!

- Help students make their Africa booklets to use as study guides for the unit review. Have them cut Activity Sheets 32b, 32a, 33d, 34d, 35d, 36d, 37d, 38b, 39d, 40a, and 40b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 B, C
- 2 D
- 3 B, D
- 4 A, B, C
- 5 A, C
- 6 A
- 7 A
- 8 C, D
- 9 C
- 10 see map

☆ TV special introductions will vary.



Objective

Students will be able to:

- Review what was learned in Africa Lessons 32–40.

Materials

- Unit Review, *Reviewing Africa*
- activity sheets for Africa booklets
- scissors
- stapler

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Name _____

Africa

Introducing Africa



Africa is the world's second largest continent. In this lesson, you will explore the Atlas for an overview of the continent.

What can you learn about Africa from the Atlas?

Use pages 62–67 of *The Nystrom World Atlas* to complete the following sentences. There's an easy way to check your answers. The circled letters should spell out **AFRICA**—twice!



1 The _____ is the largest desert in the world.

2 _____ is Africa's southernmost country.

3 The growing season for Nigeria is _____.

4 Egypt is home to ancient _____.

5 The Moroccan city of _____ has a population of over 250 people per square mile.

6 _____ is the main land use in most of Tunisia.

7 The _____ is an area of tropical rain forest in Central Africa.

8 _____ is the national capital of Sierra Leone.

9 _____ has an elevation of 19,340 feet above sea level.

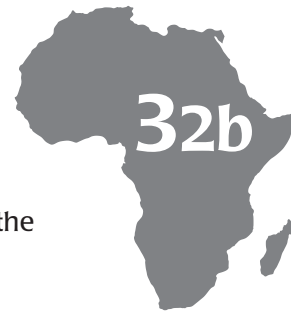
10 Along its Mediterranean Coast, _____ receives 20 to 40 inches of precipitation per year.

11 Today Western Sahara, administered by _____, is Africa's only remaining territory.

12 Seventeen percent of Ethiopia's population lives in _____ areas.



Name _____



How would you describe Africa?

In the outline of Africa below, write ten words or phrases that describe the continent. Refer to pages 62–67 of the Atlas for ideas.



Make up a puzzle similar to the one on Activity Sheet 32a. When students fill in the blanks correctly, the circled letters should spell out a word or phrase about Africa.



Africa

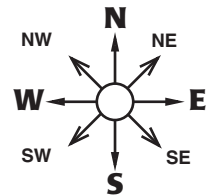
Exploring Land and Water

Africa is home to both the world's largest desert and the world's longest river. In this lesson, you'll identify these and other major physical features of Africa, such as landforms and bodies of water.





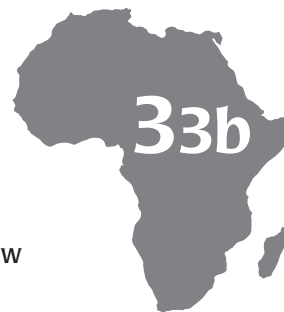
Where is Africa?




- Both the **Equator** and the **Prime Meridian** run through Africa.
 - Turn to the *World Activity Map*.
 - Draw dashed lines along the Equator and the Prime Meridian.
 - Now outline the continent of Africa. Use the locator map, if you need help.
 - Label the continent **AFRICA**.
- Africa is surrounded by water.
 - Underline with waves  the names of the two oceans that border Africa.
 - Also underline with waves  the names of the two seas that border Africa.
- Africa is closest to the continents of Europe and Asia.
 - Africa is only eight miles south of Europe across the Strait of Gibraltar. Write **EUROPE** across the land north of the Mediterranean Sea.
 - To the east, the Suez Canal separates Africa from Asia. Write **ASIA** across the land east of the Red Sea.
- Both Africa and North America border the Atlantic Ocean. However, the two continents are thousands of miles apart.
 - Label **NORTH AMERICA**.
 - Draw an arrow from the center of North America to the center of Africa.
 - Use the compass rose to label the direction of the arrow.



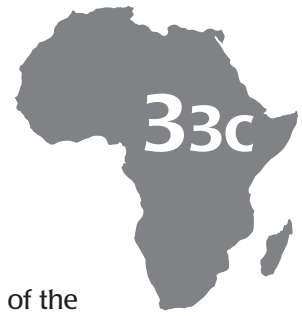
What are the characteristics of Africa's land?


- Africa has many deserts. The **Sahara** is the largest desert in the world. In Arabic, *Sahara* means desert.
 - Turn to the *Africa Activity Map*.
 - Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.
 - Turn to Focus on the Sahara on page 65 of *The Nystrom World Atlas*. Read the introduction and look at the photo and The Sahara map.
 - On your Activity Map, in northern Africa, in the Sahara, draw a desert symbol .
 - In southern Africa, in the Kalahari and Namib Deserts, also draw desert symbols .



6. The **Atlas Mountains** are Africa's longest mountain range. However, the **Ethiopian Highlands** are taller than the Atlas Mountains.
- Along the Atlas Mountains and the Ethiopian Highlands, draw mountain symbols .
 - Now underline the names of two other mountain ranges and draw mountain symbols .
7. The tallest mountain in Africa is not in the Atlas Mountains or the Ethiopian Highlands. Africa's tallest mountain is **Mount Kilimanjaro** in eastern Africa.
- Point to Mt. Kilimanjaro in the photo on page 64 of the Atlas.
 - On your Activity Map, in eastern Africa, outline the mountain peak symbol  for Mount Kilimanjaro.
 - Now outline the symbols for two other mountain peaks.
8. The **Great Rift Valley** extends over 4,000 miles. The valley is home to many impressive sights, such as volcanoes, mile-high cliffs, and enormous lakes. The bones of some of the world's earliest humans have been found in this area.
- In Africa, the Great Rift Valley has two parts: the Eastern Rift and the Western Rift. To outline the Eastern Rift, draw a dashed line between the following points on your Activity Map:
 - Southern tip of the Red Sea
 - Northern tip of Lake Turkana
 - Northern tip of Lake Nyasa
 - The Western Rift of the Great Rift Valley follows several lakes. Draw a dashed line north from Lake Nyasa through Lake Tanganyika and Lake Albert.
 - Between the Eastern and Western Rifts, write **GREAT RIFT VALLEY**.
9. Africa has several islands. **Madagascar**, the largest island in Africa, is also the fourth largest island in the world. On your Activity Map, outline Madagascar and label it with an **I** for island.

What are Africa's major bodies of water?



- 10.** The **Nile River** is the longest river in Africa. Flowing over 4,000 miles, the Nile River is also the longest river in the world.
- The Nile River empties into the Mediterranean Sea. Mark the mouths of the Nile River with an **M**.
 - With your finger, trace the Nile River from its mouths to where it splits into the Blue Nile and the White Nile.
 - Continue tracing the Blue Nile to its source in Lake Tana. Label Lake Tana **S** for source.
 - Trace the White Nile to its source in Lake Victoria. Label Lake Victoria **S** for source.
 - Now, with a Map Marker, from its sources to its mouths, trace the Nile with an arrow.
- 11.** The **Congo, Niger, and Zambezi Rivers** are also among the world's longest rivers.
- Look at the inside front cover. Compare the length of these African rivers with other rivers in the world.
 - Now trace the Congo, Niger, and Zambezi Rivers from source to mouth.
- 12. Victoria Falls** is one of Africa's most spectacular sights.
- Look at the photo of Victoria Falls on page 64 of the Atlas.
 - The falls are on the Zambezi River. On your Activity Map, at 18°S, 26°E, draw a larger waterfall symbol .
- 13. Lake Victoria** is the largest lake in Africa. **Lake Tanganyika** and **Lake Nyasa** are also among the world's largest lakes.
- Look at the inside front cover of the Atlas to compare the sizes of these three lakes with other lakes in the world.
 - Outline Lake Victoria, Lake Tanganyika, and Lake Nyasa on your Activity Map.

Pulling It Together

Use your Activity Maps, Activity Sheets 33a–33c, and pages 62–67 of the Atlas to help you complete Activity Sheet 33d.

- In the first box, describe Africa's relative location. You could name its neighbors, or could describe where it is in relation to North America.
- In the legend, write the name of each feature that is described.
- Then, on the map, mark the approximate location of each feature, using the map symbols or letters from the legend.

Name _____





Exploring Land and Water

Pulling It Together




AFRICA

Africa's relative location

	Largest desert		Longest river
	Longest mountain range		Most spectacular waterfall
I	Largest island	L	Largest lake

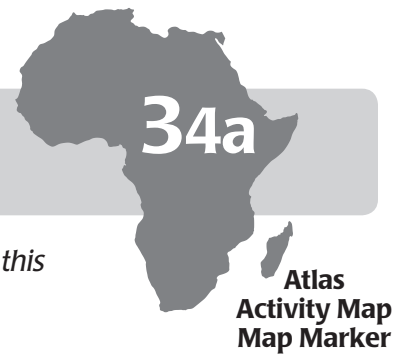


What have you learned about Africa's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

Africa

Locating Countries and Cities

With over 50 countries, Africa has more countries than any other continent. In this lesson, you'll identify cultural features, such as countries and cities, in Africa.



What are Africa's largest countries?


1. Africa has 54 countries that range in size from very small to very large.
 - a. Turn to the *Africa Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
 - c. Outline the country in Africa that you think is the largest.
2. **Algeria** is the largest country in Africa. It is larger than the state of Alaska.
 - a. Turn to the Political Relief Map of Africa on page 63 of *The Nystrom World Atlas*. Find Algeria.
 - b. Algeria is located along the Mediterranean Sea. If you haven't already, outline and label **ALGERIA**. Next to the label, add #1.

What are some other countries in Africa?


3. Africa has many island countries. Most are small. However, **Madagascar**, Africa's largest island country, is the fourth largest island in the world.
 - a. On your Activity Map, outline Madagascar.
 - b. Now circle another of Africa's island countries.
4. **Egypt** is on two continents. Most of Egypt is in Africa. However, a small part of Egypt is east of the Suez Canal, in Asia.
 - a. On the map on page 63, with your finger, outline Egypt.
 - b. On your Activity Map, with a Map Marker, trace the boundaries of Egypt, including the tan portion in Asia. Then label the country **EGYPT**.
 - c. The Suez Canal divides the African part of Egypt from the Asian part. Trace the Suez Canal.
 - d. The part of Egypt that is in Asia is located on the Sinai Peninsula. Label that part of Egypt **ASIA**.




5. **Libya** is in northern Africa along the Mediterranean Sea. The Sahara covers most of Libya. Much of the Libyan economy relies on the country's petroleum resources.

- a. On the map on page 63 in the Atlas, point to Libya.
- b. Now, on your Activity Map, outline and label **LIBYA**.
- c. All of Libya is covered with desert, including the Libyan Desert. In Libya, on the desert, draw a desert symbol .

6. **Ethiopia** is in eastern Africa. Ethiopia is a landlocked country. Ethiopia is one of the world's oldest countries.

- a. On the map on page 63, point to Ethiopia.
- b. Now, on your Activity Map, outline and label **ETHIOPIA**.
- c. The Ethiopian Highlands are located in western Ethiopia. Across the Ethiopian Highlands, draw mountain symbols .


7. The **Democratic Republic of the Congo** lies near the center of Africa. The Equator crosses the country.

- a. On the map on page 63, point to Dem. Rep. of the Congo.
- b. Now, on your Activity Map, outline and label **DEM. REP. CONGO**.
- c. The Congo Basin is a dense rain forest along the Congo River. In the Congo Basin, draw a tropical rain forest symbol .

8. **South Africa**, one of the more prosperous countries in Africa, is located on the continent's southern tip.

- a. On the map on page 63, point to South Africa.
- b. Now, on your Activity Map, outline and label **SOUTH AFRICA**.

9. **Mozambique** has long been important for shipping because of its many ports. Mozambique gained its independence in 1975, after being ruled by Portugal for over 400 years.

- a. On the map on page 63, point to Mozambique.
- b. Now, on your Activity Map, outline and label **MOZAMBIQUE**.
- c. Mozambique lies across the Mozambique Channel from Madagascar. Underline the Mozambique Channel with waves .

10. **Nigeria** lies on the Gulf of Guinea. Nigeria is the most populated country in Africa, with over 200 different ethnic groups.

- a. On the map on page 63, point to Nigeria.
- b. Now, on your Activity Map, outline and label **NIGERIA**.
- c. The Niger River flows through Nigeria. Trace the Niger River.



11. **Kenya** is bordered to the southeast by the Indian Ocean. Kenya is home to some of Africa's most extraordinary creatures—including elephants, giraffes, and zebras.
- a. On the map on page 63 of the Atlas, point to Kenya.
 - b. On your Activity Map, outline and label **KENYA**.
 - c. Mt. Kenya is the second highest mountain in Africa. Only Mt. Kilimanjaro to the south is taller. Outline the mountain peak symbol ▲ for Mt. Kenya.
12. There are dozens of other countries on the continent of Africa.
- a. Use the map on page 63 to choose three other countries in Africa.
 - b. On your Activity Map, outline and label those three countries.

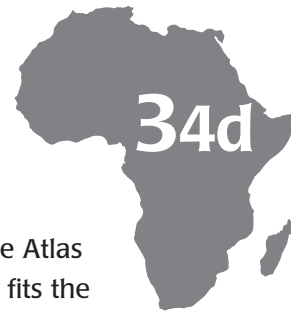
What are Africa's major cities?

13. Two of the world's largest **urban areas** are located in Africa: Lagos, Nigeria, and Cairo, Egypt. Both have a population of over 10 million.
- a. Look at the inside front cover of the Atlas to compare the size of these two African urban areas with others around the world.
 - b. On the map on page 63, point to Lagos and Cairo.
 - c. Lagos is not the capital of Nigeria. The black circle in Nigeria represents Lagos. Label it ● **LAGOS**.
 - d. Cairo is Egypt's national capital. On your Activity Map, locate the black circle near the mouth of the Nile River. Label it **CAIRO** and draw a national capital symbol ★ next to it.
14. Although most Africans live in rural areas, there are many other large cities in Africa.
- a. Tripoli is Libya's capital and largest city. Label ★ **TRIPOLI**.
 - b. Ethiopia's capital and largest city is Addis Ababa. Label ★ **ADDIS ABABA**.
 - c. Kinshasa is the capital of the Democratic Republic of the Congo and its largest city. Label ★ **KINSHASA**.
 - d. South Africa has three capitals, but its largest city—Johannesburg—is not one of them. Label ● **JOHANNESBURG**.
 - e. Maputo is Mozambique's capital, largest city, and largest port. Label ★ **MAPUTO**.
 - f. Nairobi is the capital of Kenya. Look at the photo of the city on page 67 of the Atlas and read the caption.
 - g. Now, on your Activity Map, label ★ **NAIROBI**.
 - h. Use the map on page 63 to locate three other cities in Africa.
 - i. On your Activity Map, label these three cities with their names and national capital ★ or city ● symbols.

Name _____

Locating Countries and Cities

Pulling It Together



Use your Activity Map, Activity Sheets 34a–34c, and page 63 of the Atlas to help you fill in the chart below. Add the name of a country that fits the location on the top line and a capital or other major city below it. Note that some countries may fit in more than one category.



Mediterranean Coast		
Country:	Country:	Country:
City:	City:	City:

Atlantic Coast	Landlocked	Indian Coast
Country:	Country:	Country:
City:	City:	City:
Country:	Country:	Country:
City:	City:	City:
Country:	Country:	Country:
City:	City:	City:
Country:	Country:	Country:
City:	City:	City:



Clean your Activity Map. See how many countries in Africa you can label on the Activity Map without looking at the Atlas.

Comparing Wet Regions





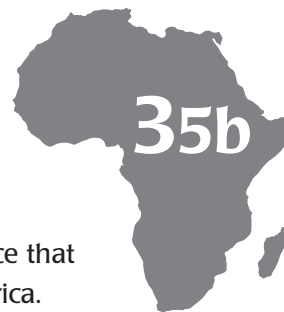
Africa can be divided into many different regions. In this lesson and the next, you will see how precipitation affects land cover, land use, and population patterns.

Where are Africa's wet regions?

1. Most of Africa's **wet regions** are located in central Africa.
 - a. Turn to the *Africa Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING WET REGIONS**.
 - c. In northern Africa, draw a line between the brown desert region of the Sahara and the light green grasslands at about 15°N. At about 40°E, extend the line south to include the desert region on the Somali Peninsula.
 - d. Draw another line across southern Africa between the light green grassland and the brown desert region, starting at about 15°S on the Atlantic Ocean and finishing at about 33°S on the Indian Ocean.
 - e. Now outline the dark green area of tropical rain forest, starting at 10°N on the Atlantic Ocean and going completely around the Congo Basin.
 - f. Compare your lines with the maps on Activity Sheet 35d.
2. Africa has two main wet regions.
 - a. While some rain forests can be found along the west African coast, the largest area of tropical rain forest is in the Congo Basin. In the Atlantic Ocean, write and underline **CONGO BASIN**.
 - b. The region that surrounds the Congo Basin is mainly grassland and broadleaf forests. It is in the center of the country. In the Indian Ocean, east of the region, write and underline **CENTRAL**.

What are the characteristics of the Congo Basin?

3. The Congo Basin is drained by the **Congo River**.
 - a. The Congo Basin is an area of lower land. Turn to the Elevation map on page 64 of *The Nystrom World Atlas*. Compare the elevation of the Congo Basin with the surrounding land.
 - b. Now, on your Activity Map, draw a basin symbol  on the Congo Basin.
 - c. The Congo River flows through the Congo Basin. From its source in the Katanga Plateau to its mouth on the Atlantic Ocean, trace the Congo River with an arrow.
4. The Equator crosses the Congo Basin, giving it warm temperatures and a long **growing season**.
 - a. Look at the Growing Season map on page 64 of the Atlas. Find the growing season in this region.
 - b. On your Activity Map, draw  in the region.




5. Unlike other regions in Africa, the Congo Basin receives **precipitation** all year long. Plenty of rain and high temperatures give the region a tropical climate.
- Look at the Precipitation map on page 65 of the Atlas. Notice that Congo Basin receives more precipitation than the rest of Africa.
 - On your Activity Map, in the Congo Basin, draw ☂☂☂.
 - Now use the Master Legend to help you draw the correct symbol for the dark blue areas along the Atlantic coast.
6. Most of the region has a low **population**. One reason is the tsetse fly. This insect can infect humans and cattle with a deadly sleeping sickness.
- Turn to the Population map on page 66 of the Atlas. Notice that most of this region has only 5 to 50 people per square mile.
 - On your Activity Map, draw 👤👤 in the region.
 - Also draw a tsetse fly symbol 🦟 in the region.
 - Notice that Lagos, Nigeria, and the surrounding area have a much higher population than the rest of the Congo Basin. Label **LAGOS** and draw 👤👤👤👤👤 nearby.
7. Although plenty of precipitation and a long growing season would seem ideal for farming, heavy rains drain nutrients from the soil.
- Look at the Land Use map on page 67 of the Atlas. Notice the land use patterns in the region.
 - In most of the Congo Basin, farmers are only able to produce enough food for their families. In the region, draw a subsistence farming symbol 🌾.

What are characteristics of the Central Region?



8. The Central Region includes Africa's highest mountain and largest lake.
- Look at the photos on page 64 to see what the region looks like.
 - The highest mountain in Africa, **Mt. Kilimanjaro**, is in the region. On your Activity Map, outline its mountain peak symbol ▲.
 - The **Ethiopian Highlands** and the **Drakensberg** are also in this region. Draw mountain range symbols ^^^ along both ranges.
 - Africa's three largest lakes—Victoria, Tanganyika, and Nyasa are in the Central Region. Outline these three lakes.





9. Like the Congo Basin, most of the Central Region has a very long **growing season**.

- Look at the Growing Season map on page 64 of the Atlas. Find the growing season pattern in the region.
- Compare the Growing Season map with the Elevation map.
- Except for the highlands, the Central Region has an all-year growing season. In the region, draw .
- Use the Master Legend to help you identify the symbol for the growing season in the Ethiopian Highlands. On the highlands, draw that symbol.




10. The Central Region has rainy seasons and dry seasons.

- Look at the Precipitation map on page 65 of the Atlas. Notice the precipitation pattern in the region.
- Draw  in an area of the region that receives 20 to 40 inches of precipitation a year.
- Then draw  in an area of the region that receives 40 to 80 inches of precipitation a year.

11. The Central Region has a range of **population** densities.

- Turn to the Population map on page 66 of the Atlas. Look at the population ranges in the region.
- Draw  in an area of the region that has 5 to 50 people per square mile.
- In the Ethiopian Highlands, draw .
- Johannesburg is one of the larger cities in the region. Locate and label **JOHANNESBURG**.

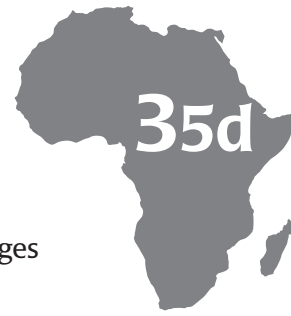
12. **Land use** in the Central Region is varied.

- Look at the Land Use map on page 67 of the Atlas. Notice the land use patterns in the region.
- Also look at the photo on page 67 of a subsistence farmer in Zimbabwe.
- In a part of the region used for subsistence farming, draw .
- In a part of the region used for ranching or grazing, draw .
- In a part of the region used for commercial farming, draw .

Name _____

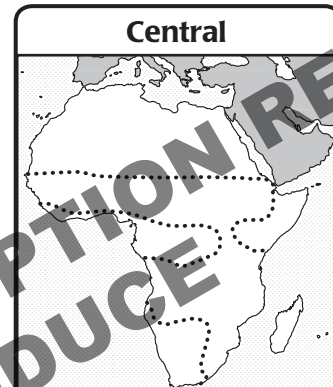
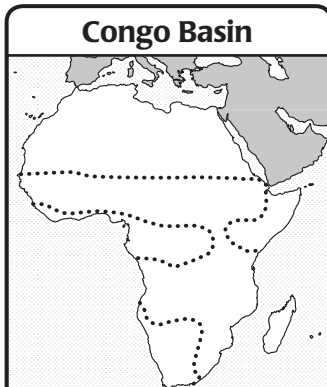
Comparing Wet Regions

Pulling It Together



Use your completed Activity Map, Activity Sheets 35a–35c, and pages 64–67 of the Atlas to fill in the chart below.


- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on the Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.



Symbol	Explanation
	Landforms
	Precipitation
	Growing Season
	Land Use
	Population

Symbol	Explanation
	Landforms
	Precipitation
	Growing Season
	Land Use
	Population



Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each wet region. Write your descriptions below. 

Congo Basin

**Description
of Regions**

Central



Comparing Dry Regions





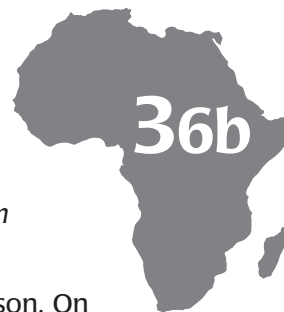
In Lesson 35 you looked at two wet regions in Africa. In this lesson, you will learn about Africa's two dry regions.

Where are Africa's dry regions?

1. Africa's **dry regions** are at opposite ends of the continent.
 - a. Turn to the *Africa Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING DRY REGIONS**.
 - c. Draw a line across northern Africa between the brown desert region and the light green grassland region at about 15°N. At about 40°E, extend the line south to include the Somali Peninsula.
 - d. Draw another line across southern Africa between the light green grassland and the brown desert region, starting at about 15°S on the Atlantic Ocean and finishing at about 33°S on the Indian Ocean.
 - e. Compare your lines with the maps on Activity Sheet 36d.
2. The dry regions of Africa are located in the North and South.
 - a. In the dry region of northern Africa, write and underline **NORTH**.
 - b. In the Atlantic Ocean, write and underline **SOUTH**. Draw an arrow pointing to the dry region of southern Africa.

What are characteristics of the North?

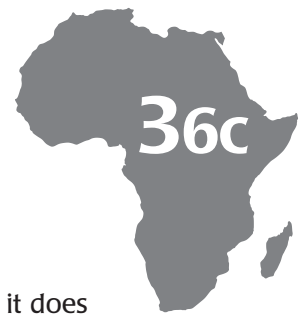
3. The North has several important **physical features**.
 - a. **Sahara**, the largest desert in the world, is located in northern Africa. On your Activity Map, underline the label for the **Sahara**.
 - b. Several smaller deserts are part of the Sahara, including the **Igudi**, **Libyan**, and **Nubian Deserts**. Underline their labels.
 - c. Draw more sand dune symbols  along the Tropic of Cancer.
 - d. The **Atlas Mountains**, the longest mountain range in Africa, is in the North. Along the mountain range, draw .
 - e. The **Nile**, the longest river in the world, flows through the North. Trace the Nile River through the region.



4. The Tropic of Cancer crosses northern Africa, giving the region warm temperatures and a long **growing season**.
- Turn to the Growing Season map on page 64 of *The Nystrom World Atlas*. Point to northern Africa.
 - Most of northern Africa has an 8- to 12-month growing season. On your Activity Map, in northern Africa, draw ☀.
5. Most of northern Africa receives very little **precipitation**. When it does rain, the water quickly evaporates.
- Look at the Precipitation map on page 65 of the Atlas. Point to northern Africa.
 - Most of northern Africa receives very little precipitation. On your Activity Map, in northern Africa, draw 💧.
6. In most of northern Africa, the **population** is very sparse. People living in this region cluster near water, such as the Mediterranean Sea and the Nile River.
- Turn to the Population map on page 66 of the Atlas. Look at the northern region.
 - The population density for most of northern Africa is less than 5 people per square mile. On your Activity Map, in the center of the region, draw 👤.
 - One of Africa's largest cities, Cairo, Egypt, is located along the Nile. Label **CAIRO** and draw 👤 👤 👤 👤 nearby.
 - On the northwest Mediterranean coast, also draw 👤 👤 👤 👤.
7. Very little precipitation and hot temperatures are not ideal conditions for most **land uses**.
- Look at the Land Use map on page 67 of the Atlas. Find the land use pattern in the North.
 - Nomadic herders make their living by moving their camels, goats, or sheep from place to place in search of grass and water. On your Activity Map, in the North, draw 🐪.
 - There are other land uses in northern Africa. Land along the Nile River in Egypt is irrigated, making farming possible. Use the Master Legend to help you draw the correct land use symbol along the Nile.
 - Now find an area in northern Africa with no widespread use. Label it (N).

What are characteristics of the South?

8. Southern Africa also has deserts.
- On your Activity Map, underline the labels for the **Namib** and **Kalahari Deserts**.
 - Now draw more sand dune symbols 🏜 along a sand dune.



9. The Tropic of Capricorn runs through the South, giving it long **growing seasons**.

- a. Turn to the Growing Season map on page 64 of the Atlas. Look at the growing season pattern in the South.
- b. Southern Africa has a longer **growing season** along the coast than it does inland. On your Activity Map, inland, draw ☀.
- c. Now use the Master Legend to help you draw the correct growing season symbol for the area along the Atlantic coast.

10. Southern Africa receives more **precipitation** than northern Africa. However, southern Africa is still a very dry region.

- a. Look at the Precipitation map on page 65 of the Atlas. Find the South.
- b. Along the Atlantic coast, the region receives very little precipitation. On your Activity Map, along the Atlantic in southern Africa, draw ☹.
- c. Now use the Master Legend to help you draw the correct precipitation symbol for the interior.

11. Like the North, southern Africa is sparsely populated.

- a. Turn to the Population map on page 66 of the Atlas. Look at the South.
- b. The population density for most of the region is less than 5 people per square mile. On your Activity Map, in southern Africa, draw ♀.

12. Like northern Africa, the lack of precipitation and hot temperatures of southern Africa do not support most types of **land use**. However, people in this region do grow some crops and raise cattle.

- a. Look at the Land Use map on page 67 of the Atlas. Find the South.
- b. Subsistence farmers can only raise enough food for their families. On your Activity Map, in an area with subsistence farming, draw 🌾.
- c. Nomads in this region move their herds of cattle from place to place. In the correct area of southern Africa, draw 🐄.
- d. In South Africa, commercial farming and ranching are common. Draw 🏠 and 🐄 in the appropriate areas.

Name _____

Comparing Dry Regions

Pulling It Together



Use your completed Activity Map, Activity Sheets 36a–36d, and pages 64–67 of the Atlas to help you fill in the chart below.

- Color the appropriate region on each map.
- In the Symbol columns, draw the same symbols you used on the Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.

North

South

Symbol	Explanation
	Landforms
	Precipitation
	Growing Season
	Land Use
	Population

Symbol	Explanation

★ Look at your Activity Map and the chart above. Use them to come up with two or three words or phrases to describe each dry region. Write your descriptions below.

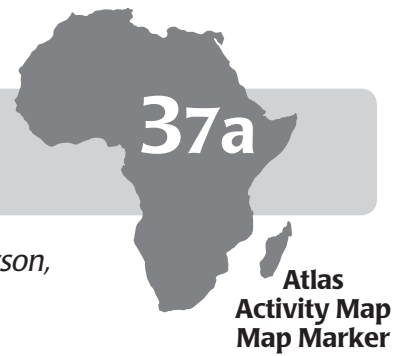
North

South

**Description
of Regions**

Taking a Closer Look The Sahara

The Sahara, the largest desert in the world, continues to grow in size. In this lesson, you will learn why the Sahara can expand two to six miles a year.

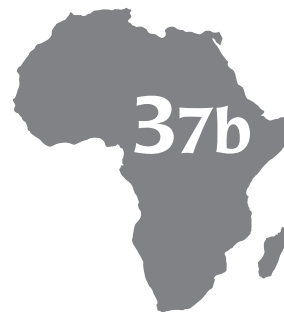


Where is the Sahara?

1. The Sahara is in **North Africa**.
 - a. Turn to the *Africa Activity Map*.
 - b. Give the map a title. Across the top of the map, write **THE SAHARA**.
 - c. Turn to page 65 of *The Nystrom World Atlas*. Read Focus on the Sahara. Then with your finger, outline the desert on The Sahara map.
 - d. On your Activity Map, underline the word *Sahara*.
 - e. Draw a line at 15°N.
 - f. Draw another line along the southern edge of the Atlas Mountains from the Atlantic Ocean to the Mediterranean Sea.
2. The Sahara extends from the Atlantic Ocean to the Red Sea.
 - a. On the Activity Map, circle the map scale.
 - b. Now use the scale to measure the approximate distance across the Sahara from the Atlantic Ocean to the Red Sea at 20°N.
 - c. Write the approximate distance to the east of the Sahara.
 - d. Compare the distance you found with the distance measured by a classmate.
3. One-fourth of the Sahara is mountainous.
 - a. Across the Ahaggar Mountains, draw mountain symbols ^^^.
 - b. Then draw mountain symbols ^^^ across the Air Mountains and Tibesti Mountains.
 - c. If you have the e-book Atlas, click *E-BOOK EXTRA* on page 65. Read the primary source describing the Sahara.

Why does the size of the Sahara change?

4. The land that is now the Sahara was once grassland and forests. Elephants, giraffes, hippopotamuses, crocodiles, and humans lived there. About 6,000 years ago, the **climate became drier** and the region began turning into desert.
 - a. Look at the Precipitation map on page 65 of Atlas. With your finger, outline the Sahara region.
 - b. Today, the Sahara receives 10 inches of precipitation or less a year. On your Activity Map, in the Sahara, draw ☹.





5. The **Sahel** is an area of dry grassland south of the Sahara. The Sahel receives more rain than the Sahara and can support some crops.
- On your Activity Map, underline the word *Sahel*.
 - Draw a line across Africa at 12°N.
 - Look again at the Precipitation map on page 65 of the Atlas. Run your finger along the orange strip that represents the Sahel.
 - The Sahel receives 10–20 inches of precipitation a year. On your Activity Map, near the Sahel, draw ☔☔.
6. During years of **drought**, or abnormally low precipitation, the Sahara can expand south as far as 60 miles. Then, in years of above average precipitation, the Sahara shrinks again.
- The Sahara expands into the Sahel during years of drought. On the Activity Map, write **DROUGHT** in southern Sahara. Then draw an arrow pointing toward the Sahel.
 - The Sahel can expand into the Sahara during years of above average precipitation. Write **RAIN** in the Sahel. Then draw an arrow pointing north.

How can people affect the desert?

7. In the Sahel, several factors contribute to **desertification**, or the process in which fertile land is changed into desert. One of these factors is **tree removal**. People of the Sahel depend on wood for building materials. Scrub and tree roots are used for firewood. Many trees have to be cut down to meet these demands.
- On your Activity Map, in the Sahel, draw a tree removal symbol ✂.
 - Tree removal contributes to desertification. Draw an arrow from the Sahara toward the symbol. Label the arrow **D** for desertification.
 - In the legend, write ✂ = **TREE REMOVAL**.
8. **Shifting cultivation** also contributes to desertification. Subsistence farmers cut down trees and uproot scrub to clear land for crops. After a few years of farming, the nutrients in the soil are exhausted and the crops begin to grow poorly. Farmers then move to new land, cutting down more trees and uprooting more scrub.
- Look at the Land Use map on page 67 of the Atlas. Point to the Sahel.
 - On your Activity Map, in an appropriate area of the Sahel, draw the symbol for subsistence farming 🌾.
 - Shifting cultivation contributes to desertification of the Sahel. Draw an arrow from the Sahara toward the symbol. Label the arrow **D**.
 - In the legend, add 🌾 = **SHIFTING CULTIVATION**.



9. **Overgrazing** also contributes to desertification. If too many cattle, sheep, or goats graze for too long in one area, they will eat the grass down to its roots, preventing the grass from growing back. Without grass, the topsoil becomes loose and blows away.

- a. On the Land Use map in the Atlas, find an area in the Sahel used for ranching or herding.
- b. On your Activity Map, in that area of the Sahel, draw the symbol for ranching or herding .
- c. Now draw an arrow from the Sahara toward the ranching or herding symbol. Label the arrow D for desertification.
- d. In the legend, add  = **OVERGRAZING**.

Pulling It Together

Imagine you have a plot of land along the Sahara-Sahel border. You want to prevent the desertification of your land, but you have only a limited amount of money.

- a. Activity Sheet 37d is a map of your land. Your land is about the size of four football fields. Label the shaded area of the map **SAHARA**.
- b. You have only 10 units to spend. From the list below, select the method or methods you will use to prevent desertification.
 - **Rotate your crops.** Cost: **2** units/crop
Divide your land into two to five fields. Plant a different crop in each field. Every year, move the crops to different fields. Always allow one of the fields to rest for the year.
 - **Fence in your pastures.** Cost: **5** units/pasture
Control where your cattle, sheep, or goats graze. Move them to a different pasture before the land is overgrazed.
 - **Feed your livestock.** Cost: **4** units
Provide your livestock with feed (hay, corn, silage) so they don't overgraze the land.
 - **Lay stones.** Cost: **2** units
Scatter heavy stones on your land to keep the topsoil from blowing away.
 - **Plant trees.** Cost: **0** units
The government has offered to plant trees on your land. A row of trees along the Sahara-Sahel border will prevent desert winds from blowing the topsoil away.
- c. On Activity Sheet 37d, show how you will use the land by filling in the map. Use map symbols from the legend.
- d. If you are rotating crops or moving cattle, draw arrows to show movement between fields or pastures.

Name _____

The Sahara

Pulling It Together



2 acres

2 acres

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

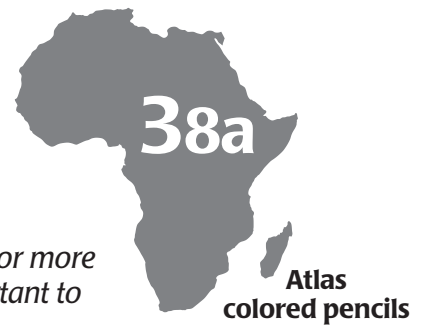
Sahel Land Use Legend	
Crop: millet	Fence
Crop: corn	Feed for cattle
Crop: beans	Cattle
Crop: peanuts	Stones
Resting field	Trees

★ Write a paragraph explaining the techniques you used on the map to prevent desertification. Why do you think the techniques you chose might work better than others?

Taking a Closer Look

The Nile






The Nile is the longest river in the world. It has transported people and goods for more than 5,000 years. In this lesson you will learn another reason the river is important to the people of Egypt.



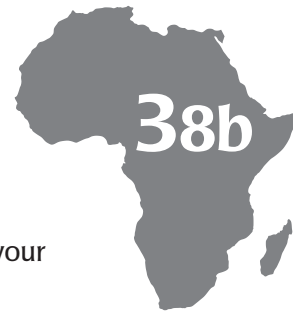
Where is the Nile?

1. The Nile is in **northeastern Africa**. One branch of the river begins as far south as Lake Victoria.
 - a. Turn to page 62 of *The Nystrom World Atlas*. With your finger, from Lake Victoria to the Mediterranean Sea, trace the White Nile north.
 - b. The map on Activity Sheet 38b focuses on the northern section of the Nile. On the map, trace and label the **NILE** with a blue pencil.
 - c. The Nile flows into the Mediterranean Sea. Color the Mediterranean Sea blue. Color the Red Sea blue as well.

Why is the Nile important?

2. Northeastern Africa receives **very little precipitation**.
 - a. Turn to the Precipitation map on page 65 of the Atlas. Point to Egypt.
 - b. Egypt receives 0 to 10 inches of precipitation per year. Cairo receives an average of only one inch of rain a year. Label the capital symbol on Activity Sheet 38b **CAIRO**.
 - c. With so little precipitation, most of Egypt is desert. West of the Nile, write  in orange.
 - d. In the legend, write  = **DESERT** in orange.
 - e. Find the photo of Egypt on page 65 of the Atlas. Look at the desert land cover.
3. Until 1968, when the Aswan High Dam went into use, the Nile would flood the land along its banks. Each summer the floodwater deposited a **new layer of topsoil**. Cotton, oranges, rice, sugarcane, and other crops were grown on this rich farmland.
 - a. Turn to the Land Use map on page 67 of the Atlas. With your finger, follow the Nile though Egypt. Notice the land use along the river.
 - b. Today, because of the dams on the Nile, six million acres of dry land are irrigated and farmed. On Activity Sheet 38b, color the land along the Nile green. Also draw a commercial farming symbol  there.
 - c. In the legend, add  = **COMMERCIAL FARMING**.
4. Dams along the Nile prevent flooding. These dams generate electricity and provide water for **irrigation** all year long, instead of just during the summer months.
 - a. The Aswan High Dam was built near the city of Aswan. On Activity Sheet 38b, on the Nile River south of Aswan, draw a dam symbol .
 - b. The Aswan High Dam created Lake Nasser. Color the lake blue.


Name _____



5. About 99 percent of the **people** in Egypt live along the Nile. Cairo, one of the largest urban areas in Africa, is located along the Nile.

- Look at the Population map on page 66 of the Atlas. With your finger, trace the Nile.
- Dozens of cities are located along the Nile. To the map below, along the Nile between Cairo and Aswan, add 10 to 20 city symbols ●.



Herodotus, an ancient Greek historian, described Egypt as “the gift of the Nile.” What do you think he meant by that? Write a paragraph explaining your answer. 

Africa

Meeting the People



Atlas
Activity Map
Map Marker

The vast Sahara is difficult and dangerous to cross. For thousands of years, this desert has separated Africa into two regions. In this lesson you will discover how this boundary has affected the people of Africa.

Northern Africa, 650
I am a nomadic herder from Asia. I have journeyed here to northern Africa in search of new land for my camels to graze on. Others like me have also come to Africa. We speak Arabic and share many beliefs and traditions. Northern Africa is beautiful, but the great Sahara can be very harsh.
– Arabian tribesman

Cairo, Egypt, today
Assalam alaikum! That's an Islamic greeting, which means "peace be with you." My name is Leila and I am 12 years old. My family is large, like many Egyptian families. I live with my parents, my older sister, my younger brother, my grandmother, and my cousin visiting from the United States. Our home is in Cairo. Almost 12 million people live in this city. My father works as a professor of agriculture at Al-Azhar University.

– student

1. Africa can be grouped into two cultural regions: those who live **above the Sahara** and those who live **below the Sahara**.

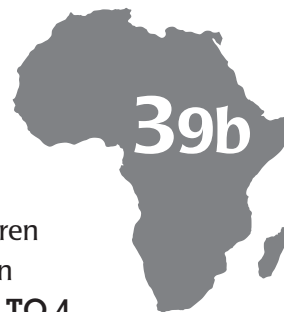
- a. Turn to the *Africa Activity Map*.
- b. Give the map a title. Across the top of the map, write **MEETING THE PEOPLE**.
- c. Underline the word *Sahara* on the Activity Map.
- d. Now trace the southern boundaries of Western Sahara, Algeria, Libya, and Egypt. (Use the Political Relief Map on page 63 of *The Nystrom World Atlas* as a reference.)
- e. The people who live above this line are often referred to as North Africans. On your Activity Map, near the north coast of Africa, write and underline **NORTH AFRICANS**.
- f. The people who live below the Sahara are commonly referred to as Sub-Saharan Africans. South of the Sahara, write and underline **SUB-SAHARAN AFRICANS**.

2. North Africa is much like the Middle East. Most North Africans are Arab.

- a. On your Activity Map, in North Africa, write **ARAB**.
- b. The official language of the six countries of North Africa is Arabic. Write **SPEAK ARABIC** in North Africa.
- c. Most North Africans have the same religion—Islam. Followers of Islam are Muslim. Write **☞ ISLAM** in North Africa.

3. **Extended families** are common among North Africans.

- a. Children and their parents often share a house with grandparents, aunts, uncles, and cousins. On your Activity Map, in North Africa, write **EXTENDED FAMILIES**.



*Sub-Saharan Africa, 1395
I am a Hutu farmer. My family has been farming this land for generations. For the last few years the Tutsi from northern Africa have been grazing their cattle near here. From what I've heard, the Tutsi know little about farming, but much about warfare. I am worried for my family's safety.*

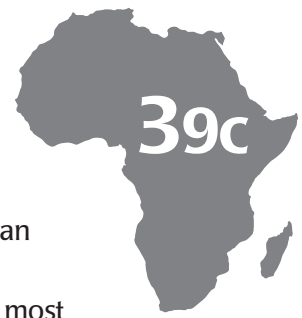
—Hutu farmer

*Sub-Saharan Africa, 1405
I am a Tutsi herder. My family depends upon my cattle for their survival. I have been grazing my herd farther and farther south these past years, where the grass is more plentiful. However, the local Hutu farmers do not want us herders to use "their" land. I fear the situation will grow violent.*

—Tutsi herder

- b. On average, North Africans have fewer children than Sub-Saharan Africans. Write **2 TO 4 CHILDREN** in North Africa.

4. Because of the dry conditions in most of the region, almost all North Africans **live near water**. They live in coastal or riverside cities or on oases.
- a. Turn to the Population map on page 66 of the Atlas. In North Africa, point to the areas with dense populations.
 - b. On your Activity Map, label the five large cities in northern Africa that are marked with a city symbol. (Use the map on page 63 of the Atlas if you need help.)
 - c. About two-thirds of North Africans live in urban areas. On page 67 of the Atlas, look at Algeria's population graph.
 - d. On your Activity Map, in North Africa, write **MOSTLY URBAN**.
5. Sub-Saharan Africans are more diverse than North Africans. There are hundreds of different **ethnic groups** in Sub-Saharan Africa. These ethnic groups include the Hutu, Mandingo, Masai, Tutsi, and Zulu.
- a. On your Activity Map, in Sub-Saharan Africa, write **MANY ETHNIC GROUPS**.
 - b. Ethnic groups in Africa often have their own unique styles of clothing and buildings. Turn to pages 66–67 of the Atlas. Look at the clothing and the homes in the photos.
 - c. Also look at the photo of Nairobi on page 67.
6. Although each Sub-Saharan ethnic group has its own language, **European languages** became the official languages of most countries in southern Africa during colonial rule.
- a. Read Focus on Independence in Africa on page 66 of the Atlas. Compare the maps of Africa in 1945 and today. Notice the difference in the number of independent countries between the two maps.



Sub-Saharan Africa, 1500
I am a gold merchant on the southeastern coast of Africa. I trade with travelers from India, China, and Persia. Merchants have traded with people from Asia for over 400 years. We exchange beliefs and ideas, as well as goods. But lately Portuguese sailors have been causing trouble on our shores. I think these Europeans sail under an ill wind.
—gold merchant

Nairobi, Kenya, today
I am Masai. My people are known for their courage and hunting skills. My grandfather was a fire-stick elder, which is a tribal leader.
I moved to Nairobi when I was young to go to school. Today I work as a supervisor for a security company.
—head security guard

- b. Hundreds of languages are spoken in Sub-Saharan Africa. However, the official languages of most countries in southern Africa are still French, English, and Portuguese. Read *What did you say?* on page 66 of the Atlas. Also look closely at the photo and read its caption.

- c. On your Activity Map, in sub-Saharan Africa, write **SPEAK FRENCH, ENGLISH, OR PORTUGUESE**.

7. Many different religions are practiced in Sub-Saharan Africa. Arab traders introduced some Sub-Saharan ethnic groups to **Islam**. Other ethnic groups were later introduced to **Christianity** by European missionaries.

- a. To indicate Arab influence, write **☾ = ISLAM**.

- b. To indicate colonial influence, write **✝ = CHRISTIANITY**.

- c. To indicate that some ethnic groups still practice their own religions, write **LOCAL RELIGIONS**.

8. Although there are large cities in southern Africa, most Sub-Saharan Africans live in **small farming villages**.

- a. Lagos, Nigeria, is Africa's largest urban area. On your Activity Map, find the city symbol for Lagos, Nigeria, and label it.

- b. Look at the Land Use map on page 67 of the Atlas. With your finger, circle Sub-Saharan Africa.

- c. On your Activity Map, in Sub-Saharan Africa, write **SUBSISTENCE FARMING**.

- d. Over two-thirds of the people in Sub-Saharan Africa live in rural areas. On page 67 of the Atlas, look at Ethiopia's population graph.

- e. On your Activity Map, in sub-Saharan Africa, write **MOSTLY RURAL**.

9. **Large families** are common in Sub-Saharan Africa. Children are raised by the entire village, not just the parents. Sub-Saharan families have 4 to 7 children on average. On your Activity Map, write **4 TO 7 CHILDREN**.

Name _____

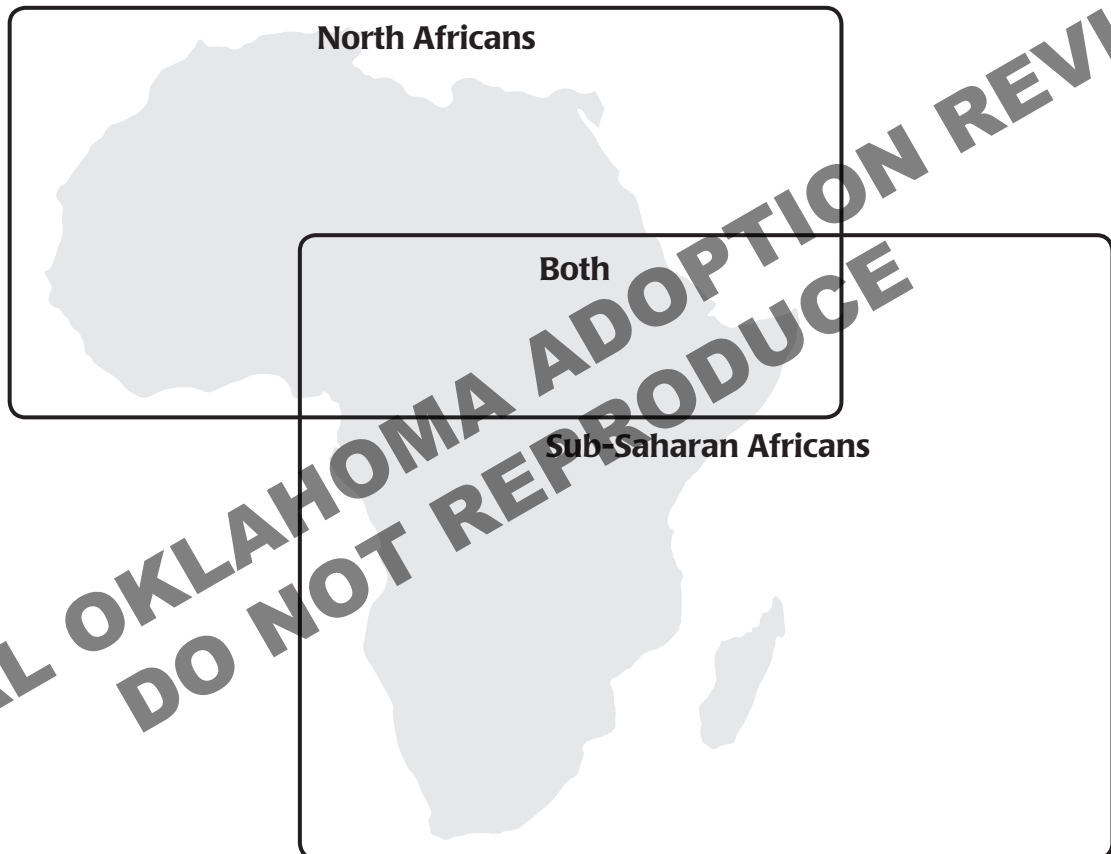
Meeting the People

Pulling It Together



Use your completed Activity Map, Activity Sheets 39a–39c, and the Atlas to complete the diagram.


- If a word or phrase describes only North Africans, write it in that box.
- If a word or phrase describes only Sub-Saharan Africans, write it in that box.
- If it describes both, write it in the space where the boxes overlap.



Word Bank

Arab	Muslim	Speak Arabic	Mostly urban
Many ethnic groups	Christian	Speak French	Mostly rural
Extended families	Local religions	Speak English	Live near water
Village families	Subsistence farmers	Speak Portuguese	



Write a paragraph explaining why you think North Africa and Sub-Saharan Africa are considered two distinct cultural groups. Use information from the diagram to support your answer. 

Name _____

Taking a Closer Look Comparing Cultures

Most Africans live in rural areas. However, Africa also has some crowded urban areas. In this lesson, you'll use clues and information from the Atlas to locate an urban area and a rural area in Africa.



Where is this urban area?

I live in an apartment building in a modern city. Both my parents work—my father at a car factory and my mother at a textile mill. At home my family speaks Yoruba, but at school I speak English. My family is Christian. I love fast food and spending weekends at the beach. In what city do I live?

In the box below, you'll find a list of possible cities. Use the map on page 63 of *The Nystrom World Atlas* to locate these cities. After each clue, check the Atlas. Then cross out any cities that do not fit the description.

I live in one of Africa's major urban manufacturing and trade centers.

I live in an area that is crowded. There are over 250 people per square mile in my city.

I live where the growing season lasts all year. Temperatures are almost always in the 80s.

I live where it's rainy. We get about 72 inches of precipitation a year.

I live in one of the largest urban areas in the world.

I live on the Gulf of Guinea.

Cairo, Egypt

Cape Town, South Africa

Casablanca, Morocco

Johannesburg, South Africa

Kinshasa, Congo

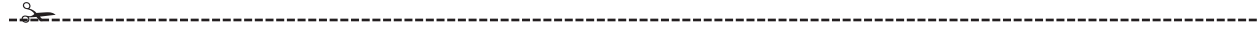
Lagos, Nigeria

Nairobi, Kenya

Tunis, Tunisia

Where do I live? _____

Name _____



I live in a grass hut in a small village. My older brother tends our family's goats, while my parents work in the fields. I don't go to school because my family needs me to cook meals and watch my younger brother and sisters. French is the official language of my country, but here in the village everyone speaks Djerma. Everyone in my village is Muslim. In what country is my village located?

Where is this rural area?

In the box below, you'll find a list of possible countries. Use the map on page 63 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

It is not very crowded where I live. Most of my country has less than five people per square mile.

I live in a region that doesn't get much precipitation. We are lucky to get 15 inches of rain a year.

I live on a savanna, which is a grassland. However, the grassland in my country is shrinking.

The land here is used mainly for ranching and grazing.

I live on the Sahel.

We grow millet in my village. My country is one of the world's leading producers of this grain.

The Niger River passes through the western part of my country.

Algeria

Chad

Congo Republic

Egypt

Ethiopia

Kenya

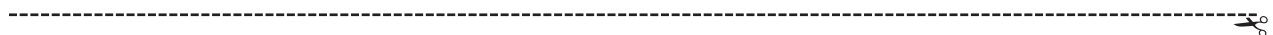
Niger

South Africa

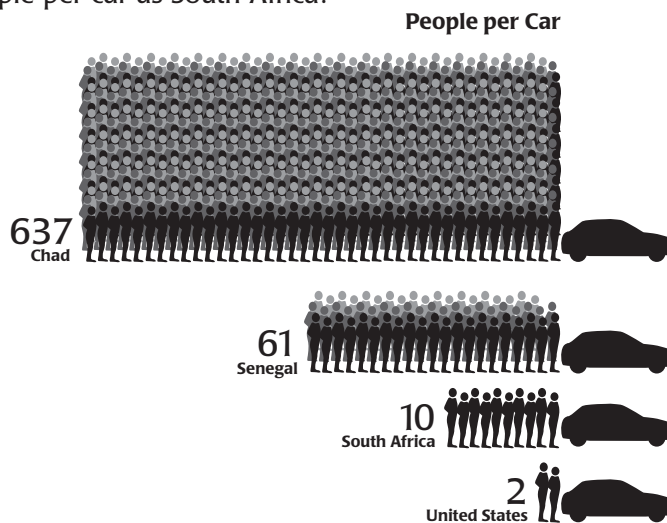
Where do I live?



Which of these two ways of life is most like yours—urban or rural? Write a paragraph explaining your answer.



Reviewing Africa



- A** South Africa
B United States
C Chad
D Senegal

Name _____



8. Which is true of North Africans?

A Most speak Swahili.

C Most are Arab.

B Most live in rural areas.

D Most are Muslim.

9. Most people in Africa

A live in urban areas.

C live in rural areas.

B work in forestry.

D work in manufacturing.

10. Label the following countries, cities, and natural features on the map of Africa.

Egypt

Cairo

Sahara

Atlantic Ocean

Nigeria

Lagos


Nile River

Indian Ocean

South Africa

Mediterranean Sea



What kind of place is Africa? Use what you have learned in the last nine lessons to write an opening paragraph for a TV special about Africa. 

Europe

Cross-Curricular Activities

Geography *Design a Board Game*

Have students generate questions about different countries and/or regions in Europe. Then have them use these questions to design a game, using the *Europe Activity Map* as the game board.

Civics *Write a Pollution Action Plan*

Have students read about different types of environmental pollution that threaten Europe. Then have them choose one type of pollution and develop a plan of action to address this problem.

Art *Introduce an Artist*

Have your students research a famous European artist and create a poster about the artist's life and works. Have students present their posters to the class and mark the birthplace of their artist on a map of Europe.

Literature Links



Your students might enjoy these books and others about Europe. Use picture books (p) to introduce a topic or as a model for student writing assignments.

Anno's Journey (p)

by Mitsumasa Anno

I Have an Olive Tree (p)

by Eve Bunting

Jordi's Star (p)

by Alma Flor Ada

Welcome Back Sun (p)

by Michael Emberley

Anni's Diary of France

by Anni Axworthy

The Good Master

by Kate Seredy

The Alps and Their People

by Susan Bullen

A Bosnian Family

by Robin I. Silverman



Lesson	page
41 Introducing Europe	181
42 Exploring Land and Water	183
43 Locating Countries and Cities.....	187
44 Comparing Warmer Regions.....	191
45 Comparing Cooler Regions	195
46 Major Religions of Europe.....	199
47 European Union.....	203
48 Russia.....	207
49 Governments of Europe.....	211
50 Comparing Cultures	215

Assessment

Reviewing Europe.....	217
-----------------------	-----

Introducing Europe

For use with pages 68–79 of The Nystrom World Atlas.

41

Here's a Tip!

- Walk students through pages 68–79 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Review the answers for Activity Sheet 41a as a class.
- On the board, make a list of the words and phrases that students used to describe Europe.
- Save Activity Sheets 41a–41b for students' Europe booklets.

Answers

Activity Sheet 41a:

Seas, Lakes, Gulfs, and Bays

L–Ladoga (lake), Ligurian Sea, Lion (gulf); **M**–Malaren (lake), Marmara (sea), Mediterranean Sea; **N**–North Sea, Norwegian Sea; **S**–Saimaa (lake), Skagerrak, Sogne Fiord

Cities

L–Le Havre, Leeds, Leipzig, Lille, Lillehammer, Limoges, Lisbon, Liverpool, Ljubijana, London, Luxembourg, Lviv, Lyon; **M**–Madrid, Malaga, Malmo, Manchester, Marseille, Messina, Milan, Minsk, Moscow, Munich, Murmansk; **N**–Nantes, Naples, Narvik, Nizhniy Novgorod, Norrkoping, Novorossiysk; **S**–St. Petersburg, Samara, Saratov, Sarajevo, Sevastapol, Seville, Skopje, Smolensk, Sofia, Southampton, Stavanger, Stockholm, Stuttgart, Syktyvkar, Szeged

Navigable Rivers

L–Loire R.; **M**–Maas R., Main R.; **N**–Neman R.; **S**–Sava R., Seine R.

European Union Members

L–Latvia, Lithuania, Luxembourg; **M**–Malta; **N**–Netherlands; **S**–Slovakia, Slovenia, Spain, Sweden

Places in the United Kingdom

L–Land's End, Leeds, Liverpool, London; **M**–Man (island), Manchester; **N**–Ness (loch), Northern Ireland, Nottingham, Norwich; **S**–Scotland, Sheffield, Shetland I., Southampton, Stornoway

Countries and Islands Once in the Soviet Union

L–Latvia, Lithuania; **M**–Moldova; **N**–New Siberian Islands, Novaya Zemlya; **S**–Sakhalin I., Severnaya Zemlya

Activity Sheet 41b: Answers will vary.


- ☆ Students' new charts should have a letter or type of feature that works for every category on the chart.

Objectives

Students will be able to:

- Use information from maps, graphs, and photos.
- Describe the continent.

Materials

- The Nystrom World Atlas 
- Activity Sheets 41a–41b, Introducing Europe

Exploring Land and Water

For use with pages 68–69 of The Nystrom World Atlas.

42

Objectives

Students will be able to:

- Identify major landforms and bodies of water in Europe.
- Label physical features using map symbols.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 42a–42d, *Exploring Land and Water*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Save Activity Sheet 42d for students' Europe booklets.

Answers

Relative location: Answers will vary. Students may mention that the continent is on the Prime Meridian, north of the Equator, east of the United States, west of Asia, and north of Africa.

Largest peninsula: Scandinavian Peninsula

Largest island: Great Britain

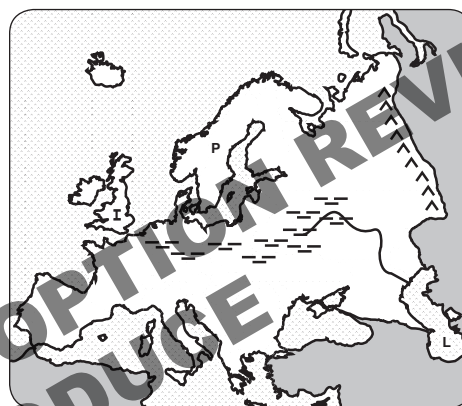
Largest landform: Northern European Plain

Longest mountain range: Ural Mountains

Largest lake: Caspian Sea

Longest river: Volga River

☆ Brochures will vary.



Locating Countries and Cities

For use with pages 70–71 of The Nystrom World Atlas.

43

Objectives

Students will be able to:

- Identify select countries in Europe.
- Classify countries by their locations on specific landforms.
- Identify select capitals and other large cities in Europe.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 43a–43d, *Locating Countries and Cities*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- If students have difficulty finding space to write labels on the Activity Map, you may want to provide them with abbreviations for countries and cities. Or have students do the activity on the Land Cover Series on StrataLogica, zooming in on Europe.
- Many European countries are so small that they are difficult to find on a map. Point out the tiny countries—Andorra, Liechtenstein, Luxembourg, Malta, Monaco, San Marino, and Vatican City—that students might not have noticed otherwise.
- Save Activity Sheet 43d for students' Europe booklets.

Answers

Chart: Countries and cities will vary.

Islands: United Kingdom, Iceland, Ireland, or Malta

Peninsulas: Spain, Portugal, Italy, Greece, Sweden, Norway, Finland, or Denmark

Plains: Russia, France, Germany, Poland, Ukraine, or others

Mountains: Romania, Austria, Switzerland, or others

☆ Check country names on students' maps. Or have students check their own work against the Atlas.

Comparing Warmer Regions

For use with pages 70–76 of The Nystrom World Atlas.

44

Here's a Tip!

- After step 1 in the lesson, ask students to hold up their Activity Maps. Make sure that the regions are marked correctly.
- Photocopy the Master Legend on page 3 or project it.
- Save Activity Sheet 44d for students' Europe booklets.

Answers

West		South	
Symbol	Explanation	Symbol	Explanation
	Northern European Plain		Pyrennes Apennines
	moderate rain		little rain to rainy
	moderate growing season		long growing season
	commercial farming, manufacturing		commercial farming, manufacturing, ranching
	crowded		moderate number of people

☆ Answers will vary. Students might describe the West as warm, crowded, industrial. They might describe the South as warm, agricultural, with moderate population density.

Objectives

Students will be able to:

- Divide Europe into geographical regions.
- Use maps to gather data on landforms, precipitation, climate, land cover, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 44a–44d, Comparing Warmer Regions
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Comparing Cooler Regions

For use with pages 70–76 of The Nystrom World Atlas.

45

Here's a Tip!

- After step 1, have students compare Activity Maps. If the maps are different, have them review the steps again.
- Photocopy the Master Legend on page 3 or project it.
- Save Activity Sheet 45d for students' Europe booklets.

Answers

	East		Mountain		North	
	Symbol	Explanation	Symbol	Explanation	Symbol	Explanation
Landforms		North European Plain		Alps		fiordes
Precipitation		little to moderate rain		moderate to rainy		little rain to very rainy
Growing Season		short growing season		short growing season		very short growing season
Land Use		commercial farming, ranching		forestry, commercial farming, manufacturing		forestry, nomadic herding
Population		few people		moderate population		very few people

☆ Answers will vary. Students may describe the East as cool, agricultural, and sparsely populated; the Mountains as rugged, cold, wet, and with economy dependent on elevation; and the North as cold, forested, and largely uninhabited.

Objectives

Students will be able to:

- Divide Europe into geographical regions.
- Use maps to gather data on landforms, precipitation, climate, land cover, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 45a–45d, Comparing Cooler Regions
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Major Religions of Europe

For use with pages 70–71 of The Nystrom World Atlas.

46

Objectives


Students will be able to:

- Locate the places of origin of the major religions of Europe.
- Identify countries in which each religion is concentrated.

Materials

- *The Nystrom World Atlas* 
- Activity Sheets 46a–46d, *Major Religions of Europe*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com) 
- Map Markers

Here's a Tip!

- Help students understand the difference between religions and denominations (divisions of larger religions). The largest religious divides in Europe are by Christian denominations.
- Click *E-BOOK EXTRA* on pages 78 and 95 of the Atlas for religion maps and graphs. 
- Save Activity Sheet 46d for students' Europe booklets.

Answers

Islam: Bosnia, Albania, or Turkey

Christianity

Eastern Orthodoxy: Russia, Belarus, Ukraine, Romania, Serbia, Moldova, Greece, or Macedonia

Roman Catholicism: Portugal, Spain, France, Belgium, southern Germany, Switzerland, Austria, Hungary, Czech Republic, Slovakia, Poland, Lithuania, or Ireland

Protestantism

Lutheranism: Northern Germany, Netherlands, Denmark, Norway, Sweden, Finland, Estonia, Latvia, or Iceland

Anglicanism: United Kingdom or Ireland

☆ Answers will vary depending on the class.

European Union

For use with page 76 of The Nystrom World Atlas.

47

Objectives


Students will be able to:

- Locate the countries of the European Union.
- Identify ways the European Union has changed Europe.

Materials

- *The Nystrom World Atlas* 
- Activity Sheets 47a–47d, *European Union*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com) 
- Map Markers

Here's a Tip!

- The European Union, although not a country, has many institutions similar to those in the United States. The Parliament is like our House of Representatives (directly elected by the people); the Council is like the Senate (representing the individual countries); the Commission is similar to executive departments, etc.
- Click *E-BOOK EXTRA* on page 76 of the Atlas for a primary source document on the European Union. 
- Save Activity Sheet 47d for students' Europe booklets.

Answers

1950 France

1951 Steel; France, Germany or Western Germany

1979 Parliament

1981 10

1992 European Union

2002 euro

2004 Poland, Malta

☆ Answers will vary. Have students share their answers with the class. 

Russia

For use with pages 78–79 of The Nystrom World Atlas.

48

Here's a Tip!

- Photocopy the Master Legend on page 3 or project it.
- Click *E-BOOK EXTRA* on page 78 of the Atlas for a map and graph comparing European and Asian Russia.
- Save Activity Sheet 48d for students' Europe booklets.

Answers

Europe: more cities, more cropland, 74% of people, Moscow, Steppes
Asia: more tundra, Siberia, Ob River, Vladivostok, Lake Baikal, 75% of land

Both: ranching, taiga, oil production, plains, mountains

☆ Answers will vary. Students might add the following:

Europe: St. Petersburg, warmer, wheat, 25% of land, Volga River, Northern European Plain

Asia: Novosibirsk, very cold, Yenisey River, Lena River, 26% of people, marshes

Both: tundra, nomadic herding, Ural Mountains

Objectives

Students will be able to:

- Identify regions of Russia.
- Compare and contrast European and Asian Russia.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 48a–48d, *Russia*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Governments of Europe

For use with pages 8–9 and 76–79 of The Nystrom World Atlas.

49

Here's a Tip!

- Click *E-BOOK EXTRA* on page 76 for more on how the European Union has encouraged democracy.
- Save Activity Sheet 49d for students' Europe booklets.

Notes

- Between 1945 and 1989, the Soviet Union also controlled countries in eastern and central Europe that were not part of the Soviet Union itself. Today those countries are democracies.
- Some European countries have a combination of a parliamentary and presidential system. The president's powers are similar to those in the U.S. except that the president does not choose the Cabinet and there is a prime minister who does most of the day-to-day governing.

Answers

Descriptions under What? will vary.

Democracy, Constitutional Monarchies: United Kingdom, Spain, Norway, Sweden, Denmark, Netherlands, Belgium, Luxembourg

Democracy, Republics: Iceland, Ireland, Portugal, France, Switzerland, Germany, Italy, Austria, Slovenia, Croatia, Serbia, Montenegro, Greece, Bulgaria, Romania, Hungary, Slovakia, Czech Republic, Poland, Lithuania, Latvia, Estonia, Finland

Limited Democracies: Bosnia, Albania, Macedonia, Turkey, Ukraine, Moldova, Georgia, Armenia

One-Party Rule: Belarus, Azerbaijan, Kazakhstan

Other Non-Democratic Rule: Russia

Transitional: Kosovo

☆ Check to see that monarchs or heads of government are up to date.

Objectives

Students will be able to:

- Describe the types of government found in Europe.
- Identify the similarities and differences between the types of government found in Europe.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 49a–49d, *Governments of Europe*
- *Our World Today Activity Maps* or Land Cover Series (at StrataLogica.com)
- Map Markers

Comparing Cultures

For use with pages 68–79 of The Nystrom World Atlas.

50

Objectives

Students will be able to:

- Gather information from a variety of maps.
- Identify places using deductive reasoning.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 50a–50b, *Comparing Cultures*

Here's a Tip!

- Before the class tries to solve the puzzles, ask a student to read aloud the descriptions at the top of Activity Sheets 50a and 50b.
- You might want to work through the first problem as a class. Then have students complete the second problem on their own or with a partner.
- Click *E-BOOK EXTRA* on pages 76, 78, and 95 of the Atlas for religion and language maps.
- Save Activity Sheets 50a–50b for students' Europe booklets.

Notes

- Rotterdam is sometimes called the "Port of Europe."
- There is a large immigrant community in Rotterdam, including a growing population of Africans and Asians.
- Much of the Netherlands is below sea level. Large artificial barriers, called dikes, protect what was once marshland from flooding.
- Many Ukrainian farms were kolkhozes or collective farms until 2000.

Answers

50a: Rotterdam, Netherlands

50b: Ukraine

☆ Answers will vary depending on where students live.

Reviewing Europe

Objective

Students will be able to:

- Review concepts covered in Europe Lessons 41–50.

Materials

- Unit Review, *Reviewing Europe*
- activity sheets for Europe booklets
- scissors
- stapler

Here's a Tip!

- Help students make their Europe booklets to use as study guides for the unit review. Have them cut Activity Sheets 41b, 41a, 42d, 43d, 44d, 45d, 46d, 47d, 48d, 49d, 50a, and 50b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 B, C, D
- 2 C, D
- 3 A, B
- 4 B, C
- 5 B, C
- 6 A
- 7 D
- 8 A, C
- 9 C
- 10 See map

☆ Presentations will vary.

Students may mention such factors as a warmer climate, a certain economic activity, a type of government, European Union membership, or a specific geographic or religious region.



Name _____

Europe

Introducing Europe

*Europe is the western part of a large landmass known as Eurasia.
In this lesson, you'll explore the Atlas for an overview of the continent.*



What can you learn about Europe from the Atlas?

Use the maps on pages 68–79 of *The Nystrom World Atlas* to complete the chart below. Name as many items that begin with each letter as you can. Do not use geographic terms (such as *lake* or *sea*) as the first letter.

	L	M	N	S
Seas, Lakes, Gulfs, and Bays				
Cities				
Navigable Rivers				
European Union Members				
Places in the United Kingdom				
Countries and Islands Once in the Soviet Union				

Name _____

How would you describe Europe?

In the outline of Europe below, write ten words or phrases that describe the continent. Use pages 68–79 of the Atlas for ideas.



- ★ Add a new letter or type of feature to the chart on Activity Sheet 41a. Be sure that your new letter or feature has examples for each category on the chart.


Europe

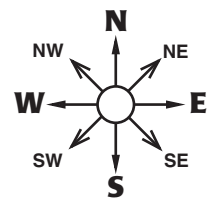
Exploring Land and Water

Europe is the second smallest of all the continents. In this lesson, you'll identify the major physical features of Europe, such as landforms and bodies of water.



Where is Europe?

- Europe is the western part of a larger landmass known as **Eurasia**.
 - Turn to your *World Activity Map*.
 - Outline Europe. Use the locator map if you need help.
 - Label it **EUROPE**.
- The **Arctic Ocean** is north of Europe. The **Atlantic Ocean** is to the west.
 - Underline with waves  the names of these two oceans.
 - The **Mediterranean Sea**, the largest sea in the region, borders Europe to the south. Underline its name with waves.
- Two continents are closely connected to Europe.
 - The continent of Asia makes up the eastern part of Eurasia. Asia is Europe's closest neighbor. Locate and label **ASIA**.
 - The continent of Africa is Europe's neighbor to the south. It also borders the Mediterranean Sea. Locate and label **AFRICA**.
- North America and Europe are on opposite sides of the Atlantic Ocean.
 - Locate and label **NORTH AMERICA**.
 - Draw an arrow from the center of your home continent of North America to the center of Europe.
 - Label your arrow with its correct direction. (Use the compass rose if you need help.)
- It is easier to explore the features of Europe by looking at a map of the continent.
 - Turn to your *Europe Activity Map*.
 - Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.



What are the major landforms of Europe?



6. Europe has several **mountain ranges**.

- a. The **Ural Mountains**, the longest mountain range in Europe, forms part of the eastern boundary between Europe and Asia. On your Activity Map, along the Urals, draw mountain symbols **^^^**.
- b. The **Caucasus Mountains**, the highest mountains in Europe, form part of the southern boundary between Europe and Asia. Along the Caucasus Mountains draw mountain symbols **^^^**.
- c. The **Alps** in central Europe are world famous for their natural beauty. In the Alps, draw mountain symbols **^^^**.

7. Europe has many **peninsulas**, or areas of land almost completely surrounded by water. Europe itself is a peninsula of the Eurasia landmass.

- a. The Scandinavian Peninsula in the north is one of the largest peninsulas in Europe. Outline the peninsula and label it **P**.
- b. Outline the peninsulas listed below. Also label each of them with a **P**. Use the Index of *The Nystrom World Atlas* if you need help finding them.
 - Iberian Peninsula
 - Italian Peninsula (see Italy)
 - Balkan Peninsula
 - Jutland

8. Thousands of **islands** are located off the coast of Europe. Most are tiny, but a few are quite large. Great Britain is the largest island in Europe.



- a. Outline Europe's largest islands.
 - Great Britain
 - Ireland
 - Iceland
 - Corsica
 - Sardinia
 - Sicily
- b. Label each of these islands with an **I** for island.

9. The **Northern European Plain** is Europe's largest landform. It has some of the world's most productive farmland.

- a. On your Activity Map, underline the label for the Northern European Plain with plains symbols **——**.
- b. To show the extent of the plain, draw arrows from the Northern European Plain label to the following locations:
 - southeastern Great Britain
 - mouth of the Loire River
 - the Carpathian, Caucasus, and Ural Mountains
 - the Black, Caspian, White, and Baltic Seas

What are the major bodies of water in Europe?



10. Europe has many important **seas**. A sea is a body of salt water, mainly surrounded by land. Seas are often part of an ocean.
- The Mediterranean Sea is the largest sea in Europe. Underline the label with waves .
 - Underline the names of the following seas with waves .
 - Black Sea
 - Baltic Sea
 - North Sea
 - Adriatic Sea
11. The **Caspian Sea** is the world's largest inland body of water. Even though it is saltwater, it is a lake because it has no outlet to an ocean.
- To see how the Caspian Sea compares in size to other lakes around the world, look at the list of Largest Lakes on the inside front cover of the Atlas.
 - On your Activity Map, outline the Caspian Sea and label it **L** for lake.
 - Next to the Caspian Sea, write **LARGEST LAKE**.
12. The **Volga River** is the longest river on the continent. The **Danube River** is an important waterway for European trade.
- To see how the Volga compares in length with other rivers around the world, look at the list of Longest Rivers on the inside front cover of the Atlas.
 - The Volga flows into the Caspian Sea. On the Activity Map, label its mouth with an **M**.
 - The source of the Volga is on the Northern European Plain. Label it **S** for source.
 - Draw an arrow along the Volga from source to mouth.
 - The Danube flows into the Black Sea. Label its mouth **M**.
 - The source of the Danube is in the Alps. Label its source **S**.
 - Draw an arrow along the Danube from source to mouth.

Pulling It Together

Use your Activity Maps, Activity Sheets 42a–42c, and pages 68–69 of the Atlas to help you complete Activity Sheet 42d.

- In the first box, describe Europe's relative location. Name its neighbors or describe where it is in relation to your home.
- In the legend, write the names of the features that are described.
- Then, on the map, mark the approximate location of each feature, using the map symbols or letters from the legend.

Name _____

Exploring Land and Water

Pulling It Together



EUROPE

Europe's relative location

P

Largest peninsula



Longest mountain range

I

Largest island

L

Largest lake




Largest landform



Longest river



What have you learned about Europe's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

Europe

Locating Countries and Cities

Europe is home to more than 740 million people who live in over 40 different countries. In this lesson, you'll identify and locate some of the countries and cities of Europe.



Which countries in Europe are the largest and smallest?

1. Europe is home to both the **largest** and **smallest** countries in the world.
 - a. Turn to your *Europe Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
2. Russia is the largest country in both Europe and the world.
 - a. Turn to page 79 of *The Nystrom World Atlas*. Compare Russia's size with the 48 contiguous states.
 - b. Use the map on pages 70–71 to find the part of Russia in Europe.
 - c. On your Activity Map, outline the part of Russia that is in Europe. Label it **RUSSIA #1**.
3. The smallest country in both Europe and the world is Vatican City. It is located entirely within the city of Rome, Italy.
 - a. On pages 70–71 of the Atlas, find Vatican City. Use the Index if you need help.
 - b. On your Activity Map, label its symbol **VATICAN CITY**.

Where are other countries of Europe located?

4. The countries of Europe are located on and around a variety of landforms. Some countries of Europe are located in **mountainous** regions.
 - a. Both the Carpathian Mountains and the Transylvanian Alps are in Romania. Use the map on pages 70–71 of the Atlas to find Romania.
 - b. On your Activity Map, label **ROMANIA**.
 - c. Austria and Switzerland are located in the Alps. Use the map on pages 70–71 to find Austria and Switzerland.
 - d. On your Activity Map, label **AUSTRIA** and **SWITZ**.
 - e. Use the maps on pages 68–69 and 70–71 to choose one other country located in a mountainous region.
 - f. On your Activity Map, label the country you chose.
 - g. Choose one of the labeled countries and outline it.



5. Other European countries are located on **peninsulas**.

- a. Spain, Italy, and Greece are all located on peninsulas in southern Europe. Use the map on pages 70–71 of the Atlas to find these countries.
- b. On your Activity Map, label **SPAIN, ITALY, and GREECE**.
- c. Norway and Sweden are located on the Scandinavian Peninsula in northern Europe. Use the map on pages 70–71 to find them.
- d. On your Activity Map, label **NORWAY** and **SWEDEN**.
- e. Use the map on pages 70–71 to choose one other European country located on a peninsula.
- f. On your Activity Map, label the country you chose.
- g. Choose one of the labeled countries and outline it.

6. Some European countries are located on **islands**.

- a. The United Kingdom is the largest island country in Europe. Use the map on pages 70–71 of the Atlas to find the United Kingdom.
- b. On your Activity Map, label the **UNITED KINGDOM**.
- c. Ireland is another island country located in the British Isles. Use the map on pages 70–71 to find Ireland.
- d. On your Activity Map, label **IRELAND**.
- e. Use the map on pages 70–71 to choose one other island country.
- f. On your Activity Map, circle and label the country you chose.
- g. Choose one of the labeled countries and outline it.

7. Many European countries are located on the **Northern European Plain**.

- a. Much of western Russia is located on the Northern European Plain. Underline the word **RUSSIA**.
- b. France and Germany are two large countries located on the western half of the Northern European Plain. Poland and Ukraine are two large countries on the eastern half of the plain. Use the map on pages 70–71 of the Atlas to find these countries.
- c. On your Activity Map, label **FRANCE, GERMANY, POLAND, and UKRAINE**.
- d. Use the maps on pages 70–71 to choose two other countries located on the Northern European Plain.
- e. On your Activity Map, label the countries you chose.
- f. Choose one of the labeled countries and outline it.

Where are some of Europe's major cities located?



8. Most of the largest cities in Europe are **national capitals**.

- a. **Moscow**, the capital of Russia, is the largest city in Europe. To see how Europe's largest city compares in population with other large cities around the world, look at the list of Largest Urban Areas on the inside front cover of the Atlas. (Urban areas include a big city, its suburbs, and the towns connected to them.)
- b. Look at the photo of Moscow on page 78.
- c. Use the map on pages 70–71 to find Moscow.
- d. Also use the map on pages 70–71 to find the capitals listed below.
 - London, United Kingdom ● Berlin, Germany
 - Athens, Greece ● Madrid, Spain
 - Rome, Italy ● Kiev, Ukraine
- e. On your Activity Map, mark the location of each of these cities and Moscow with a capital symbol (★) and its name.
- f. Find another large capital city on the map on page 70–71. On your Activity Map, mark the location of that city with a capital symbol (★) and its name.

9. Many large cities in Europe are located on **coasts** or along **rivers**.

- a. Edinburgh is located on a coast. Look at the photo of this city on page 77 of your Atlas.
- b. Use the map on pages 70–71 to find the following coastal cities.
 - Edinburgh, United Kingdom ● Istanbul, Turkey
 - St. Petersburg, Russia ● Barcelona, Spain
- c. On your Activity Map, mark the location of each with a city symbol (●) and its name.
- d. Paris is located along a river. Look at the photo of this city on page 72 of your Atlas.
- e. Now use the map on pages 70–71 to find the following European cities located along rivers.
 - Paris, France ● Warsaw, Poland
 - Prague, Czech Republic ● Budapest, Hungary
- f. On your Activity Map, mark the location of each with a city symbol (●) and its name. (If the city is a capital, use a capital symbol (★).)
- g. Find and label two more cities—one along the coast and one along a river.

Name _____

Locating Countries and Cities

Pulling It Together



Use your completed Activity Map, Activity Sheets 43a–43c, and pages 70–71 of the Atlas to complete the chart below.

- In each box, write the name of two European countries located on or around the type of landform.
- Also write the names of the capital of one of those countries and a large city in the other country.

Islands

Countries:

-
-

Cities:

-
-

Plains

Countries:

-
-

Cities:

-
-

Peninsulas

Countries:

-
-

Cities:

-
-

Mountains

Countries:

-
-

Cities:

-
-



Clean your Activity Map. See how many countries in Europe you can label on the Activity Map without looking at the Atlas. For an added challenge, you might also try to identify some of the capitals or other large cities of Europe.

Europe

Comparing Warmer Regions

Europe can be divided into many different regions. In this lesson and the next, you'll look at regions based on climate. You'll see how climate affects land use, population, and land cover patterns.




Atlas
Activity Map
Map Marker
Master Legend

What are Europe's regions?

1. Europe can be divided into five main regions—**North**, **East**, **West**, **South**, and **Mountains**. The West and the South are the warmest of the regions.
 - a. Turn to your *Europe Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING WARMER REGIONS**.
 - c. On your Activity Map, draw a line east along 60°N across the Atlantic Ocean. When you reach the Scandinavian Peninsula, continue your line east along the southern boundary of the needleleaf forest.
 - d. Along the outside edges of the Massif Central, Alps, Carpathian Mountains, and the Transylvanian Alps, draw one continuous line.
 - e. From 20°E and the Carpathian Mountains to the southernmost tip of the Scandinavian Peninsula, draw a diagonal line.
 - f. At the eastern edge of the Transylvanian Alps to the mouth of the Danube River, draw a line.
 - g. From the Massif Central to the Bay of Biscay, draw a line.
 - h. West of the British Isles, in the Atlantic Ocean, write and underline **WEST**.
 - i. In the Mediterranean Sea, write and underline **SOUTH**.
 - j. Now compare the maps on Activity Sheet 44d with your Activity Map to see if you drew your regions correctly.

What are the characteristics of the West?

2. Western Europe is part of the **Northern European Plain**. Most of the region is flat and low.
 - a. Find the Elevation map on page 74 of *The Nystrom World Atlas*. Notice that much of the West is at the same elevation.
 - b. Some areas of the western region are below sea level. With your finger, circle those areas on the Elevation map.
 - c. On your Activity Map, draw plains symbols  along the Northern European Plain.









3. Much of Europe has a warmer climate than other places at the same latitude. This is due to a warm ocean current called the **North Atlantic Drift**. The North Atlantic Drift warms the winds that blow across the ocean. These winds then warm the continent.



- a. To show these winds, draw three arrows from the Atlantic to Western Europe.
 - b. Turn to the Climate map on pages 18–19 of the Atlas. Compare Europe’s climate with other areas at the same latitude. With your finger, draw a line across the map at 45°N latitude.
4. Winds warmed by the North Atlantic Drift bring **precipitation** to the West.
- a. Turn to the Precipitation map on page 72 of the Atlas. Look at the precipitation pattern in the West.
 - b. The West receives a moderate amount of precipitation. On your Activity Map, below the region’s name, draw ☔☔☔.
5. The West has a warmer climate than most places at the same latitude.
- a. Find the Growing Season map on page 73 of the Atlas. Look at the growing season pattern in the West.
 - b. Most of the region’s **growing season** lasts 6 to 8 months of the year. On your Activity Map, below the region’s name, draw ☀.
6. Most of the forests in the West have been cleared away, because the land is suited for growing wheat, potatoes, sugar beets, and other crops.
- a. Find the map of Europe’s Lost Forests on page 74 of the Atlas. With your finger, circle the deforested areas in the West.
 - b. On page 75, look at the land use in the West.
 - c. Commercial farming is the main **land use** in the West. On your Activity Map, in the West, draw a commercial farming symbol 🚜.
 - d. Urban areas of the West are used for manufacturing and trade. On the Land Use map, point to several urban areas. Also look at the photo of a factory in the West.
 - e. Now, on your Activity Map, along the Rhine River, draw a manufacturing symbol 🏭.
7. Due to its mild climate, productive farmland, and extensive urban areas, the West has the highest **population** density in Europe. World famous cities like London, Paris, and Berlin are all in this region.
- a. On page 76 of the Atlas, look at the population pattern in the West.
 - b. On your Activity Map, below the region’s name, draw 👤👤👤👤👤.
 - c. Use the Population map to choose two densely populated cities in the West. On your Activity Map, label each with its name.

What are the characteristics of the South?



8. The South, or **Mediterranean**, is mainly made up of mountainous peninsulas.
- Look at the Land Cover Map on pages 68–69 of the Atlas. Find the six mountain ranges in the southern region.
 - On your Activity map, on these ranges, draw mountain symbols .
 - Hot winds from the Sahara in northern Africa create some of the few semi-desert areas in Europe. In the semi-desert areas, draw this symbol .
9. The Sahara winds dry the area, but the Mediterranean Sea provides moisture. As a result, **precipitation** varies in this region.
- Turn to the Precipitation map on page 72 of the Atlas. Look at the precipitation pattern of the South.
 - On your Activity Map, below the region's name, draw .
10. The South is closer to the Equator than any other region of Europe.
- Find the Growing Season map on page 73 of the Atlas. Look at the **growing season** pattern in the South.
 - The South has a long growing season. On your Activity Map, below the region's name, draw .
11. As in the West, cropland is the main **land cover** in the South. With a long growing season, crops such as olives, grapes, and oranges only grow in the South in Europe.
- On page 73 of the Atlas, look at the photo and read the caption.
 - Then, on page 75, look at the land use pattern in the South.
 - On your Activity Map, on cropland, draw a commercial farming symbol .
 - Some of the land in the South is also used for manufacturing and trade, although less so than in the West. Along the Po River, draw a manufacturing symbol .
 - The semi-desert areas of the South are well-suited for sheep and cattle ranching. On Sardinia, draw a .
12. The **population** of the South is high, but it is not as densely populated as the West.
- Turn to the Population map on page 76 of the Atlas. Look at the population pattern in the South.
 - The South has a moderate number of people per square mile. On your Activity Map, below the region's name, draw .
 - Use the Population map to choose a densely populated city in the South. Label it with its name.

Name _____

Comparing Warmer Regions

Pulling It Together



Use your completed Activity Map, Activity Sheets 44a–44c, and pages 68–77 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.



West		South	
Symbol	Explanation	Symbol	Explanation
	Landforms		
	Precipitation		
	Growing Season		
	Land Use		
	Population		



Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below.

West	Description of Regions	South

Europe

Comparing Cooler Regions







In Lesson 44 you compared the warmer regions of Europe. In this lesson, you'll compare Europe's cooler regions.




Where are the cooler regions of Europe?

- Two of the coolest regions in Europe are farthest from the North Atlantic Drift—the **North** and the **East**. A third region is in a mountainous area.
 - Turn to your *Europe Activity Map*.
 - Give the map a title. Across the top of the map, write **COMPARING COOLER REGIONS**.
 - Look at the maps on Activity Sheet 45d. Use those lines to draw the boundaries of the regions on your Activity Map.
 - In the large needleleaf forest region, write and underline **NORTH**.
 - Below the mountain region in central Europe, write and underline **MOUNTAIN**.
 - On the cropland in eastern Europe, write and underline **EAST**.

What are the characteristics of the East?

- Part of the East is on the flat, low Northern European Plain.
 - On your Activity Map, on the Northern European Plain, draw .
 - Southeast of the plains is an area of high, flat grassland called the **Steppes**. On the Steppes, draw a grassland symbol .
- The East gets less **precipitation** than the West.
 - Turn to the Precipitation map on page 72 of the Atlas. Look at the precipitation pattern of the East.
 - The East gets little to moderate precipitation. On your Activity Map, below the region's name, draw .
- The East and the West are at the same latitude. However, the East has a cooler climate and shorter **growing season**.
 - Find the Growing Season map on page 73 of the Atlas. Look at the growing season pattern in the East.
 - On your Activity Map, below the region's name, draw .
- Despite its cooler climate, the East has productive land.
 - Turn to the Land Use map on page 75 of the Atlas. Look at the **land use** pattern in the East.
 - Commercial farming is the main land use in the East. On your Activity Map, on cropland, draw .
 - The East also has some ranching and grazing. On grassland, draw a ranching symbol .



6. The East has roughly the same total **population** as the West. However, the East is much larger than the West. Moscow, the largest city in Europe, is in the East.

- Turn to the Population map on page 76 of the Atlas. Look at the population pattern in the East.
- Much of the region has few people per square mile. On your Activity Map, below the region's name, draw .




What are the characteristics of the Mountain region?


7. The Mountain, or **Alpine**, region is made up of a series of mountain ranges.

- The Alps are the highest mountains in the region. The tallest Alps have spectacular glaciers. On your Activity Map, underline the label for **Alps** with mountain symbols .
- Rivers cut wide valleys through the mountains. The largest, the **Moravian Gap**, separates the Alps from the Carpathians. On the cropland between the two ranges, draw a pass symbol .




8. Moist air from the Mediterranean Sea is forced up the Alps, cooling it and causing rain and snow. This **rain-shadow effect** causes relatively high snowfall and rainfall in parts of the mountain region.

- Turn to the Precipitation map on page 72 of the Atlas. Look at the **precipitation** pattern of the mountains.
- On your Activity Map, below MOUNTAIN, draw .


9. Higher elevations result in a highland climate.

- Find the Growing Season map on page 73 of the Atlas. Look at the growing season pattern in the Mountain region.
- The mountains produce a cooler climate and shorter **growing season**. On your Activity Map, below the region's name, write .

10. **Land use** in the mountain region varies depending on **elevation**.

- Compare the Elevation map on page 74 and the Land Use map on page 75.
- The high elevations have forests. On your Activity Map, in an area with needleleaf forests, draw .
- Lower elevations are used for commercial farming and manufacturing and trade in some areas. On cropland, draw  and, at the mouth of the Rhone River, draw .

11. Despite its mountainous terrain, this region is well-populated.

- a. Turn to the Population Map on page 76 of the Atlas. Look at the population pattern in the Mountains.
- b. On your Activity Map, below the region's name, draw .




What are the characteristics of the North?

12. Landforms in the northern region were created by **glaciers** during the Ice Age.

- a. Glaciers carved deep ocean inlets, called **fiords**, in the mountains. On the Land Cover Map on pages 68–69 of the Atlas, point to a fiord.
- b. The needleleaf forests, or **taiga**, have numerous glacier-created lakes including Lake Ladoga, the largest lake entirely within Europe. On your Activity Map, outline Lake Ladoga.



13. Rainfall and snowfall in the North vary greatly, depending on distance from the Atlantic Ocean and Baltic Sea.

- a. On page 72 of the Atlas, look at the **precipitation** pattern in the North.
- b. On your Activity Map, below NORTH, draw .


14. Because it is so far from the Equator, the North has the coldest climate in Europe.

- a. On page 73 of the Atlas, look at the **growing season** pattern in the North.
- b. The growing season is very short in much of the region. On your Activity Map, below the region's name, draw .

15. The North still has most of its forests.

- a. Find the Europe's Lost Forests map on page 74 of the Atlas. Look at the remaining forest pattern in the North.
- b. Now, compare it with the land use pattern in the North on page 75.
- c. Forestry is the main **land use** in the region. On your Activity Map, draw .
- d. Because it is so cold and dry, the land north of the Arctic Circle is good only for nomadic herding. The Sami, or Lapp, people in the far north raise herds of reindeer. See the photo of a reindeer herder on page 20 of the Atlas.
- e. On your Activity Map, above the Arctic Circle, draw .

16. Due to the harsh climate, the North has the smallest **population** in Europe. St. Petersburg on the Baltic Sea is one of the few large cities in the region.

- a. Turn to the Population Map on page 76 of the Atlas. Look at the population pattern in the North.
- b. The North is the most sparsely populated region in Europe. On your Activity Map, below the region's name, draw .

Name _____

Comparing Cooler Regions

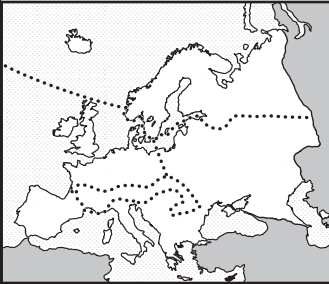
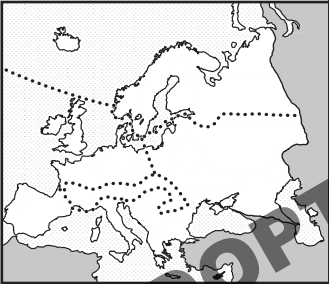
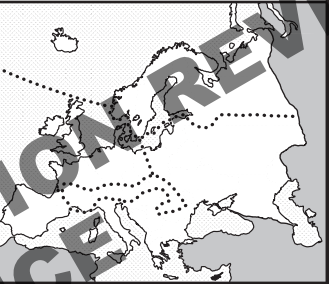
Pulling It Together




Use your completed Activity Map, Activity Sheets 45a–45c, and pages 70–76 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the same symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.



	East	Mountain	North
			
	Symbol	Symbol	Symbol
	Explanation	Explanation	Explanation
Landforms			
Precipitation			
Growing Season			
Land Use			
Population			



Look at the chart above and your Activity Map. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below. 

Description of Regions

East

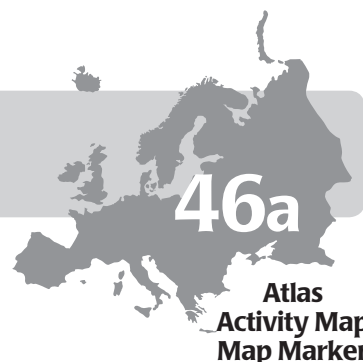
Mountain

North

Taking a Closer Look

Major Religions of Europe

Most Europeans follow Judaism, Christianity, or Islam. None of these religions started in Europe. All three began in the Middle East.



Judaism



Judaism is believed to have begun in modern-day Iraq about 4,000 years ago. Jews first came to Europe between 600 and 300 B.C., when their homeland was conquered.

At the beginning of the 1900s, Jews lived throughout Europe. During World War II, six million Jews were killed and the Jewish communities of Central Europe were nearly destroyed. However, there are still large Jewish communities in Europe today.

Christianity

Christianity follows the teachings of Jesus Christ. Christianity began in modern-day Israel about 2,000 years ago. Christianity spread throughout the Mediterranean area. By 392 A.D., Christianity had become the official religion of the Roman Empire. Missionaries and Christian rulers spread Christianity throughout Europe. Today the overwhelming majority of Europeans are Christian.

1. **Judaism** is one of the oldest religions in the world. Though Jews have never been a majority in any European country, they have large communities in many countries.

- a. Turn to the *Europe Activity Map*.
- b. Give the Activity Map a title. Across the top of the map, write **MAJOR RELIGIONS OF EUROPE**.
- c. In *The Nystrom World Atlas*, turn to pages 8–9. Locate Iraq at 32°N, 44°E.
- d. One Jewish symbol is the Star of David . On your Activity Map, in Iraq, draw .
- e. The largest Jewish community in Europe is in France. In France, write **j** for Judaism.
- f. The United Kingdom, Russia, and Ukraine also have large Jewish communities. In these three countries, write **j**.

2. **Christianity** began as an offshoot of Judaism.

- a. In the Atlas, on pages 8–9, locate Israel at 31°N, 35°E.
- b. One Christian symbol is the cross. On your Activity Map, at the southeastern end of the Mediterranean Sea, write **✝ ISRAEL**.
- c. Christianity probably first reached Europe at Philippi during a journey by the missionary Paul. Philippi is a city in Greece. Near Greece's border with Turkey, draw **✝** for Christianity.
- d. In 392 A.D., the emperor made Christianity the official religion of the Roman Empire. In the Atlas, turn to pages 70–71. Point to the two imperial capitals, Rome, Italy, and Istanbul (then Constantinople), Turkey.
- e. On your Activity Map, at Rome and Istanbul, draw **✝**.

Islam

Islam follows the teachings of the Prophet Muhammad. Islam began in the 600s in modern-day Saudi Arabia. The first Muslim communities in Europe were in Sicily, Spain, and Portugal. Later, Christian rulers expelled or killed these Muslims.

In the 1300s, the Ottomans, who were Muslim, conquered southeastern Europe. Many Muslim communities still exist in this area today.

Since the 1950s, large numbers of Muslims from North Africa, the Middle East, and South Asia have immigrated to Western Europe.

Eastern Orthodoxy



When the Roman Empire divided into eastern and western empires, the Christian Church developed differently in each empire.

The two branches split in 1054. The Eastern, or Orthodox, Church is symbolically led by the Patriarch of Constantinople.

Roman Catholicism

The western branch of the Christian Church developed into Roman Catholicism. It is led by the Pope.

3. **Islam** was influenced by Christianity and Judaism.

- In the Atlas, turn to pages 8–9. Locate Saudi Arabia at 24°N, 44°E.
- One Muslim symbol is the crescent moon and star. In the southeast corner of your Activity Map, write  **SAUDI ARABIA**
- In 711, Muslims invaded Spain. On your Activity Map, at the Strait of Gibraltar, draw .
- Islam survives today in southeastern Europe. Muslims are the largest group in Bosnia, Albania, and Turkey. On your Activity Map, in Albania, Turkey, and Bosnia, write and circle **M**.
- Muslim immigrant communities are found in the United Kingdom, France, Germany, Netherlands, and Austria. In these countries, write **m**.

4. Christianity split into several denominations or separate churches with their own beliefs and leaders. One of these is **Eastern Orthodoxy**.

- The Patriarch of Constantinople leads the church from Turkey. On your Activity Map, beside the cross at Istanbul, write **EO**.
- Many Europeans are Eastern Orthodox. Draw a line north along the western boundaries of Serbia, Romania, Ukraine, Belarus, and Russia.
- The European countries east of that line have an Eastern Orthodox majority. In those countries, except Albania and Turkey, write and circle **EO**.
- Although orthodox churches share the same beliefs, each country has its own church. In your Atlas, look at the photo of the Russian Orthodox church on page 78.

5. **Roman Catholicism** is the largest single denomination in the world, with over one billion members.

- The Pope leads the church from Vatican City, which is located in Rome. On your Activity Map, outline the symbol for Vatican City.
- Beside the cross at Rome, write **RC** for Roman Catholic.



Lutheranism

In 1517 in Germany, some Christians protested the teachings and practices of the Roman Catholic Church. This movement, called Protestantism, split into several different groups. The largest group of Protestants in Europe, the Lutherans, follow the teachings of Martin Luther.

Anglicanism

Another large Protestant church was established in England. English monarchs and the Pope had several disputes, beginning in 1534. The Anglican Church, or Church of England, is led by the British monarch through the Archbishop of Canterbury.

Atheism

Some people reject all religions. They are atheists.

Communism is atheistic. When communists controlled eastern Europe, religious followers were often persecuted. Eastern Europe still has many declared atheists.



- c. Trace the northern border of Lithuania.
- d. From the Baltic Sea, draw a line south along the eastern boundary of Germany to 50°N. Continue your line west along 50°N to the Rhine River.
- e. Trace the Rhine to the North Sea.
- f. The areas south and east of this line are largely Roman Catholic. Note that Germany is only partially Catholic. In these areas, except for Bosnia, write and circle **RC**.
- g. Ireland is also largely Roman Catholic. In Ireland, write and circle **RC**.

6. Protestantism contains many denominations.

- a. **Lutherans** are found mainly in northwestern Europe. On the countries north of the lines you have drawn, write and circle **L** for Lutheran.
- b. Lutherans also are the majority in Iceland. In Iceland, write and circle **L**.
- c. Switzerland, like Germany, is divided evenly between Protestants and Catholics. In Switzerland, write and circle **P**.

7. The Anglican Church is called the Episcopal Church in the United States.

- a. Anglicanism is found in the United Kingdom. In the United Kingdom, write and circle **A** for Anglican.
- b. There are some Anglicans in Ireland, both in the north, which is part of the United Kingdom, and in the independent south. In Ireland, write **a**.

8. Atheism is not organized like religions are. This makes it difficult to determine the exact number of atheists.

- a. The Czech Republic has as many declared atheists as it has Catholics. In the Czech Republic, write and circle **N** for none.
- b. Ukraine, Russia, and Slovakia have high percentages of declared atheists. In these countries, write **n**.

Name _____

Major Religions of Europe

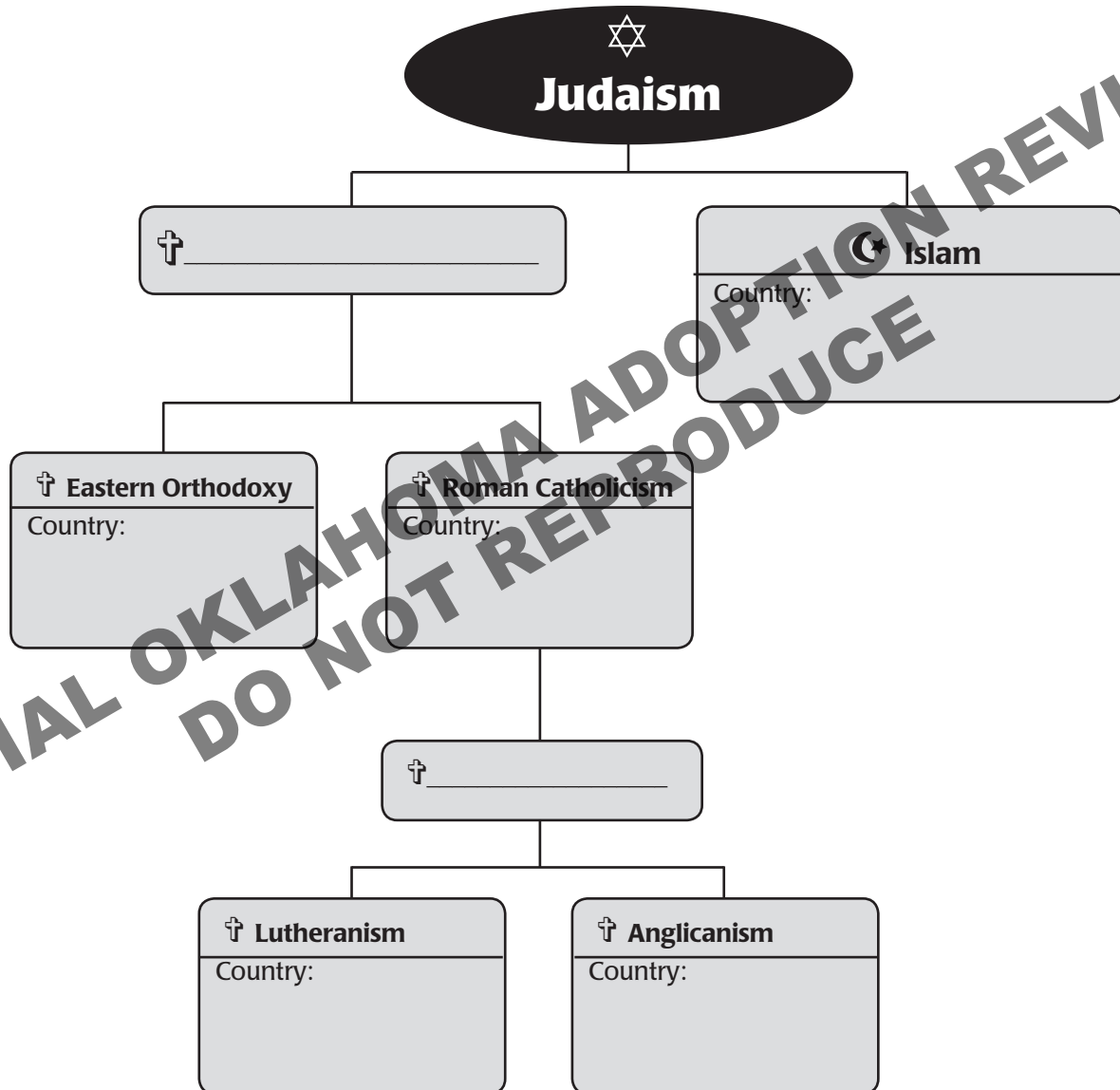
Pulling It Together



Use your Activity Map, Activity Sheets 46a–46c and pages 70–71 of the Atlas to complete the graphic organizer below. Add the names of the missing religions. Also add the name of a country in Europe where each religion is widely practiced.



Major Religions of Europe



Take a poll of religious membership in your class. Identify which religion and denomination, if any, is the largest. Determine, if possible, whether or not this is related to the national origin of people in your community.

Taking a Closer Look European Union

"Unity in Diversity" is the motto of the European Union, a unique organization made up of the majority of European countries. The European Union encourages cooperation among countries while preserving their independence.



Why was the European Union formed?

1. The European Union (EU) is an organization of 28 democratic countries in Europe. It represents over 507 million people.
 - a. Turn to the *Europe Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EUROPEAN UNION**.
 - c. In *The Nystrom World Atlas*, turn to page 76. With your finger, trace the boundaries of the European Union.
 - d. On your Activity Map, draw the boundaries of the European Union.
2. The European Union essentially began on May 9, 1950, with a French proposal for greater economic cooperation. This proposal is celebrated as Europe Day.
 - a. There were many reasons for this proposal. In the Atlantic Ocean, write and underline **WHY EU?**
 - b. World War II ended only five years before France's proposal. The EU hoped to prevent future wars among European countries. Under WHY EU? write **PREVENT WAR**.
 - c. Another reason was to rebuild Europe. Today the EU continues to focus on economic growth. Under WHY EU? add **ECONOMIC GROWTH**.
 - d. In the 1950s Europe was divided into democratic and communist countries. The European Union hoped to encourage and expand democracy. Under WHY EU? add **ENCOURAGE DEMOCRACY**.

Who belongs to the European Union?

3. The European Union has grown steadily since it was established in 1951. Then it was called the European Coal and Steel Community. The name "European Union" wasn't used until 1992.
 - a. There were six original members. In France, Italy, Belgium, the Netherlands, Luxembourg, and Germany (then West Germany), write **O** for original.
 - b. The largest expansion took place in 2004. Ten countries—eight of them formerly communist—joined the European Union. In Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Cyprus, and Malta, write **N** for new.
 - c. Use the European Union map on page 76 of the Atlas to help you label any remaining members of the EU with an **N** for new.
 - d. Five countries in Europe are candidates to join the European Union. In Turkey, Iceland, Macedonia, Serbia, and Montenegro, write **C** for candidate.

How is the European Union run?



4. The European Union does not have a federal government, like the United States does. However, it does have **governing branches**.
 - a. Because of its beginnings, many of the branches of the European Union are located in the Rhine River area. In the Atlas, turn to pages 70–71. With your finger, trace the Rhine River.
 - b. The **European Commission** runs the day-to-day operations of the EU. The **Council of the European Union** sets policy. Both meet in Brussels, Belgium, sometimes called the capital of the European Union. On your Activity Map, on Brussels, draw a capital symbol ★.
 - c. The **European Parliament** and the **Council of the European Union** form the legislature of the European Union. European citizens vote directly for the Parliament, which meets in Strasbourg, France. On Strasbourg, draw a legislature symbol □—.
 - d. The main judicial branch of the European Union is the **Court of Justice**. This court insures that EU law is interpreted the same throughout its member countries. The court meets in Luxembourg City, Luxembourg. In Luxembourg, draw a court symbol ⊞.
 - e. The **European Central Bank** controls the **euro**, the currency of more than half of the EU members. The bank is headquartered in Frankfurt, Germany. On Frankfurt, draw a bank symbol ⤴.

How has the European Union changed Europe?

5. The European Union has made **travel** easier throughout Europe.
 - a. In the past, Europeans were stopped at every country border and had to show their passports. On your Activity Map, draw a line between Estonia and Spain. At each border along that line, draw a border-crossing symbol ⬢.
 - b. Today people can travel between EU countries without their passports, just as easily as people travel between states in the United States. Along the route you drew, draw an X over each border-crossing symbol.

6. The European Union has made **trade** easier throughout Europe.

- a. European countries have always had their own currency. Each was worth a different amount, an amount that changed from day to day. In Germany you had to use deutsche marks, in France you needed francs, and in Italy you used lira. In Germany, write **DM** for deutsche mark. In France, write **F**. In Italy, write **L**.
- b. To encourage trade and investment throughout the region, the European Union created a single currency, the euro, in 2002. Cross out DM, FF, and L.
- c. Now people can use the same currency in 18 countries. In Belgium, Germany, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Slovakia, Portugal, Finland, Estonia, Latvia, Greece, Slovenia, Malta, and Cyprus, draw a euro symbol €





7. In the European Union, **economic laws and standards** are relatively similar between the countries.

- a. Today the European Union is often considered a single economy. Look at the graphs on page 90 of your Atlas. Point to the sections for the European Union.
- b. In Europe, the countries in the northwest tend to be wealthier than the countries in the south and east. The EU invests in the poorer areas of the Union and in candidate members. From Frankfurt, draw arrows to eastern Europe, the Mediterranean, and Ireland.

8. The EU's Charter of Fundamental Rights guarantees certain **rights** for all people in the Union.

- a. Before a country can join the Union, it has to outlaw repressive actions like torture. In the candidate countries, draw a no-torture symbol ~~☒~~.
- b. Countries must punish any police or prison official who uses torture. Victims can sue in the Court of Justice if their country ignores the complaint. Draw a line from ~~☒~~ to Luxembourg.

9. The European Union is also active in **world affairs**.

- a. The European Union is the largest single donor of relief and development aid in the world. It has helped victims of hunger, disease, and natural disasters and has supplied poor regions with schools and roads. From Brussels to Africa, draw an arrow.
- b. The EU has provided monitors to insure free and fair elections in Africa, Asia, and Europe. In Ukraine and Croatia, draw .
- c. The European Union has a civilian peacekeeping police force. In Bosnia, Macedonia, and Cyprus, draw a peacekeeping symbol .
- d. In 2012 the European Union received the Nobel Peace Prize for its efforts. If you have an e-book atlas, click *E-BOOK EXTRA* on page 76 of the Atlas to read the European Union's acceptance speech.

Name _____

European Union

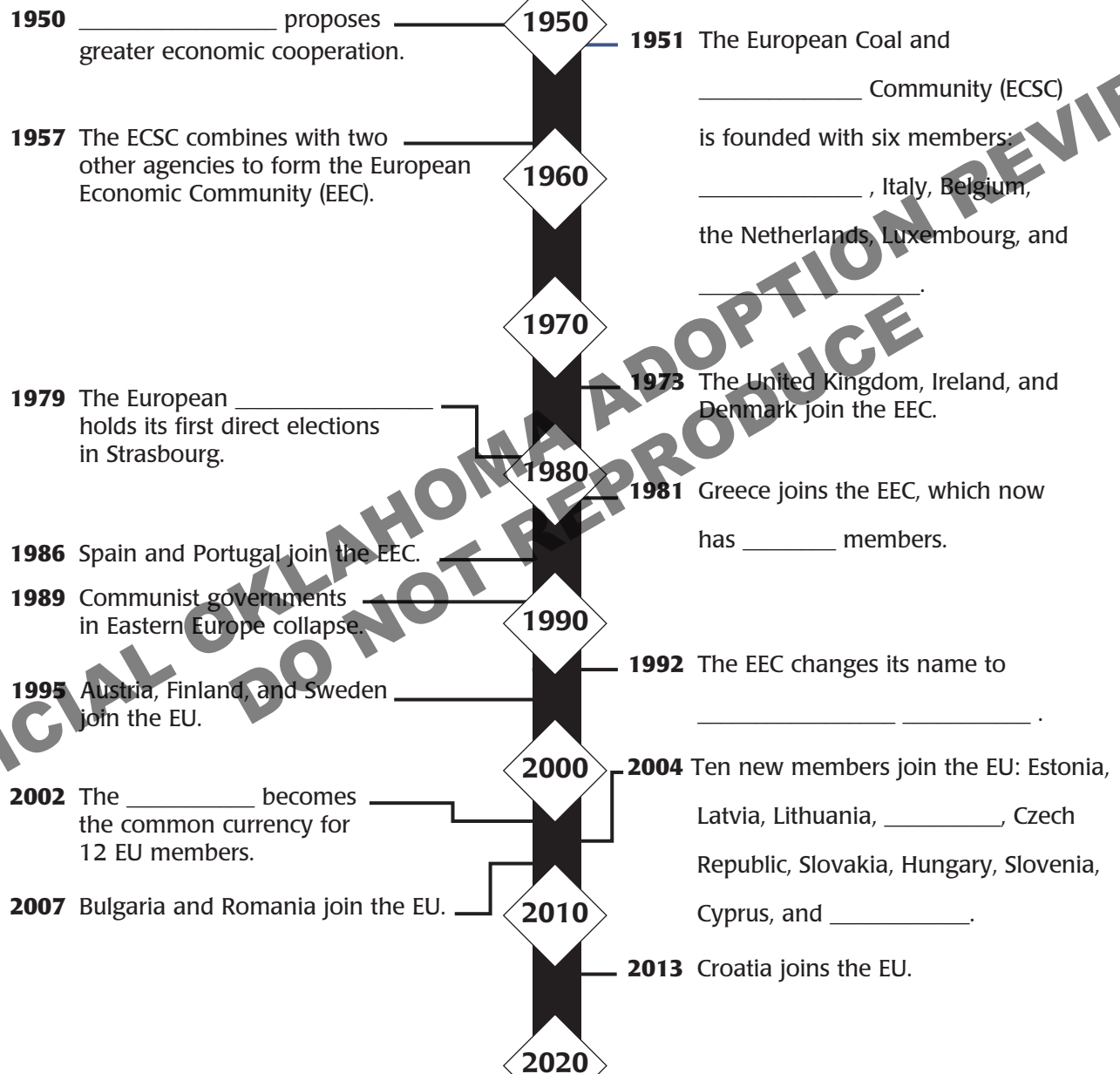
Pulling It Together



Use your Activity Map, Activity Sheets 47a–47c, and page 76 of the Atlas to complete the timeline below.



European Union Timeline



Imagine that your country is considering membership in the European Union. List four reasons your country should or should not join the Union.

Taking a Closer Look Russia

Russia is the largest country in the world. It crosses two continents, covers 11 time zones, and has almost every major climate zone. In this lesson, you will learn more about Russia.



Where is Russia?

1. Russia can be divided into two main regions: **European Russia** and **Asian Russia**.
 - a. Turn to pages 78–79 in *The Nystrom World Atlas*. With your finger, outline Russia.
 - b. Turn to your *Europe Activity Map* and *Asia Activity Map*. Give these maps titles. Across the top of each map, write **RUSSIA**.
 - c. On both Activity Maps, outline Russia.
 - d. On both maps, draw a dotted line along the boundary between Europe and Asia.
 - e. Asian Russia is often called Siberia. On both maps, in the Arctic Ocean, label the two sections of Russia **EUROPE** and **SIBERIA**.

What is the land like in Russia?

2. Russia has five basic **landform** regions, two in Europe and three in Asia.
 - a. The westernmost region is the Northern European Plain. Turn to page 74 in the Atlas. Point to Russia on the Elevation map.
 - b. This area has only minor changes in elevation. On your *Europe Activity Map*, along the Northern European Plain, draw plains symbols — — — .
 - c. The Volga River flows through the Northern European Plain and the Steppes. Trace this river.
 - d. The Ural Mountains are the boundary between Asia and Europe. The mountains are relatively low and worn. Along the Urals, draw ^ ^ ^ .
 - e. The area directly east of the Ural Mountains is the largest region of flat land on earth. Turn to page 84 in the Atlas and look at the Elevation map. Point to this area.
 - f. The Ob River flows through the West Siberian Plain causing large marshes. On your *Asia Activity Map*, trace the Ob River.
 - g. Along the Ob River, draw wetlands symbols ≡≡≡ .
 - h. East of the West Siberian Plain is the Central Siberian Plateau. It has highlands with deep river valleys. Trace the Yenisey and Lena Rivers.
 - i. Lake Baikal is the world's deepest lake. It contains more water than all of the Great Lakes combined. Outline Lake Baikal.
 - j. The easternmost landform region, the East Siberian Upland, is a rugged mountain wilderness. Turn to pages 80–81 in the Atlas. Find four mountain ranges in this region.
 - k. On your *Asia Activity Map*, on those ranges, draw ^ ^ ^ .

3. Landform regions in Russia basically go from west to east.

Land cover regions go from north to south.

- a. The tundra is the northernmost region. Along the Arctic Ocean, the ground is **permafrost** or continuously frozen. Turn to the Permafrost map on page 104 in the Atlas. With your finger, trace the areas of continuous permafrost in Europe and Asia.
- b. On your *Europe* and *Asia Activity Maps*, on the tundra, draw ~.
- c. Siberia has extremely harsh weather. The average January temperature in the East Siberian Uplands is -50°F and can drop to -90°F . As a result, there is more tundra in Asian Russia than European Russia. On your *Asia Activity Map*, write **MORE TUNDRA**.
- d. South of the tundra is a large region of needleleaf forests called the **taiga**. On both Activity Maps, in a needleleaf forest area, draw ▲.
- e. South of the taiga is a warmer area of broadleaf forest and cropland. European Russia has most of the cropland in Russia. On your *Europe Activity Map*, on cropland, draw 🌾.
- f. The southern boundary of Russia has dry grasslands and semi-deserts. On your *Europe* and *Asia Activity Maps*, in the grassland and semi-desert regions, draw 🌿.










Where do people live in Russia?

4. Russia has over 140 million people and is the seventh largest country in the world in **population**. Almost three-quarters of its population lives in cities.
- a. In the Atlas, turn to pages 78–79. Look at the Russia and Its Neighbors map. Point to Russia's large cities.
 - b. Moscow is the capital of Russia. It is not only the largest city in Russia, but the largest city in Europe. On your *Europe Activity Map*, find and label ★ **MOSCOW**.
 - c. St. Petersburg was the capital of Russia for 200 years until 1918. Today it is the second largest city in Russia. On your *Europe Activity Map*, find and label ● **ST. PETERSBURG**.
 - d. Novosibirsk on the Ob River is the largest city in Siberia. On your *Asia Activity Map*, find and label ● **NOVOSIBIRSK**.
 - e. Vladivostok is Russia's most important port on the Pacific Ocean. On the *Asia Activity Map*, on the southeast tip of Russia, on the Sea of Japan, find and label ● **VLADIVOSTOK**.
5. About 74 percent of all people in Russia live in Europe.
- a. On page 79 of the Atlas, look at the Population map. Notice that the population density of Asian Russia is 0 to 5 people per square mile, except along the southern boundary.
 - b. On your *Europe Activity Map*, draw 👤 👤.
 - c. On your *Asia Activity Map*, draw 👤.

How is the land in Russia used?



- 6.** Russia's landform, land cover, and climate regions allow every type of **land use**.
- Turn to page 75 of the Atlas. Look at the Land Use map. Notice how land use is connected to land cover on your *Europe Activity Map*.
 - Nomadic herding of reindeer occurs on the tundra. On your *Europe Activity Map*, in the tundra, draw .
 - South of the tundra, the soil is too poor and the growing season too short for crops. Forestry is the main land use here. In a needleleaf forest, draw .
 - The largest land use in European Russia is commercial farming. In fact, Russia is a major wheat producer. On cropland, draw .
 - There is some ranching in the grasslands and semi-desert near the Caspian Sea. In this region, draw .
- 7.** Siberia is isolated, has a harsher climate, and has poor transportation. As a result, commercial farming, forestry, and industry are difficult to support.
- In the Atlas, turn to page 87. Look at the Land Use map.
 - On your *Asia Activity Map*, in appropriate locations, use all seven land use symbols in the Master Legend to identify the land uses in Siberia.
- 8.** Mining and energy production are also major industries in Russia.
- The Ural Mountains have valuable minerals including iron, nickel, and copper. On your *Europe Activity Map*, in the Ural Mountains, draw a mining symbol .
 - Russia is one of the largest producers of oil and natural gas in the world. In the Atlas, turn to page 22. Look at the Oil and Natural Gas maps. Point to Russia on the graphs below the maps.
 - On your *Europe Activity Map*, along the Urals and Caspian Sea, draw . On your *Asia Activity Map*, in western Siberia, also draw .

Name _____

Russia

Pulling It Together



Use your Activity Maps, Activity Sheets 48a–48c, and the Atlas to complete the Venn diagram below.

- Write any words or phrases from the Word Bank that only apply to European Russia or Asian Russia in the correct circle.
- Write words or phrases that apply to both in the overlap between the circles.



Russia

European
Russia

Asian
Russia

Both

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Word Bank

74% of people
75% of land
Lake Baikal
more cities

more cropland
more tundra
Moscow
mountains

Ob River
oil production
plains
ranching

Siberia
Steppes
taiga
Vladivostok

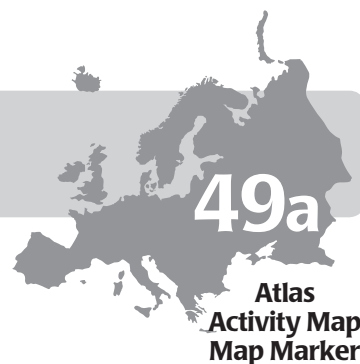


Add six more words or phrases to the Venn diagram.

Taking a Closer Look

Governments of Europe



Europe is the birthplace of many modern types of government. Today most of Europe is democratic, but their democracy is very different from democracy in the United States. In this lesson you'll look at the different types of government found in Europe today.



How are governments in Europe similar?

1. Europe is home to several types of governments.
 - a. Turn to your *Europe Activity Map*.
 - b. Give the map a title. Across the top of the map, write **GOVERNMENTS OF EUROPE**.
2. All governments in Europe use a **parliamentary** structure. In this system, the legislature chooses the country's main political leader called the **prime minister**.
 - a. In *The Nystrom World Atlas*, turn to page 77. Look at the photo of Edinburgh and read the caption.
 - b. If you have an e-book, click *E-BOOK EXTRA* icon to see the *Parliamentary Government* chart.
 - c. The parliamentary government shown in the chart is that of the United Kingdom. Other parliaments vary, especially the role of a monarch and the house of lords. However, the basic system is the same. Click on the heading "Parliamentary System (United Kingdom)."
 - d. To find out more about this system, click on and read the headings labeled "House of Commons," "Government," and "Prime Minister."
 - e. On your Activity Map, to indicate that all of Europe is parliamentary, write **PARLIAMENTARY** across the bottom of the map.

Where are the democracies in Europe?



3. The earliest **democracies** were ancient Athens in Greece and ancient Rome in Italy. Long after these governments fell, the idea of people ruling themselves became the main basis of government in Europe. Today most European governments are democracies.
 - a. In the legend, write **DEMOCRACY** = .
 - b. If you have an e-book, turn to page 8. Click on *E-BOOK EXTRA* for the *Types of Government* map.
 - c. Click on the legend entry for *Democracy*. Read the definition that pops up.
 - d. Identify 10 countries in Europe that are democracies.
 - e. On your Activity Map, on each of these countries, draw a democracy symbol .

4. The European Union, the main economic and political association of Europe, requires its members to be democracies.

- Turn to page 76 in the Atlas. Find the European Union map. In its legend, read the description.
- With your finger, trace the boundaries of the European Union on the map.
- On your Activity Map, trace the boundaries of the European Union with a dashed line.



Where are monarchies in Europe?

5. Two hundred years ago nearly every country in Europe was a **monarchy**. Today only a small number of monarchies survive.
- In the legend, add **MONARCHY** = .
 - Go back to the e-book Types of Government map. In the legend, click on *Monarchy*. Read its definition.
 - On the map, identify every European country with a monarchy.
 - On your Activity Map, on each of those countries, draw a crown .
6. Some European democracies are constitutional monarchies. Others are republics.
- Constitutional monarchies** are democracies that also are monarchies. On each constitutional monarchy, write **CM**.
 - Republics** have an elected or appointed president rather than a hereditary monarch. On all the European democracies that are not monarchies, write **R**.

Where are other types of government in Europe?

7. **Limited democracies** are similar to democracies, but with more problems. For example, in 2014 in a limited democracy, Ukraine's president was overthrown by massive demonstrations in the capital. After that overthrow, armed people took over cities in parts of the country that had supported the former president.
- On your Activity Map, in the legend, add **LIMITED DEMOCRACY** = **LD**.
 - Look at the Types of Government map. In the legend, click on *Limited Democracy*. Read its description.
 - On the map, locate any limited democracies in Europe.
 - On your Activity Map, on each of these countries, write **LD**.

8. One-Party Rule means that a single political party controls the government. These governments are sometimes called **totalitarian**, because the ruling party has total control. One-party rule was common in Europe during the 1900s, especially in areas controlled by the Soviet Union.



- a. On your Activity Map, in the legend, write **ONE-PARTY RULE = 1**.
- a. Look at the Types of Government map. In the legend, click on *One-Party Rule*. Read the description.
- c. On the map, find a country in Europe with a one-party rule.
- d. On your Activity Map, on that country, write **1**.
- e. In the Atlas, turn to page 79. Read *Soviet Union—what's that?*
- f. On the Political Relief Map, with your finger, outline the former Soviet Union.
- g. On your Activity Map, in Russia, write **IN FORMER SOVIET UNION 1**.

9. Russia is not a democracy but does not have one-party rule. Instead the Russian government is controlled by a combination of the police, the military, and the wealthy. This system of non-democratic rule is sometimes called an **oligarchy**.

- a. Look at the Types of Government map. In the legend, click on *Other Non-Democratic Rule*. Read the description.
- b. On your Activity Map, in the legend, add **OTHER NON-DEMOCRATIC RULE = ONDR**.
- c. On the map, in Russia, write **ONDR**.

10. Kosovo, a small country in southeastern Europe, has a **transitional government**. Kosovo declared its independence from Serbia in 2008, but Serbia has not accepted this. As a result, Kosovo has been unable to establish a permanent government.

- a. Look at the Types of Government map. In the legend, click on *Transitional*. Read its description.
- b. On your Activity Map, in the legend, add **TRANSITIONAL = T**.
- c. On the map, in Kosovo, write **T**.

11. Limited democracies, one-party governments, oligarchies, and transitional governments in Europe also have a parliamentary structure. Unlike European democracies, the parliament is not freely elected.

- a. To indicate that parliaments in limited democracies in Europe are not freely elected, circle any LD symbols on the map.
- b. To indicate that parliaments in countries with one-party rule are not freely elected, circle any 1 symbols.
- c. To indicate that parliaments in countries with other non-democratic rule are not freely elected, circle the ONDR symbol.
- d. In the legend, write **PARLIAMENTS NOT FREELY ELECTED = O**.

Name _____

Governments of Europe

Pulling It Together



Use your Activity Maps, Activity Sheets 49a–49c, and pages 76–79 of the Atlas complete the chart below.

- Under each heading, under “What?,” write a short description of that type of government.
- Under “Where?,” write the region or a few countries in Europe where that type of government is found.



Europe’s Governments

	Democracy	Constitutional Monarchy
	What?	What?
	Where?	Where?
	Limited Democracy	Republic
	What?	What?
	Where?	Where?
Parliamentary	One-Party Rule	
What?	What?	
Where?	Where?	
	Other Non-Democratic Rule	
	What?	
	Where?	
	Transitional	
	What?	
	Where?	



Research the monarch or head of government for six of the countries above. Add them to the chart.

Name _____

Taking a Closer Look

Comparing Cultures

Although Europe has many commercial farms, most Europeans live in urban areas. In this lesson, you'll use clues and information from the Atlas to locate an urban area and a rural area in Europe.



Where is this urban area?

I live in an apartment building in a large city. My parents both work—my dad works for a shipping company (our city is one of the largest ports in the world!) and my mother is a doctor. We speak our national language, but my father also speaks English, French, and German. My mother knows French and English. I'm learning English and German in school. We are Roman Catholic. I love to ride my bike along the sea and play football (you Americans call it soccer). What city do I live in?

In the box below, you'll find a list of possible cities. Use the map on pages 70–71 of *The Nystrom World Atlas* to locate these cities. After each clue, check the Atlas. Then cross out any cities that do not fit the description.

I do not live in a capital city.

The country I live in belongs to the European Union. As a result, my family and I often take trips to neighboring countries without needing a passport.

I live on a large navigable river.

I live near the sea.

I live in a city that is actually below sea level. Sea walls and flood gates keep the city above water.

Where do I live?

**Hamburg,
Germany**

**Astrakhan,
Russia**

Dublin, Ireland

Budapest, Hungary

**Rotterdam,
Netherlands**

Lyon, France

Naples, Italy

Kiev, Ukraine

Name _____



I live in a small wooden house in a village. For a long time people here worked on government-owned land, but now families in our village farm their own land. My family grows wheat and sunflowers. My father works in our larger fields with a tractor, while my mother works in the vegetable garden. My brothers and sisters and I help out in the fields and garden when we are not at school. We all speak our national language, and most of us also know Russian. My family belongs to an Eastern Orthodox church, but many people in our village aren't very religious.

Where is this rural area?

In the box below, you'll find a list of possible countries. Use the map on pages 70–71 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

I live in on a large plain.

My country has very few mountains.

Most of the land in my country is used for commercial farming.

I live where it is pretty cold. Crops only grow about 4 months of the year.

Even though we have never moved, my parents were born in the Soviet Union, but I wasn't.

I live in a region that usually gets about 24 inches of precipitation a year.

Poland

Ukraine

Hungary

Italy

Norway

Spain

Finland

Switzerland

Where do I live?



Which of these two ways of life is most like yours—urban or rural? Write a paragraph explaining your answer.

Name _____

Europe

Reviewing Europe



In the last 10 lessons, you've explored Europe. You've used a variety of maps and learned what makes this continent unique. How much did you learn?

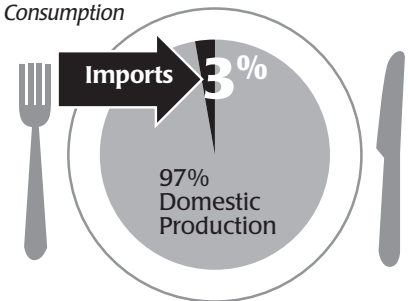
Note: *There may be more than one correct answer to each question. Circle the letter beside each correct answer.*

1. Europe
 - A has no mountain regions.
 - B has a very irregular coastline.
 - C is part of a large landmass called Eurasia.
 - D has a warmer climate than many other places at the same latitude.
2. The Northern European Plain
 - A is mainly used for ranching.
 - B borders the Mediterranean.
 - C is Europe's largest landform.
 - D has productive farmland.
3. The North Atlantic Drift
 - A is a warm ocean current.
 - B gives Europe a mild climate.
 - C does not affect the West.
 - D only affects the North.
4. Christianity
 - A is the oldest religion in the world.
 - B is the largest religion in Europe.
 - C split into denominations.
 - D is an offshoot of Islam.
5. Which countries are in the European Union?
 - A Russia
 - B Poland
 - C Belgium
 - D Moldova

Use the graph to answer questions 6 and 7.

6. How much of its wheat does Russia import?
 - A 3%
 - B 5%
 - C 50%
 - D 97%
7. Most of Russia's wheat
 - A is imported.
 - B is not consumed.
 - C is exported.
 - D is produced in Russia.

Russia's Wheat
Total Consumption



Name _____



8. The European part of Russia
- A has many commercial farms.
 - B is often called Siberia.
 - C has Europe's largest city.
 - D is larger than the Asian part.
9. Which of the following does not describe the majority of governments in Europe today?
- A parliamentary
 - B democracy
 - C communist
 - D republic
10. Label the following on the map of Europe below.

Northern European Plain

Arctic Ocean

Any five countries

Caucasus Mountains

Mediterranean Sea

London

Ural Mountains

Caspian Sea


Paris

Atlantic Ocean

Volga River

Moscow



If you were going to live in Europe, where would you want to settle? Why? Create a PowerPoint® or StrataLogica presentation explaining your choice. 

Asia



Cross-Curricular Activities

Math *Measure Monsoon Precipitation*
Have groups of students use a newspaper or the Internet to track the daily precipitation for a city in the Monsoon region. Ask them to plot the precipitation for the month on a graph and use the Atlas to decide if the pattern is dry or wet. Then have them compare graphs with those of other groups to see if the monsoon patterns are the same.

Economics *Mapping Goods*
Have students check the labels on their clothes and other objects in the room to identify goods manufactured in Asia. On a map of Asia, list or draw the goods on or near the country from which they were exported.

Writing *Compare Points of View*
Have students read the two *E-BOOK EXTRA* primary sources on pages 94–95 of *The Nystrom World Atlas*. Ask students to compare the speeches of Golda Meir and Yasser Arafat and then write an argument supporting one of their sides.

Art *Fold an Object*
Origami is the art of Japanese paper folding. Show students how to fold objects from squares of paper. Make a display of their creations. Simple origami instructions are available in craft books and on the Internet.

Literature Links

Your students might enjoy these books and others about Asia. Use picture books (p) to introduce a topic or as a model for student writing assignments.

Red Scarf Girl
by Ji Li Jiang

Going to School in India
by Lisa Heydlauff

Thura's Diary: My Life in Wartime Iraq
by Thura Al-Windawi

A Stone in My Hand
by Cathryn Clinton

Monsoon (p)
by Uma Krishnaswami

This Place Is Crowded (p)
by Vicki Cobb

Lesson	page
51 Introducing Asia.....	225
52 Exploring Land and Water.....	227
53 Locating Countries and Cities.....	231
54 Comparing Dry Regions.....	235
55 Comparing Wet Regions.....	239
56 Monsoons.....	243
57 Crowded Countries.....	247
58 Giants of Trade.....	249
59 Oil and the Middle East.....	253
60 Religions of Asia	257
61 Comparing Cultures.....	261
Assessment	
Reviewing Asia	263

To the Top: The Story of Everest
by Stephen Venables

The Carpet Boy's Gift (p)
by Pegi Deitz Shea

Introducing Asia

For use with pages 80–95 of The Nystrom World Atlas.

51

Here's a Tip!

- Walk students through each spread on pages 80–95 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Review the answers to Activity Sheet 51a as a class.
- On the board, make a list of the words and phrases that students used to describe Asia.
- Save Activity Sheets 51a–51b for students' Asia booklets.

Answers

Activity Sheet 51a:

- | | |
|------------------------|-------------------|
| 1 tropical rain forest | 6 nomadic herding |
| 2 Bering Sea | 7 India |
| 3 Beijing | 8 Indonesia |
| 4 North China Plain | 9 Bahrain |
| 5 winter | |

Activity Sheet 51b:

Answers will vary. Students may mention: large, mountainous, populated, rainy, dry

☆ Students' clues will vary.

Objectives

Students will be able to:

- Use information from maps, graphs, and photos to complete sentences.
- Describe the continent.

Materials

- The Nystrom World Atlas
- Activity Sheets 51a–51b, *Introducing Asia*

Exploring Land and Water

For use with pages 80–81 of The Nystrom World Atlas.

52

Here's a Tip!

- Click *E-BOOK EXTRA* on page 84 for a graph of the highest mountains in the world.
- Save Activity Sheet 52d for students' Asia booklets.

Answers

Relative location: Answers will vary. Students may mention mostly north of the Equator, east of the Prime Meridian, east of Europe, northeast of Africa, west of the United States

Highest mountain range:
Himalayas

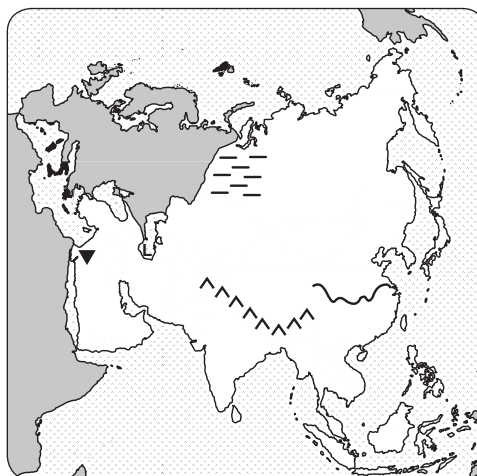
Lowest spot: Dead Sea

Largest plain:
West Siberian Plain

Largest lake:
Caspian Sea

Longest river:
Yangtze River

Other physical feature:
Answers will vary.



☆ Brochures will vary. Students may mention Asia's tall mountains, its huge deserts, or its many island countries.

Objectives

Students will be able to:

- Identify major landforms and bodies of water in Asia.
- Label physical features using map symbols.

Materials

- The Nystrom World Atlas
- Activity Sheets 52a–52d, *Exploring Land and Water*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Locating Countries and Cities

For use with pages 82–83 of The Nystrom World Atlas.

53

Objectives

Students will be able to:

- Identify select countries and cities in Asia.
- Categorize countries by natural feature.

Materials

- The Nystrom World Atlas
- Activity Sheets 53a–53d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- Before the lesson, brainstorm a list of countries that students think are in Asia.
- Save Activity Sheet 53d for students' Asia booklets.

Answers

Cities will vary.

Deserts: Jordan, Saudi Arabia, Kuwait, Qatar, Oman, Yemen, Israel, Lebanon, Syria, Iraq, Iran, Pakistan, Afghanistan, China, India, Mongolia, Turkmenistan, or Uzbekistan

Peninsulas: Jordan, Saudi Arabia, Kuwait, Qatar, Oman, Yemen, Myanmar, Thailand, Laos, Cambodia, Vietnam, Malaysia, North Korea, or South Korea

Long Coastlines: India, China, Russia, Saudi Arabia, or Turkey

Islands: Sri Lanka, Malaysia, Indonesia, Philippines, Taiwan, or Japan

☆ Check country names on students' maps. Or have students check their own work.

Comparing Dry Regions

For use with pages 80–89 of The Nystrom World Atlas.

54

Objectives

Students will be able to:

- Divide Asia into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 54a–54d, *Comparing Dry Regions*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!

- After steps 1–2 in the lesson, ask students to hold up their Activity Maps. Make sure that the regions are marked correctly.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 54d for students' Asia booklets.

Answers

	North		Desert		Central	
	Symbol	Explanation	Symbol	Explanation	Symbol	Explanation
Landforms		West Siberian Plain, Central Siberian Plain		Himalayas and other mountains		West Siberian Plain
Precipitation		little rain		very little rain		little rain
Growing Season		very short		very short to very long		short
Land Use		nomadic herding, subsistence		nomadic herding		commercial and subsistence farming
Population		almost no people		very few people		almost no people

☆ Answers will vary. Students may describe the North as cold, flat, and dry. They may describe the Desert region as mountainous and dry and the Central region as dry, grassy plains.

Comparing Wet Regions
















For use with pages 80–89 of The Nystrom World Atlas.

55

Here's a Tip!

- After steps 1–2 of the lesson, have students compare their Activity Maps with those of other students. If the maps are different, have them review the steps again.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 55d for students' Asia booklets.

Answers

	East		South		Southeast	
	Symbol	Explanation	Symbol	Explanation	Symbol	Explanation
Landforms		North China and Manchurian Plains,		Ganges Plain, Deccan Pla-		islands
Precipitation		rainy		rainy		very rainy
Growing Season		short to very long		very long		very long
Land Use		commercial farming		commercial farming, manufactur-		commercial and subsistence farming
Population		densely populated		densely populated		moderately populated

☆ Answers will vary. Students may describe the East as mountainous, with varied growing seasons, and agricultural. They may describe the South as agricultural and populated and the Southeast as very rainy and tropical.

Objectives

Students will be able to:

- Divide Asia into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials

- The Nystrom World Atlas
- Activity Sheets 55a–55d, Comparing Wet Regions
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Monsoons

For use with page 86 of The Nystrom World Atlas.

56

Here's a Tip!

- Click *E-BOOK EXTRA* on page 86 of the Atlas for more precipitation graphs.
- Save Activity Sheet 56d for students' Asia booklets

Notes

- In some parts of the Monsoon region, people celebrate the rains with song and dance.
- Monsoon storms can bring up to 90 percent of the year's precipitation.
- Other parts of the world, including northern Australia, parts of Africa, and the southwestern United States, have monsoons too.

Answers

Mumbai, Yangon, Hong Kong, and Manila have monsoons.

☆ Answers will vary. Students may notice that cities that do not have monsoons are closer to the Equator—where temperatures are fairly constant.

Objectives

Students will be able to:

- Explain causes of monsoons.
- Draw monsoon winds on a map.
- Read precipitation graphs and identify monsoon patterns.

Materials

- The Nystrom World Atlas
- Activity Sheets 56a–56d, Monsoons
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- colored pencils

Crowded Countries

For use with pages 88–89 of The Nystrom World Atlas.

57

Objectives

Students will be able to:

- Locate crowded countries and large urban areas in Asia.
- Compare the population density of three countries.

Materials

- *The Nystrom World Atlas* 📖
- Activity Sheets 57a–57b, *Crowded Countries*
- colored pencils

Here's a Tip!

- Outline each of the six crowded countries on a wall map of Asia or the world or on a Land Cover or Political Relief map on StrataLogica projected on a whiteboard. Have students follow along on Activity Sheet 57a. 📖
- Save Activity Sheets 57a–57b for student's Asia booklets.

Notes

- Of the six Asian countries discussed in the lesson, Bangladesh has the highest population density—over 2,600 people per square mile.
- The United States has a population density of roughly 80 people per square mile. China has 364; India has 1005.

Answers

2c: Tokyo, Japan; Delhi, India; Shanghai, China; Mumbai, India; Beijing, China; Dhaka, Bangladesh; Karachi, Pakistan; Kolkata, India; Guangzhou, China; Shenzhen, China; Osaka-Kobe, Japan; Chongqing, China; Jakarta, Indonesia

☆ Answers will vary. Some students may suggest China, because it has the most people. Others may suggest Bangladesh, because it has a higher population density with many more people living in a much smaller area.

Giants of Trade

For use with pages 90–91 and 93 of The Nystrom World Atlas.

58

Objectives

Students will be able to:

- Compare Asia's past role in world trade with its role today.
- Identify Asian leaders in world trade and the products they manufacture.

Materials

- *The Nystrom World Atlas* 📖
- Activity Sheets 58a–58d, *Giants of Trade*.
- *Our World Today Activity Maps* or *Land Cover Series* (at StrataLogica.com) 📖
- Map Markers

Here's a Tip!

- Use page 21 of the Atlas to discuss imports and exports. Ask students to think about goods they have at school or at home and if they know if any of them were made in Asia. Explain that most of the goods in the world are produced in Asia.
- Click *E-BOOK EXTRAS* on page 90 of the Atlas for a trade routes map. 📖
- Save Activity Sheet 58d for students' Asia booklets.

Answers

Saudi Arabia: oil
China: machinery, plastics, clothing, furniture, cameras, computer parts, medical equipment, cell phones
Japan: steel, calculators, computers, CDs, DVDs, TVs, cameras, cell phones, watches, cars
South Korea: cell phones, computers, cars, ships
Taiwan: TVs, computer equipment, clothes, furniture
Indonesia: liquefied natural gas

☆ Answers will vary. Students may mention that a giant of trade would probably have to have a balance between imports and exports, or have more exports than imports. 📖

Oil and the Middle East

For use with pages 92–95 of The Nystrom World Atlas.

59

Here's a Tip!

- Gather newspaper clippings from that day's paper to show what is currently happening in the Middle East.
- Click *E-BOOK EXTRA* on page 93 of the Atlas for a map of OPEC members and a trade routes map.
- Save Activity Sheet 59d for students' Asia booklets.

Answers

Before Oil	Today
rural	urban
nomadic herding	oil, industry
poor	rich
few schools	schools for all



- ☆ Answers will vary. Students may predict that some countries will return to their old ways of life. Others may predict that some countries will find new ways to maintain their present economies.

Objectives

Students will be able to:

- Locate the Middle East.
- Contrast life in the Middle East before and after oil was discovered.

Materials

- The Nystrom World Atlas
- Activity Sheets 59a-59d, *Oil and the Middle East*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- colored pencils

Religions of Asia

For use with page 95 of The Nystrom World Atlas.

60

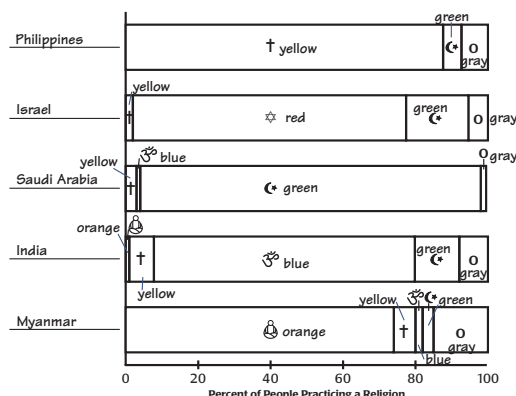
Here's a Tip!

- Click *E-BOOK EXTRA* on pages 61, 85, 87, and 95 for religion maps.
- Save Activity Sheet 60d for students' Asia booklets.

Notes

- Few countries practice one religion exclusively.
- Judaism, Christianity, and Islam are monotheistic religions. Hinduism and Shintoism are polytheistic: their followers believe in more than one god.
- Shintoists worship the forces of nature. They believe that gods inhabit rivers, trees, rocks, and mountains.

Answers



- ☆ Answers will vary. Students may mention the Philippines because of its large number of Christians. Or they may mention Myanmar or India which have a variety of religions.

Objectives

Students will be able to:

- Locate the places of origin of six major religions in Asia.
- Match countries with their religious patterns.

Materials

- The Nystrom World Atlas
- Activity Sheets 60a-60d, *Religions of Asia*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- colored pencils

Comparing Cultures

For use with pages 80–95 of The Nystrom World Atlas.

61

Objectives

Students will be able to:

- Gather information from a variety of maps.
- Identify places using deductive reasoning.

Materials

- The Nystrom World Atlas
- Activity Sheets 61a–61b, *Comparing Cultures*

Here's a Tip!

- Use a Venn diagram to discuss the differences and similarities between urban and rural living.
- After the lesson, have students choose a different rural and urban area to compare. Have them use the Atlas to write a similar comparison game for a partner to work on.
- Click *E-BOOK EXTRA* on pages 61, 85, 87, and 95 for religion maps.
- Save Activity Sheets 61a–61b for students' Asia booklets.

Notes

- Tokyo is the largest urban area in the world. It includes the city of Tokyo, as well as the port city of Yokohama and the manufacturing cities of Kawasaki and Chiba.
- Afghanistan is a great contrast to Tokyo, Japan. It is one of the least developed countries in the world. Most of its people are farmers. There are over 20 ethnic groups in Afghanistan which has made it hard to establish a unified country. In addition the country has been the site of many wars.

Answers

- 11a. Tokyo, Japan
11b. Afghanistan

☆ Answers will vary depending on where students live.

Reviewing Asia

Objective

Students will be able to:

- Review what was learned in Asia Lessons 51–61.

Materials

- Unit Review, *Reviewing Asia*
- activity sheets for Asia booklets
- scissors
- stapler

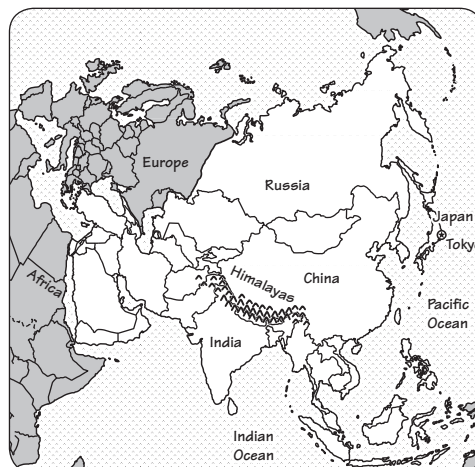
Here's a Tip!

- Help students make their Asia booklets to use as a study guide for the unit review. Have them cut Activity Sheets 51b, 51a, 52d, 53d, 54d, 55d, 56d, 57a, 57b, 58d, 59d, 60d, 61a, and 61b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 A, B, C, D
- 2 B
- 3 A, B, D
- 4 B
- 5 C
- 6 C
- 7 A, B, D
- 8 A, B, C
- 9 C, D
- 10 see map

☆ Sentences will vary. One possible sentence is: The crowded Monsoon region is home to many of Asia's giants of trade.



Name _____

Asia

Introducing Asia

Asia is the largest continent in the world. In fact, it's bigger than North America and South America combined. In this lesson, you'll explore the Atlas for an overview of Asia.



What can you learn about Asia from the Atlas?

Use the maps, graphs, and photos from pages 82–95 of *The Nystrom World Atlas* to fill in the following blanks. Note that every phrase has the letters **I N** in it.

1 _____

Main land cover on Borneo

_____ **i n** _____

2 _____ **i n** _____

A body of water that links Asia and North America

3 _____ **i n** _____

Capital of China

4 _____

Landform east of the Sichuan Basin

_____ **i n** _____ **i n** _____

5 _____ **i n** _____

Season with dry monsoons

6 _____

Most widespread land use in Asia

_____ **i n** _____

7 **I n** _____

Country in Asia with the second-largest population.

8 **I n** _____

Country whose population is roughly half urban and half rural

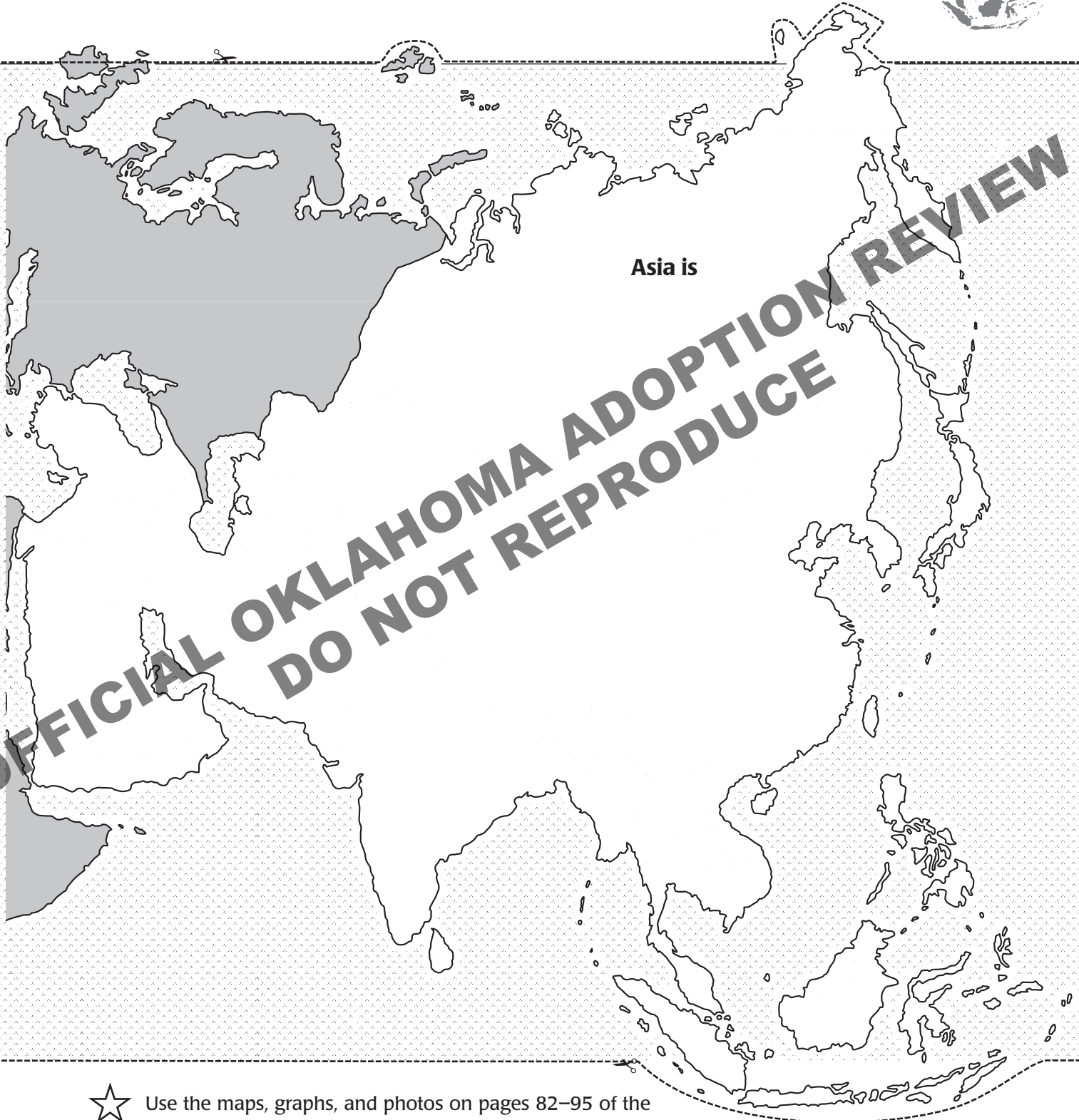
9 _____ **i n** _____

A tiny country along the Persian Gulf that is not a member of OPEC

Name _____

How would you describe Asia?

In the outline of Asia below, write ten words or phrases that describe the continent. Use pages 82–95 of the Atlas for ideas.



Use the maps, graphs, and photos on pages 82–95 of the Atlas to help you write two more clues about Asia.

Asia

Exploring Land and Water

Asia is a continent of great diversity. In fact, it has the world's highest and lowest elevations. In this lesson, you'll identify the major physical features of Asia, such as landforms and bodies of water.



Where is Asia?

1. Asia is east of the **Prime Meridian**. Most of the continent is north of the **Equator**.
 - a. Turn to the *World Activity Map*.
 - b. With dashed lines, trace the Prime Meridian and the Equator.
 - c. Then outline and label **ASIA**. Use the locator map if you need help.
2. Asia is very close to three continents—one to the west, one to the southwest, and one to the southeast. Label **EUROPE**, **AFRICA**, and **AUSTRALIA**.
3. The Pacific Ocean separates Asia from North America. However, at one point they are separated by only a few miles of water.
 - a. Turn to page 104 of *The Nystrom World Atlas*. With your finger, on The Arctic map, circle the point where Asia and your home continent of North America are the closest.
 - b. On your Activity Map, label **NORTH AMERICA**.
 - c. In the upper left corner of the map, outline the small section of Asia.
4. Take a closer look at Asia and its boundaries.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.
 - c. Europe and Asia share the same landmass, **Eurasia**. Underline the labels for the mountains and river that separate Europe from Asia.
 - d. The Suez Canal and the Red Sea form the boundary between Asia and Africa. Trace the canal west of the Sinai Peninsula and underline the label for the Red Sea.

What are Asia's major landforms?

5. **Peninsulas** form much of Asia's coastline. A peninsula is an area of land almost completely surrounded by water.
 - a. On your Activity Map, in western Asia, find Anatolia. Outline its coastline. Then label this peninsula with **P**.
 - b. Also outline and write **P** on the following peninsulas: Arabian, Malay, Indochina, Korean, and Kamchatka.



6. The highest **mountain range** in Asia, the Himalayas, is also the highest mountain range in the world. Some peaks rise over five miles above sea level.
- Turn to pages 84–85 of the Atlas and look at Focus on the Himalayas. On the cross section, point to the Himalayas.
 - On your Activity Map, along the **Himalayas**, draw mountain symbols **^^^**.
 - The tallest mountain in the world, Mount Everest, is in the Himalayas. Outline the symbol **▲** for Mount Everest.
 - Asia has many other mountain ranges. Find two more ranges and draw mountain symbols **^^^** on them.
7. The **lowest spot** on the earth's surface is also in Asia. The shores of the Dead Sea are over 1,300 feet below sea level.
- Turn to page 95 of the Atlas. On the Today map, point to the Dead Sea.
 - On your Activity Map, label the land surrounding the Dead Sea **▼ LOWEST**.
8. Asia also has hundreds of **islands**.
- Sumatra, Java, Borneo, and Sulawesi are all islands of Indonesia. Label each of them **I** for island.
 - Japan is made up of several islands. (Use pages 82–83 to locate Japan.) Label each of the four largest islands in Japan with an **I**.
9. Asia has large **plains**, too. In fact, the West Siberian Plain is the largest level area of land in the world.
- In northwest Asia, find the West Siberian Plain. Across the plain, draw plains symbols **==**.
 - In eastern Asia, find the Manchurian Plain. Across the plain, also draw plains symbols **==**.

What are other characteristics of Asia's land?

10. Asia has several vast **deserts**. Some are larger than the state of Texas.
- Most of the Arabian Peninsula is desert. In fact, sand dunes cover most of the peninsula. The Empty Quarter is the world's largest sand desert. In the Atlas, on page 3, find the detailed legend for Land Cover maps. Point to the symbol for sand dunes.
 - On your Activity Map, on the Arabian Peninsula, draw sand dune symbols **⋮**.
 - In east-central Asia, find the Gobi. Around its name, draw sand dune symbols **⋮**.

What are Asia's major bodies of water?



11. Asia is **surrounded by water** on three sides. Underline the names of the three oceans that border Asia with waves ~~~.
12. Asia has three of the world's largest **lakes**.
 - a. Look at the inside front cover of the Atlas. Find the list of largest lakes. Identify three large lakes that are partially or completely in Asia.
 - b. The **Caspian Sea** is a large saltwater lake. On your Activity Map, outline this lake and label it **L**.
 - c. **Lake Baikal** is the world's deepest lake, holding more freshwater than any other lake. Outline the lake and label it **L**.
13. The **Yangtze River** is the longest river in Asia and the third longest in the world.
 - a. Find the mouth of the Yangtze River at the East China Sea. Mark it with an **M** for mouth.
 - b. With your finger, trace the river from the East China Sea to its source on the Plateau of Tibet. Mark the source **S**.
 - c. Now, with your Map Marker, trace the Yangtze River by drawing an arrow from its source to its mouth.
14. Six more of the world's longest rivers are in Asia.
 - a. Look again at the inside front cover of the Atlas. Find the list of longest rivers. Identify six other long rivers in Asia.
 - b. On your Activity Map, locate each of the six rivers. Trace each river by drawing an arrow from its source to its mouth.

Pulling It Together

Use your Activity Map, Activity Sheets 52a–52c, and the Atlas to complete Activity Sheet 52d.

- a. In the first box, describe Asia's relative location. You might want to name its neighbors or to describe where it is in relation to your home in North America.
- b. In the legend, write the name of each feature that is described. In the final box, write the name of one other feature of Asia and draw the appropriate symbol in the symbol box.
- c. Then, on the map, mark the approximate location of each feature using the map symbols or letters from the legend.







Name _____

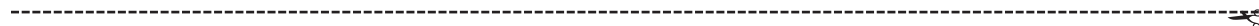
Exploring Land and Water


Pulling It Together



Asia

Asia's relative location	
 Highest mountain range	 Largest lake
 Lowest spot	 Longest river
 Largest plain	 Other physical feature



★ What have you learned about Asia's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

Asia

Locating Countries and Cities

Part of the largest country in the world is in Asia. So is the world's most populous urban area. In this lesson, you'll identify and locate cultural features of Asia, such as countries and cities.



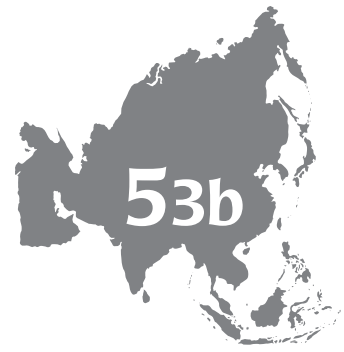
Which countries are in both Asia and Europe?


1. Asia shares a landmass with Europe. However, Asia is much larger than Europe in terms of both size and population.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
 - c. Turn to the map on pages 82–83 of the *The Nystrom World Atlas*. With your finger, trace the boundary between Asia and Europe.
 - d. On your Activity Map, draw a general outline around the continent of Asia.
 - e. Asia is made up of 50 countries. Below the legend, write **50 COUNTRIES**.
 - f. Some of these countries are partly in Europe. On the map, point to the parts of Russia, Kazakhstan, Azerbaijan, and Turkey that are in Asia.
 - g. Then outline the parts of these countries that are in Asia. (Use pages 82–83 of the Atlas, if you need help.) Also label **RUSSIA**, **KAZAKHSTAN**, and **TURKEY**.

Which countries in Asia are the largest?

2. The largest country in the world is partly in Asia. On your Activity Map, put a **+** on the country in Asia that you think is the largest.
3. **Russia**, the largest country in Asia, is larger than Australia, Europe, or Antarctica.
 - a. On your Activity Map, next to **RUSSIA**, write **#1**.
 - b. However, the Asian part of Russia is one of the most sparsely populated regions in Asia. Turn to the Population map on page 89 of the Atlas. Point to Russia.
 - c. On your Activity Map, in an area of Russia that has 0 to 5 people per square mile, draw **⚧**.
4. **China** is the second largest country in Asia and the largest country located entirely within Asia.
 - a. On your Activity Map, outline and label **CHINA #2**. (Use pages 82–83 to find the countries of Asia.)
 - b. China is the most populous country in world. There are over 1.3 billion people living in China. Turn to the Population map on page 89 of the Atlas. Point to China.
 - c. On your Activity Map, in eastern China, draw **⚧⚧⚧⚧⚧**.


5. **India** is the third largest country in Asia and the second most populated country in the world. There are about 1.2 billion people living in India.



- On your Activity Map, outline and label **INDIA #3**.
- Look at the India's Size and Shape map on page 89 of the Atlas.
- On the Population map on page 89, point to India.
- On your Activity Map, in an area of India that has over 250 people per square mile, draw .

What are some other countries in Asia?

6. Asia has some of the most densely populated countries in the world.

- Japan** is a small island country with a large population. It is made up of four large islands and many smaller ones. Turn to the map on page 91 of the Atlas. Point to Japan.
- On your Activity Map, circle Japan. Across the country, write **JAPAN**.
- Japan is also one of the most densely populated countries in Asia. Nearly 127 million people live in Japan. On page 89 of the Atlas, on the Population map, find Japan.
- On your Activity Map, east of Japan, draw .

7. Two other countries in Asia are also made up of several islands.

- Indonesia is located on the islands of Sumatra, Java, Sulawesi, part of Borneo, and thousands of smaller islands. On pages 82–83, with your finger, circle the islands of Indonesia.
- On your Activity Map, circle those same islands and label them **INDONESIA**.
- The Philippines is made up of over 7,000 islands. Across the Philippine Islands, write **PHILIPPINES**.

8. Some countries in Asia have or have had shifting political boundaries.

- Israel** is a country that was formed in 1948 as a homeland for Jews. It is part of the region known as the **Middle East**.
 - Turn to pages 94–95 in the Atlas. Read Focus on Israel Over Time.
 - Now, on your Activity Map, write **ISRAEL** in the Mediterranean Sea and draw a line to the country.
- North Korea** and **South Korea** are on the Korean Peninsula. Korea was divided into two countries in 1945.
 - Use pages 82–83 of the Atlas to help you locate North Korea and South Korea.
 - On your Activity Map, label them **NK** and **SK**.

- c. Vietnam was once divided into two countries, but is now united. On the Indochina Peninsula, label **VIETNAM**.

- d. **Armenia** and **Azerbaijan** have also had a conflict over their boundaries.

- Use pages 82–83 of the Atlas to help you locate these two small countries near the Caucasus Mountains.
- On your Activity Map, draw lines north from these countries and label them **AR** and **AZ**.

9. There are dozens of other countries on the continent of Asia. Use pages 82–83 of the Atlas to locate three of them. Then, on your Activity Map, outline and label those countries.



Which cities in Asia are the largest?

10. Many of the world's largest **urban areas** are in Asia. An urban area includes a city and its surrounding suburbs, and the towns connected to them.

- Turn to the inside front cover of the Atlas. Look at the list of Largest Urban Areas and count the number of cities that are in Asia. (Refer to pages 82–83 of the Atlas to determine if a city is in Asia.)
- Tokyo, the capital of Japan, is the largest urban area in the world. Use pages 82–83 to help you label **TOKYO** on your Activity Map.
- Mumbai (also known as Bombay) in India is one of the fastest growing urban areas in the world. Locate and label **MUMBAI**.

11. There are hundreds of other cities in Asia.

- Choose three of them. Use the map on pages 82–83 of the Atlas to identify their names and locations.
- Then, on your Activity Map, label each of these cities.

Name _____

Locating Countries and Cities

Pulling It Together



Use your completed Activity Map, Activity Sheet 53a–53c, and pages 80–83 of the Atlas to complete the chart below.

- In each box, write the name of two Asia countries located on or around the natural feature.
- Also write the name of a capital or large city in each of those countries.



Deserts

Countries:

-
-

Cities:

-
-

Long Coastlines

Countries:

-
-

Cities:

-
-

Peninsulas

Countries:

-
-

Cities:

-
-

Islands

Countries:

-
-

Cities:

-
-



Clean your Activity Map. See how many countries in Asia you can label on the Activity Map without looking at the Atlas.



Asia

Comparing Dry Regions




Asia can be divided into many different regions. In this lesson and the next, you'll look at regions based on precipitation. You'll see how precipitation affects land cover, land use, and population patterns.



Where are Asia's dry regions?

1. Asia's dry regions extend from the southwest to the northeast.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING DRY REGIONS**.
 - c. In Asia, trace 60°N to the Kamchatka Peninsula. Draw around the peninsula.
 - d. Starting at the Caspian Sea, draw a line east along the semi-desert and desert region until you reach the Gobi and then southwest to the Himalayas.
 - e. Continue your line along the southern edge of the Himalayas. Then, from the Himalayas to the Arabian Sea, trace the Indus River.
 - f. From 40°N, 110°E, draw a line northeast to 50°N, 118°E. From there, trace the Amur River east to the ocean.
 - g. Compare your lines with the maps on Activity Sheet 54d.
2. Asia can be divided into three dry regions: North, Desert, and Central.
 - a. The region north of 60°N is the North. In the Arctic Ocean, write and underline **NORTH**.
 - b. The Desert region extends from the Anatolia and the Arabian Peninsula to the Gobi. In the Arabian Sea, write and underline **DESERT** and then draw a line to the region.
 - c. The Central region is between these two regions. In northern Europe, write and underline **CENTRAL** and draw a line to the region.

What are the characteristics of the North?

3. The **landforms** in the North include vast plains and plateaus.
 - a. Across the **West Siberian Plain**, draw plains symbols .
 - b. Underline the **Central Siberian Plateau** with a plateau symbol .
4. This region receives little **rain** or snow.
 - a. Turn to the Precipitation map on page 86 of *The Nystrom World Atlas*. Look at the precipitation pattern in the North.
 - b. Most of the region receives 10–20 inches of precipitation a year. On your Activity Map, in the North, draw .

5. Much of the North is bitter cold six months out of the year.

a. Parts of the region have **permafrost**—a permanently frozen layer of soil. Look at the Permafrost map on page 104 of the Atlas. With your finger, trace areas of continuous permafrost in Asia.

b. Turn to the Growing Season map on page 85. Look at the growing season pattern in the region.

c. On your Activity Map, in the North, draw ☀.



6. **Land use** in this region is limited by its cold climate, minimal precipitation, and poor soil.

a. Use the map on page 87 to find the region's land use pattern.

b. In the far northern tundra, nomadic herders tend their reindeer. On your Activity Map, north of the Arctic Circle, draw ↯.

c. In large sections of the North, farmers produce only enough food for their families. Near 60°N, draw 🐄.

7. Cold temperatures, sometimes as low as -90°F, make the North a harsh place to live.

a. Use the map on page 89 to find the region's population pattern.

b. Most of the North is very sparsely populated. On your Activity Map, in the region, draw 👤.

What are the characteristics of the Desert region?

8. **Physical features** in this region include mountains and deserts.

a. On your Activity Map, along each of the following, draw ^^^.

● Zagros Mountains

● Kunlun Mountains

● Hindu Kush

● Himalayas

● Tien Shan

● Altai Mountains

b. In each of the following deserts, draw 🌵.

● An Nafud (see page 80)

● Taklimakan Desert

● Kara Kum Desert

● Gobi

c. The **Empty Quarter** on the Arabian Peninsula is the largest sand desert in the world, with some of the highest sand dunes ever recorded. On the Empty Quarter, add more sand dune symbols 🏜.

9. Most parts of the Desert region get very little annual **precipitation**.

a. Turn to the Precipitation map on page 86 of the Atlas. Look at the precipitation pattern in this region.

b. On your Activity Map, under the region's name, draw 💧.



10. Due to elevation changes, this region has many **growing seasons**.
- Use the map on page 85 to find the growing season pattern in the Desert region.
 - At higher elevations, growing seasons are very short. Look at the Elevation map on page 84. Point to the Plateau of Tibet.
 - On your Activity Map, on the Plateau of Tibet, draw ☀.
 - Near the Arabian Sea, temperatures can reach over 120°F in the summer. Near the Gulf of Oman, draw ☀.
11. The dry and rugged land make the Desert region unsuitable for farming.
- Use the map on page 87 to find the land use pattern in the region.
 - Many herders are nomads. They raise camels, goats, sheep, and yaks. On your Activity Map, on the Plateau of Iran, draw 1.
12. The dry and rugged land also makes this region a difficult place to live.
- Use the map on page 89 to find the population pattern in the region.
 - On your Activity Map, in the region, draw 2 people.

What are the characteristics of the Central region?

13. **Physical features** in this region include plains and grasslands
- Across the **West Siberian Plain**, draw plains symbols — —.
 - Across the Steppes, or grassland areas, draw 3.
14. Most parts of the Central region receive little **precipitation**.
- Use the map on page 86 to find the precipitation pattern in this region.
 - On your Activity Map, under the region's name, draw 2 clouds.
15. This region is in northern Asia and, therefore, is fairly cold.
- Use the map on page 85 to find the growing season pattern.
 - On your Activity Map, in the region, draw ☀.
16. The grasslands make the region good for raising animals.
- Use the map on page 87 to find the land use pattern in the region.
 - Use the Master Legend to help you draw symbols for the largest land uses in the region on your Activity Map.
17. The cold, dry land makes this region a difficult place to live.
- Use the map on page 89 to find the population pattern in the region.
 - On your Activity Map, in the region, draw 1 person.

Name _____

Comparing Dry Regions

Pulling It Together



Use your completed Activity Map, Activity Sheets 54a–54c, and pages 80–89 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example.



	North	Desert	Central
	Symbol	Symbol	Symbol
	Explanation	Explanation	Explanation
Landforms			
Precipitation			
Growing Season			
Land Use			
Population			



Look at your Activity Map and the chart above. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below.

**Description
of Regions**

North

Desert

Central



Asia

Comparing Wet Regions

In Lesson 54, you compared Asia's dry regions. In this lesson, you'll compare regions that receive far more precipitation. The wet regions are the most populous areas in Asia.



Where are Asia's wet regions?

1. Asia's wet regions are in eastern and southern Asia.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING WET REGIONS**.
 - c. Trace the Indus River from the Arabian Sea to the Himalayas. Continue your line along the southern edge of the Himalayas.
 - d. Continue your line northeast to 40°N, 110°E and then to 50°N, 118°E. Now trace the Amur River east to the ocean.
 - e. From 90°E and the Himalayas, draw a line south along the edge of the cropland.
 - f. From 30°N, 100°E, draw a line to 22°N, 108°E.
 - g. Compare your lines with the maps on Activity Sheet 55d.
2. Asia has three wet regions: East, South, and Southeast.
 - a. Locate the region north of the Tropic of Cancer in eastern Asia. In the northern Pacific Ocean, write and underline **EAST**.
 - b. Another wet region is south of the Himalayas. In the Arabian Sea, write and underline **SOUTH**.
 - c. The third wet region is along the South China Sea. In the Pacific Ocean, south of the compass rose, write and underline **SOUTHEAST**.

What are the characteristics of the East?

3. The East has two large plains areas. On your Activity Map, across the **North China Plain**, and **Manchurian Plain**, draw plains symbols **— —**.
4. There are also mountains in the East.
 - a. The islands of Japan are part of a mountain range that rises from the floor of the Pacific Ocean. Across Japan, draw mountain symbols **^^^**. (Use the map on pages 82–83 of *The Nystrom World Atlas* to find the countries of Asia.)
 - b. Across the Nan Range and the Greater Khingan Range in China, draw mountain symbols **^^^**.



5. Monsoons affect **precipitation** in all three wet regions. Parts of the East receive most of their rain from May to October.

- Turn to the Precipitation map on page 86 of the Atlas. Look at the precipitation pattern in the East. Then read Focus on Monsoons.
- Most areas of the region receive 40 to 80 inches of precipitation a year. In the East, draw ☂☂☂☂.

6. In general, the farther from the Equator a place is, the shorter its **growing season**.

- Use the map on page 85 of the Atlas to find growing season patterns in the East.
- Near the Tropic of Cancer, the climate is tropical or subtropical. In the northernmost part of the region, growing seasons are just 3 to 6 months long. Below the region name, draw ☀-☀.

7. With fairly long growing seasons and plentiful rain, most land in the East is used for farming. In areas with a tropical climate, bananas, oranges and pineapples are grown. In other areas, sweet potatoes, cotton, rice, tea, and wheat are the main crops.

- Use the Land Use map on page 87 to find patterns in the East.
- On your Activity Map, in the East, draw 🏠.

What are the characteristics of the South?

8. Plains and plateaus are major **landforms** in the South.

- Across the **Ganges Plain**, draw plains symbols — —.
- Underline **Deccan Plateau** with a plateau symbol ▭.

9. Most of the South only receives **precipitation** during the summer. Monsoons can cause flooding in many areas.

- Use the Precipitation map on page 86 to find the pattern in the region.
- Part of the region receives 40 to 80 inches of precipitation a year. On your Activity Map, under the region name, draw ☂☂☂☂.

10. Most of the South has an all year **growing season**.






- Use the map on page 85 to find the growing season pattern.
- In the South, temperatures are usually warm. On your Activity Map, under the region name, draw ☀.

11. Abundant rain, a long growing season, and fertile soil make this region productive. Growing crops, including rice, tea, bananas, spices, and cotton, is the main **land use**. Manufacturing and trade are a large part of the economy in this region as well.










- Use the Land Use map on page 87 to find the land use pattern.
- In most of the region, land is used for farming. On your Activity Map, on cropland, draw 🏠.
- There are many factories and mills in this region. At the mouth of the Ganges River, draw 🏭.

What are the characteristics of the Southeast?



12. The Southeast has thousands of **islands**. Indonesia alone is made up of over 18,000 islands. On your Activity Map, circle the islands of Indonesia and of the Philippines.
13. Lush **tropical rain forests** also cover large areas of the Southeast.
 - a. In the legend, outline the box for Tropical rain forest.
 - b. In Sumatra, draw a tropical rain forest symbol .
14. Some parts of the Southeast only receive precipitation during the summer.
 - a. Use the Precipitation map on page 86 to find the patterns in the region.
 - b. Some parts of the region receive over 80 inches of precipitation a year. On your Activity Map, in Indonesia draw .
15. Located in the tropics, the Southeast's **growing season** lasts all year.
 - a. Use the map on page 85 of the Atlas to find growing season patterns.
 - b. On your Activity Map, below the region name, draw .
16. Growing crops, including rice, tea, bananas, and spices, is the main **land use**.
 - a. Turn to the Land Use map on page 87 of the Atlas. Look at the land use pattern in the region.
 - b. In the northern part of the region, land is used for commercial farming. On your Activity Map, in Thailand, draw .
 - c. In southern parts of the region, farmers often are able to grow just enough for their families. On Borneo, draw .

What do the wet regions have in common?

17. More than half of the world's **population** lives in the wet regions.
 - a. Turn to the Population map on page 89 of the Atlas. Look at the population pattern in the region.
 - b. On your Activity Map, in the East and the South, draw     .
 - c. In the Southeast, draw    .
 - d. Use the Population map to find two densely populated cities in each region. On your Activity Map, label each of these cities.

Name _____

Comparing Wet Regions

Pulling It Together



Use your completed Activity Map. Activity Sheets 55a–55c, and pages 80–89 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example.



	East	South	Southeast
	Symbol	Symbol	Symbol
	Explanation	Explanation	Explanation
Landforms			
Precipitation			
Growing Season			
Land Use			
Population			



Look at your Activity Map and the chart above. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below.

**Description
of Regions**

East

South

Southeast

Taking a Closer Look Monsoons

Monsoon comes from an Arabic word meaning “season.” In the Monsoon region of Asia, there are two key seasons—a dry season and a wet season. In this lesson, you’ll discover how winds interact with land and ocean to cause these climate patterns.




What parts of Asia are affected by monsoons?

1. Monsoons affect **south, southeast, and east Asia**.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **MONSOONS**.
 - c. Label the following locations with the letters below.
 - Tropic of Cancer and 67°E **A**
 - 35°N, 72°E **B**
 - 27°N, 98°E **C**
 - 48°N, 130°E **D**
 - 45°N, 142°E **E**
 - d. Draw a line to connect A and B.
 - e. Following the Himalayas, continue that line from B to C to D and then E.
2. Monsoons mainly affect the land south and east of the Himalayas. On your Activity Map, just below your line, write **MONSOON REGION**.

What causes the monsoon dry season?

3. In fall and winter, the ocean is warmer than the land. This difference in temperature causes **cold winds** to blow from the cold land to the warmer ocean.
 - a. Turn to page 86 of *The Nystrom World Atlas*. On the Winter monsoon map, with your finger, follow the arrows showing the directions the wind blows.
 - b. In the winter, northern and central Asia are very cold. On your Activity Map, beginning in Siberia, draw four arrows.
 - Draw the first arrow toward the Arabian Sea.
 - Draw the second arrow toward the Bay of Bengal.
 - Draw the third arrow toward the South China Sea.
 - Draw the fourth arrow toward the East China Sea.
 - c. Near the top of the map, in northern Siberia, write and underline **WINTER MONSOON**.
 - d. Below that, write **COLD LAND = COLD WINDS → WARM OCEANS**.


4. Because the cold winter monsoon winds blow across **deserts**, they are also **dry winds**.

- a. Winter monsoon winds blow over several deserts. On the Gobi, Taklimakan, and Great Indian Deserts, draw desert symbols .
- b. Look at the Precipitation map on page 86 of the Atlas. Find the precipitation patterns in western China and Mongolia (the country north of China).
- c. Most of this region receives less than 10 inches of precipitation a year. On your Activity Map, below the season name, write **DRY LAND = DRY WINDS**.



5. From November to April, these winter monsoon winds blow dry air across south and southeast Asia. Grass turns brown, rivers dry up. On your Activity Map, below the season name, write **DRY NOV-APR**.

What causes the monsoon wet season?




6. In spring and summer months, the land becomes warmer than the sea. As the warm air rises over the land, winds shift. **Warm winds** blow from the sea toward the land.
- a. Look at the Summer monsoon map on page 86 of the Atlas. With your finger, follow the arrows showing the direction of the wind.
 - b. On your Activity Map, draw the following arrows.
 - From 10°S, 60°E in the Indian Ocean, draw an arrow northeast.
 - From the Equator and 80°E in the Indian Ocean, draw an arrow northeast.
 - From the Equator and 140°E in the Pacific Ocean, draw an arrow northwest.
 - c. Below the Arabian Peninsula, write and underline **SUMMER MONSOON**.
 - d. Below that, write **WARM OCEANS = WARM WINDS → WARMER LAND**.
7. The warm ocean winds are also **wet winds**. When these winds cross **higher elevations**, such as the Deccan Plateau, air rises and cools. Moisture condenses, clouds form, and the rainy season begins.
- a. On your Activity Map, along the southern edge of the Himalayas, draw rain cloud symbols .
 - b. Below the season name, write **OCEAN AIR = WET WINDS**.

8. Precipitation patterns are unique in the Monsoon region. For example, Atlanta, Georgia, in the southeastern United States, and Seoul, South Korea, in the Monsoon region of Asia, both receive about 48 inches of precipitation a year. But Atlanta's precipitation is spread evenly throughout the year. Seoul receives most of its precipitation in just four or five months. When rain comes to the Monsoon region, grass turns green, rivers swell, crops grow.



- a. Look at the Precipitation map on page 86 of the Atlas. Find the precipitation pattern of the Monsoon region.
- b. Many parts of this region receive 40 or more inches of precipitation a year. On your Activity Map, below the season name, write **RAINY MAY–OCT**.

9. After months of dryness, people wait eagerly for the rain to begin. People in monsoon Asia depend on the rain. If the rain does not come, they cannot plant their crops. If it comes too late, their crops won't grow.

- a. Turn to page 21 of the Atlas. Identify which crops grow in the Monsoon region.
- b. On your Activity Map, in an area where rice is grown draw . In an area where corn is grown, draw . In an area where wheat is grown draw .

10. Unfortunately, heavy monsoon rains often result in disastrous **floods**. Whole towns are sometimes washed away.

- a. The Ganges River in India and Bangladesh can flood during the monsoon rains. On your map, trace the Ganges River by drawing an arrow from its source in the Himalayas to its mouths on the Bay of Bengal.
- b. Near the mouths of the Ganges, write **POSSIBLE FLOODS**.

Pulling It Together

Precipitation graphs can show the monsoon pattern in specific locations. Some cities in the Monsoon region do not have monsoon climate patterns.

- a. On Activity Sheet 56d, you'll find precipitation graphs for six Asian cities in the Monsoon region. Use the map on pages 82–83 of the Atlas to locate each city.
- b. On your Activity Map, find each city and label it with its name.
- c. On the precipitation graphs on Activity Sheet 56d, color or shade each bar.
- d. Look for monsoon patterns—little precipitation between November and April, heavy rains (5 or more inches of precipitation most months) between May and October.
- e. If a city has monsoons, below its graph, write **MONSOONS**.

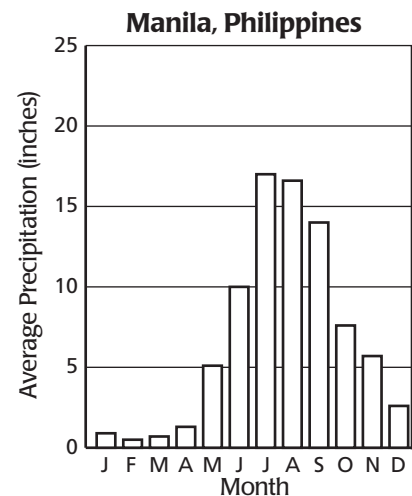
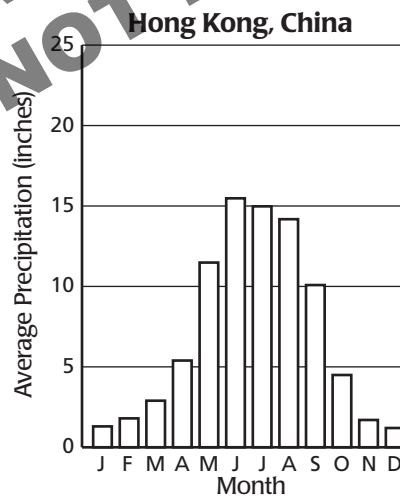
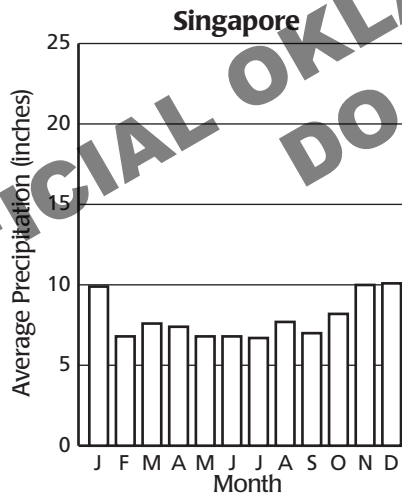
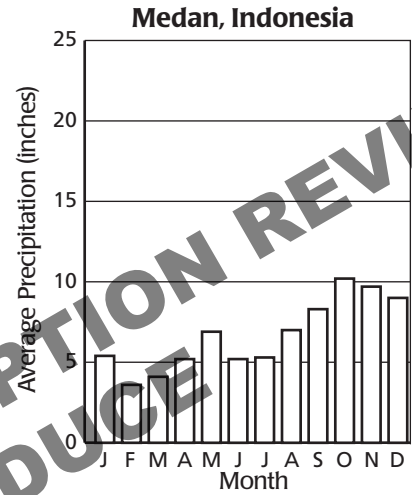
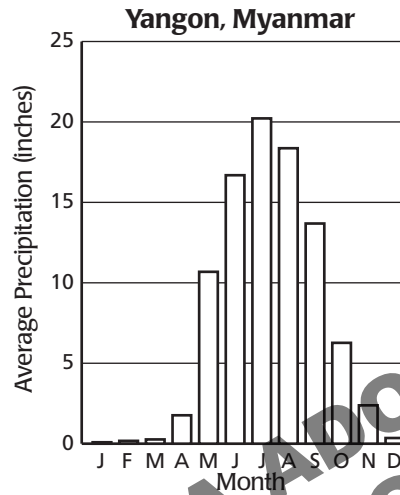
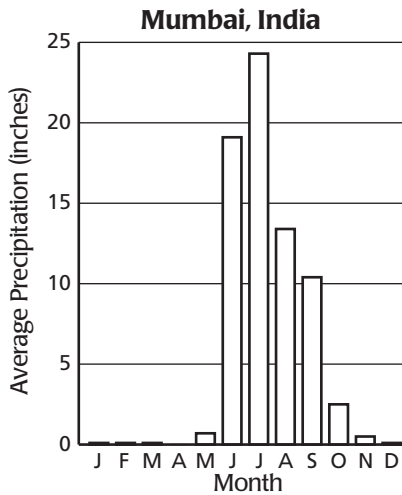
Name _____

Monsoons

Pulling It Together



Monsoon Regions

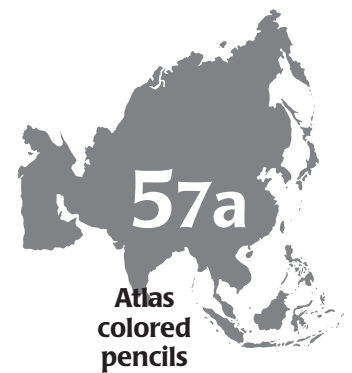


Contrast the locations of the cities above that have monsoons with those that do not have monsoons. Make a list of differences you find in their locations. Look at distances from other regions and from the Equator.

Name _____

Taking a Closer Look Crowded Countries

In Asia, almost two-thirds of the world's people live on about one-third of the world's land. Most of those people are crowded into one section of Asia. In this lesson, you'll locate six of the most crowded countries in the world.



Which part of Asia is most crowded?

1. Nearly **half of the world's population** lives in just six countries. Those countries are all located in south, east, and southeast Asia.
 - a. Turn to page 88 of *The Nystrom World Atlas*. Read Focus on Crowded Countries.
 - b. Use the World Population circle graph to identify those six crowded Asian countries.
 - c. Use the map on pages 88 or 82–83 to locate the same six countries.
 - d. On the map below, color or shade each of those countries.
2. Half of the **largest urban areas** in the world are located in those same countries.
 - a. On the inside front cover of the Atlas, find the Largest Urban Areas chart. Identify the urban areas in these six countries and list them below, beginning with the largest.
 - b. Use the maps on pages 82–83 and 90–91 to locate those 13 urban areas.
 - c. Mark each on the map below with an urban area symbol ● and its number.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____




Name _____

How crowded is Asia?

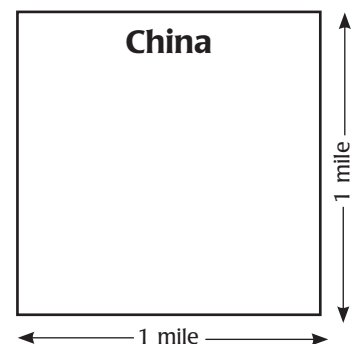
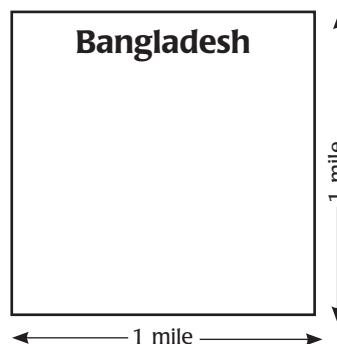
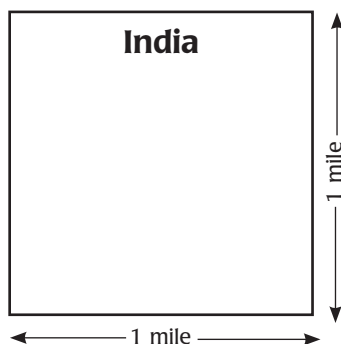
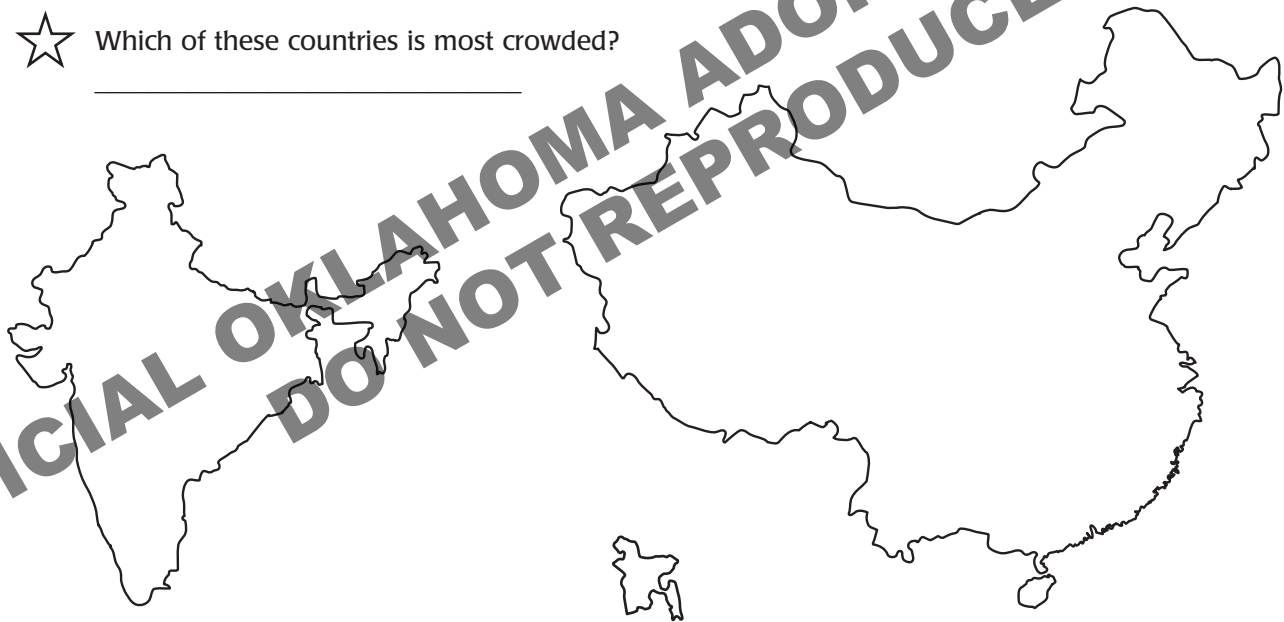


3. China and India are the two **most populated** countries in the world. These two large countries have over a billion people. Bangladesh is one of the most **densely populated** countries in the world.

- Look at the photo of India on page 88 of the Atlas and read its caption.
- Now look at the map on page 82–83 of the Atlas. Compare the sizes of China, India, and Bangladesh
- Turn to the Population map on page 89 of the Atlas. This map shows the population density or the number of people per square mile. Find these same three countries.
- Each of the squares below stands for one square mile. Each people symbol  stands for 100 people. In each country's square, draw the correct number of people symbols.
 - In the India square, draw 10 people symbols.
 - In the Bangladesh square, draw 26 people symbols.
 - In the China square, draw 4 people symbols.



Which of these countries is most crowded?






Taking a Closer Look

Giants of Trade

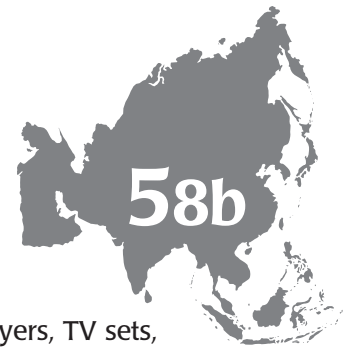
In the past, Asia provided raw materials to Europe's giants of trade. Today many countries in Asia have become leaders in trade themselves. In this lesson, you'll discover how Asia's role in trade has changed over the years.



Who are the giants in world trade in Asia?

1. For hundreds of years, **raw materials**—such as cotton, hardwood trees, and rubber—were taken from Asia and used in Europe. Asia did not gain great economic strength exporting these raw materials. However, when **oil** was discovered a few poor Asian countries became wealthy exporting oil. They developed into giants of world trade.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **GIANTS OF TRADE**.
 - c. Turn to page 93 of *The Nystrom World Atlas*. Look at the Major Oil Fields map. With your finger, circle the oil-producing areas near the Persian Gulf.
 - d. On page 22, on the Leading Oil Producers graph, point to the leading producer.
 - e. Saudi Arabia is the largest oil exporter in Asia. On your Activity Map, in Saudi Arabia, write **SAUDI ARABIA** .
 - f. The United States is the largest importer of Saudi Arabian oil. Draw an arrow from Saudi Arabia across the Mediterranean Sea. Label it **TO U.S.**
 - g. Japan and China are also large importers of Saudi Arabian oil. Use the map on pages 82–83 of the Atlas to locate Japan and China (and other countries in this lesson). From Saudi Arabia, draw an arrow east across the Arabian Sea. Label it **TO ASIA**.
2. **China** has one of the world's largest economies. It is a giant in world trade. China is one of the world's largest producers of steel and machinery.
 - a. On your Activity Map, label **CHINA**.
 - b. Many leading manufacturing centers are in China. On the map on page 90 of the Atlas, locate Shanghai, Beijing, and Tianjin.
 - c. On your Activity Map, draw a manufacturing symbol  near each of these cities.
 - d. China is the world's largest exporter of manufactured goods. Its main exports are machinery, plastics, clothing, furniture, medical equipment, and electronic goods such as cameras, computer parts, and cell phones. In China, draw a machinery symbol .
 - e. On page 90 of the Atlas, look at the photo of Hong Kong. Also look at the Exports pie chart. Identify China's two largest export destinations.
 - f. On your Activity Map, draw an arrow from China east across the Pacific Ocean to the edge of your map. Label it **TO U.S.** Then, draw an arrow from China west toward Europe. Label it **TO EU**.

3. **Japan** has few raw materials of its own. So it has to import raw materials, such as oil, lead, iron, and coal. Yet Japan is a giant in world trade. It is one of the world's largest exporters of manufactured goods.




- a. On your Activity Map, north of the country, label **JAPAN**.
- b. Japan produces steel, calculators, computers, CD and DVD players, TV sets, cameras, cellular phones, and watches. It is also one of the leading car manufacturers in the world, producing over 8 million a year. On Japan, draw a car symbol .
- c. Japan exports most of its expensive products to China and to the United States. On your Activity Map, draw an arrow from Japan to China. Also draw an arrow from Japan east. Label it **TO U.S.**

4. Other industrial centers in Asia also became giants of trade. South Korea, Taiwan, Hong Kong (then separate from China), and Singapore were known as the **Four Dragons** or Tigers. The economy of these small countries grew very rapidly because they exported much more than they imported or consumed.

- a. Find these four major urban manufacturing centers on the Land Use map on page 87 in the Atlas.
 - South Korea (on the peninsula west of Japan)
 - Taiwan (the island south of Shanghai)
 - Hong Kong (in China, southwest of Shanghai)
 - Singapore (at the tip of the peninsula north of Jakarta)
- b. On your Activity Map, label **TAIWAN**, South Korea with **SK**, Hong Kong with **HK**, and Singapore with **SING**.

5. In much of the 1900s, **South Korea** was a poor country. Its economy was based almost entirely on agriculture. Today, it has one of the world's fastest growing manufacturing economies with nearly 75 percent of its economy based on producing goods.

- a. South Korea produces cell phones, computers, cars, and ships. Near South Korea, draw a cell phone symbol .
- b. Many of these goods are exported to China and the United States. From South Korea, draw an arrow west to China. Then draw an arrow from South Korea east. Label it **TO U.S.**

6. Like Japan, **Taiwan** is an island country with few natural resources. It imports much of the raw material it needs for manufacturing.


- a. Taiwan produces TV sets, computer equipment, clothing, furniture, and more. On your Activity Map, near Taiwan, draw a television symbol .
- b. Many of Taiwan's goods are exported to China and the United States. Draw an arrow from Taiwan west to China. Draw an arrow from Taiwan east toward the U.S. and label it **TO U.S.**



7. Hong Kong, a British colony until 1997, is now part of China. Roughly 15,000 people per square mile crowd Hong Kong's peninsula and islands.



- a. Hong Kong produces shoes, electrical appliances, watches, and toys. On your Activity Map, near Hong Kong, draw a shoe symbol .
- b. Hong Kong ships over half of its goods to other parts of China. Draw an arrow from Hong Kong inland.

8. Singapore, another Asian trade giant, is a tiny island country that has few of its own natural resources for manufacturing.

- a. Singapore has one of the world's largest oil refineries. It also produces computers and rubber products. On your Activity Map, near Singapore, draw a computer symbol .
- b. Singapore exports many of its goods to China, Malaysia, and the United States. Draw an arrow from Singapore north to China and from Singapore east to Malaysia. Draw another arrow from Singapore northeast toward the United States and label it **TO U.S.**

Which Asian countries are developing into giants of trade?

9. Three other countries with rapid economic growth have been referred to as **Dragons or Tigers**. The economies of Indonesia, Malaysia, and Thailand are growing as each country manufactures and exports large quantities of goods.

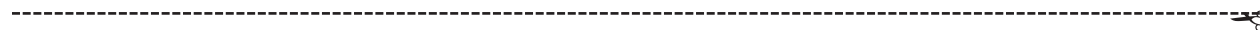
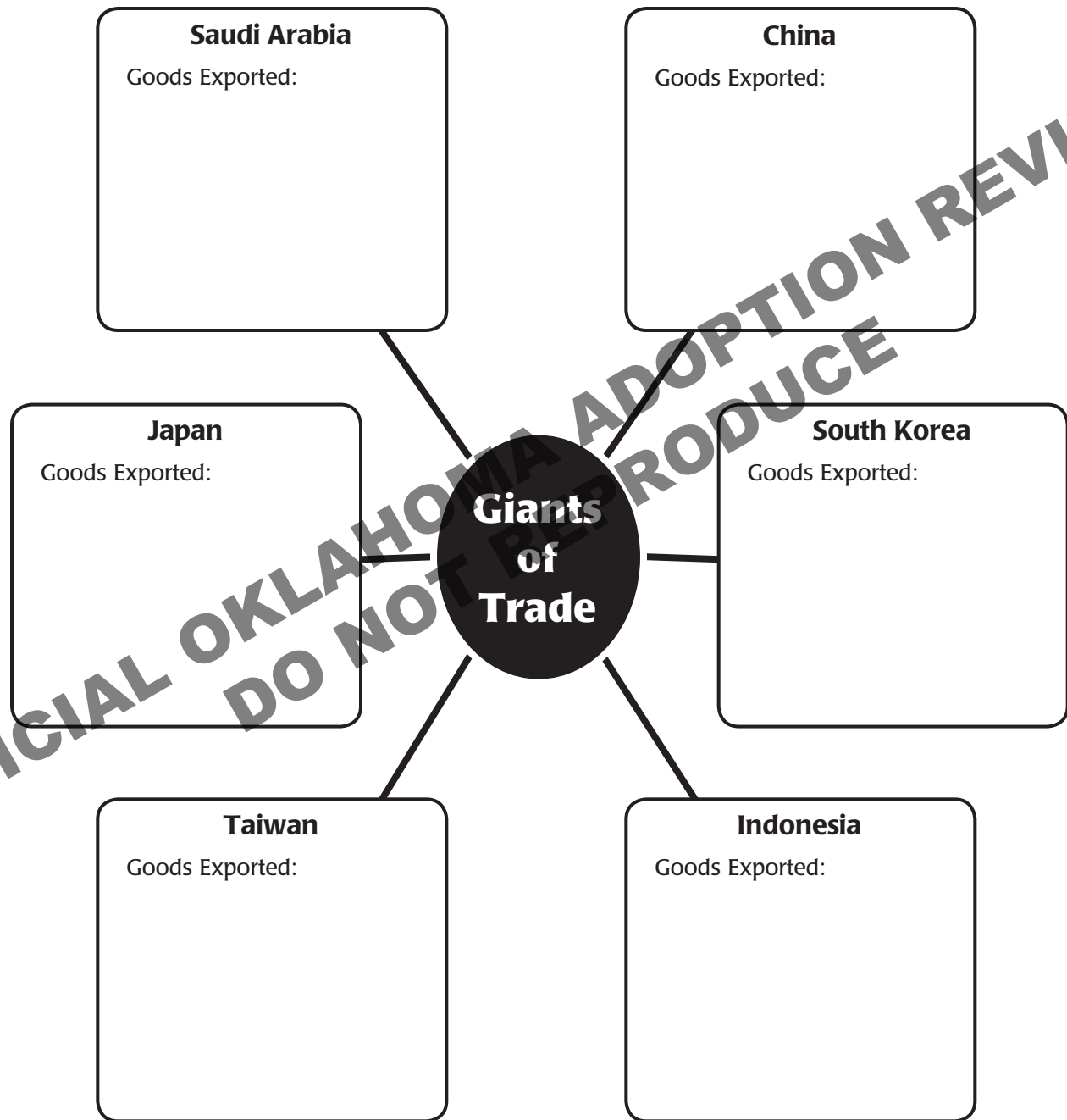
- a. On your Activity Map, label Indonesia **IND**, Malaysia **MAL**, and Thailand **THAI**.
- b. These countries export great quantities of rubber, computers, and clothing products. In Thailand, draw a computer . In Malaysia, draw a rubber symbol .
- c. Indonesia is an exporter of liquefied natural gas. In the Java Sea, write **N GAS**.
- d. These three countries export some of their goods to the China and Japan. Draw an arrow from the region north toward China. Draw another arrow northeast to Japan.

Name _____

Giants of Trade

Pulling It Together

Use the information from your Activity Map. Activity Sheets 58a–58c, and the Atlas to complete the chart below. List the goods exported by each country.



What do you think the relation of imports to exports must be in order to be a giant of trade? Write a paragraph explaining your answer. 

Taking a Closer Look

Oil and the Middle East


The Middle East is important to the global economy. However, it has also been the site of much conflict. In this lesson, you'll discover how oil has influenced and changed the culture of the Middle East.



Where is the Middle East?

1. Southwest Asia is often called the **Middle East**.
 - a. Turn to the *Asia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **OIL AND THE MIDDLE EAST**.
 - c. Use the map on page 92 of *The Nystrom World Atlas* to locate the Middle East. With your finger, outline the region. Then read *East of what?*
 - d. The region is bordered by several bodies of water. On your Activity Map, underline the names of the Mediterranean Sea, the Arabian Sea, the Red Sea, and the Persian Gulf with waves ~~~.
 - e. In the Arabian Sea, write and underline **MIDDLE EAST**.

Which countries in the Middle East have oil?

2. A major influence on the Middle East was the discovery of **oil** deposits. Three-fifths of the world's known oil reserves are in the Middle East. The region is very important to the world's economy.
 - a. Look at page 93 of the Atlas. Find the Major Oil Fields map. On each of the continents, point to several major deposits of oil.
 - b. Turn to the Leading Oil Producers graph on page 22. One of the world's leading oil-producing countries is in the Middle East. Point to it.
 - c. Now, locate this country on the map on page 92.
 - d. On your Activity Map, in this country, draw an oil symbol .
3. The discovery of oil in the early 1900s transformed the Middle East. Many countries changed from being poor to having a strong economy. Many of the countries in the Middle East belong to **OPEC**, the Organization of Petroleum Exporting Countries. OPEC produces about 40 percent of the world's oil.
 - a. Look at the Leading Oil Producers graph on page 93 of the Atlas. Compare OPEC's oil production to the rest of the world's production.
 - b. Also look at and read Focus on Oil and OPEC.

c. On your Activity Map, mark the following countries with a ●.

- | | |
|------------------------|----------|
| ● Iraq | ● Iran |
| ● Saudi Arabia | ● Qatar |
| ● United Arab Emirates | ● Kuwait |

d. Now outline the group of countries marked with dots.

e. Across the middle of this outlined area, write **OPEC**.

f. Most of their oil is sold to European countries and to Japan. On your map, below OPEC, draw \$\$\$\$.



How has oil changed the Middle East?

4. Oil was first discovered in the Middle East in 1908. By the late 1930s, huge oil deposits had been located in Iraq, Bahrain, and Saudi Arabia.

a. On your Activity Map, below MIDDLE EAST, write **OIL**.

b. The discovery of oil created many new jobs in the Middle East. People were needed to drill for oil, build and maintain pipelines, ship the oil, and perform many other jobs. Below OIL write **JOBS**.

5. Uneducated people could not manage the jobs of the oil industry and related services.

a. Before the discovery of oil, few children in the country of Kuwait went to school. So few children or adults could read. Find Kuwait on the map on page 92 of the Atlas.

b. With profits from oil sales, many oil-rich countries built **schools** for their adults, as well as for their children. Today, in Kuwait, 93 percent of the adults and 99 percent of the children can read. On your Activity Map, in the Arabian Sea, draw a school symbol






with a line leading to Kuwait.

6. Before 1900 most people in the Middle East lived in rural villages. With the discovery of oil, new, modern cities developed near the oil fields and the Persian Gulf. With oil profits, many countries built roads to make transportation easier. The Middle East's population is now 68 percent urban.



a. On the map on page 92 of the Atlas, point to cities in the Middle East located on the Persian Gulf.

b. On your Activity Map, under JOBS, write **URBAN**.



7. Before oil was discovered, many parts of the Middle East couldn't support **farming** because of the hot, dry climate and lack of fresh water. Most people were nomadic herders who traveled through rural areas.

- Look at the photo of the oil pipelines on page 93 of the Atlas. Notice the desert landscape and vegetation.
- On your Activity Map, on the Arabian Peninsula, draw a sand dunes symbol .
- Now, turn to the Precipitation map on page 94 of the Atlas. Notice the precipitation pattern for most of the region.
- On your Activity Map, in an appropriate part of the Arabian Peninsula, draw .
- Also in Saudi Arabia, draw a nomadic herder symbol .

8. With oil profits, oil-rich countries in the Middle East built plants to turn salt water into **drinking water**. Many countries no longer had to import drinking water and could also **irrigate crops**.

- Look at page 94 of the Atlas and read *Can you drink salt water?*
- Turn to the Land Use map on page 87 of the Atlas. Point to areas of the Middle East with commercial farming.
- On your Activity Map, in the section of Oman used for commercial farming, draw . Next to it, draw an irrigation symbol .

9. The Middle East has been a **hot spot** for thousands of years. Fighting has often been over religion, but now countries fight over oil too.

- Israel has been a part of many conflicts since its creation in 1948. Turn to pages 94–95 of the Atlas. Use the three maps at the bottom of the page to compare Israel's changing boundaries.
- Between 1990 and 1991, Kuwait and its oil deposits became the focus of conflict in the Persian Gulf War. On your Activity Map, near Kuwait, draw a conflict symbol .
- In 2003 the War in Iraq began in another oil-rich country. In Iraq, draw another conflict symbol .

Pulling It Together

Use the information from your Activity Map, Activity Sheets 59a–59c, and the Atlas to complete the map and chart on Activity Sheet 59d.

- On the map, color or shade the OPEC countries in the Middle East.
- On the chart, describe the Middle East before oil was discovered and today.



Name _____


Oil and the Middle East

Pulling It Together



Middle East before oil was discovered		Middle East today
	Urban or Rural	
	Land Use	
	Economic Condition	
	Education	



Some experts predict that the world's oil supply will be exhausted by the year 2035. Write a paragraph describing how you think the Middle East will be affected when its oil reserves are gone. 

Taking a Closer Look Religions of Asia

Six of the world's major religions originated in Asia. These religions have shaped the lives and cultures of the people of Asia. In this lesson, you'll discover how these religions spread throughout the continent.



Varanasi, India

This morning my family and I went to the Ganges River, one of the holiest places for Hindus. We performed a puja. A Brahmin priest helped us recite prayers and perform the ceremony along the bank of the river. Then we bathed in the holy river. I filled a little jar of water to remember this day and our journey here. Tonight, when the sun goes down, we will go to the river again and chant with the priests and many other people on pilgrimage here.

—Anjali Patel

Kyoto, Japan








Today we got to play a Shinto game called kemari. We dressed up and kicked a ball, making sure not to let the ball touch the ground. By doing this, we hope to have peace, prosperity, and a good harvest for our country.

—Ichiro Takahashi

Jerusalem, Israel

Our temple here was destroyed about 2,000 years ago by the ancient Romans. My ancestors lived and practiced Judaism in Poland until after World War II. My grandmother, who survived the Holocaust, moved to Israel. My family and I visit the Western Wall to remember our people's sorrows.

—Rivkah Weiss

- Of all the religions practiced today, **Hinduism** is one of the oldest. It dates back to prehistoric times. Hinduism is the main religion in India.
 - Turn to the *Asia Activity Map*.
 - Give the Activity Map a title. Across the top of the map, write **RELIGIONS OF ASIA**.
 - Turn to pages 82–83 of *The Nystrom World Atlas*. Use the map to find India (and other countries mentioned in this lesson).
 - On your Activity Map, label **INDIA**. Near the Ganges River, draw an Om  which is a symbol for Hinduism.
 - Turn to page 87 of the Atlas. Look at the photo and read the caption.
 - Hinduism spread to Nepal. On your Activity Map, draw an arrow from India to Nepal. Label Nepal with .
 - In the legend, write  = **HINDU**.
- Shinto** is the oldest religion still practiced in Japan. Shinto means “way of the gods.” Shintoists perform many rituals to worship the many gods or spirits they call kami.
 - On your Activity Map, label **JAPAN**.
 - Also label Japan with , a symbol of Shintoism.
 - In your legend, write  = **SHINTOIST**.
- Judaism** began about 4,000 years ago in what is now Iraq. The Jewish kingdoms of the Middle East were later conquered. Today Israel is the only country in Asia with a large Jewish population.
 - Look at the photo of the Western Wall on page 95 of the Atlas.
 - The Star of David is a symbol for Judaism. On your Activity Map, label **ISRAEL** .
 - In your legend, write  = **JEWISH**.

**Taktshang Monastery,
Bhutan**

My father brought me to live at the monastery when I was 6 years old. At the monastery, I learn how to read, write, recite and live by the teachings of the Buddha and our guru, or teacher, Padma Sambhava. We call these teachings the dharma. My sangha, or community, is high in the mountains. It is very peaceful and beautiful. I serve the older monks and hope to be a respected lama, or holy teacher, someday. I want to help others attain peace and freedom from suffering by following the ways of the Buddha.
—Karma Tshering





Manila, Philippines

My country has more Christians than any other country in Asia. Christmas is a very special time here. On this holiday we celebrate the birth of Jesus Christ, who we believe is the son of God. Every morning for nine days we attend misas de gallo, early morning mass. We give thanks to Jesus for coming to this world to save us. On Christmas Eve my family and I go to midnight mass and then have a big celebration. We light lanterns and have a huge feast. The next day we visit cousins and friends.







— Maria Isabella de la Cruz

4. **Buddhism** was founded in India roughly 2,500 years ago. The religion soon spread across the Himalayas to eastern Asia. But most people in India remained Hindu.



- Turn to page 85 of the Atlas and look at the photo of young Buddhist monks.
- On your Activity Map, label **MYANMAR**.
- Also label Myanmar with , which is a symbol for Buddhism.
- Label the following countries with  too: Nepal, Mongolia, North Korea, South Korea, China, Bhutan, Thailand, Laos, Cambodia, and Vietnam.
- In Japan, many people have combined Shintoism and Buddhism. Near Japan add +  to the Shinto symbol.
- In your legend, write  = **BUDDHIST**.

5. **Christianity** was founded 2,000 years ago in what is today Israel. Like Judaism, Christianity did not spread widely at first in Asia. However, it did spread to Europe. Centuries later, when Europeans colonized Asia, they brought Christianity with them.

- People in Armenia have been practicing Christianity since the 300s when Armenia became one of the first countries to adopt Christianity as its state religion. A cross  is a symbol for Christianity. Mark Armenia with .
- Christianity also grew in Georgia and Russia. Mark these countries with a .
- Spanish colonists introduced Christianity to the Philippines. On the Philippines, write **PHILIPPINES** .
- Missionaries introduced Christianity to Korea. Christianity became as widespread as Buddhism in Korea. Add a  to South Korea.
- In your legend, write  = **CHRISTIAN**.

Tehran, Iran

Life in my country centers around my religion, Islam. I follow the Five Pillars of Islam which are:

1. I believe there is no God but Allah, and Muhammad is his messenger.
2. I pray 5 times a day facing the holy city of Mecca. I pray to show my love for God.
3. I give alms to help the poor. Every year my family donates money to the mosque to provide food for those who are hungry.
4. During the holy month called Ramadan, I fast from dawn to sunset. I fast to show my discipline and obedience to God.
5. In my lifetime, I will make a pilgrimage or haj to Mecca, the holy city of Islam.

—Naser Zahedi







Avan, Armenia

Today our church celebrated its reopening after 60 years of being used as a government building. The priests from our church had been living in exile to escape communist persecution. They are now happy to return to the church here. Many people in our parish remember the closing of the church when they were very small children. We are happy to be able to practice our religion freely now that the communist regime has fallen.




—Priest, Armenian Church



6. **Islam** was founded in the 600s in what is today Saudi Arabia. The religion spread throughout the Middle East.

- a. On your Activity Map, label Saudi Arabia.
- b. A crescent moon with a star  is a symbol of Islam. Mark Saudi Arabia with .
- c. Look at the photo of the Dome of the Rock on page 95 of the Atlas.
- d. Also look at the Predominant Religion map on page 95. Identify countries in the Middle East that practice Sunni or Shiah Islam.
- e. On your Activity Map, label each of those countries with .
- f. Islam spread to central Asia. In Tajikistan, Kyrgyzstan, and Kazakhstan draw .
- g. Islam spread to what is now India. Many Muslims in India broke away to form their own countries. In Pakistan and Bangladesh, draw .
- h. Muslim traders introduced Islam to Malaysia and Indonesia. Draw  in those countries.
- i. In your legend, write  = **MUSLIM**.

7. In the 1900s, communism spread across parts of Europe and Asia. Communist leaders discouraged religion and closed many temples, churches, and mosques.

- a. Turn to Russia and Its Neighbors map on pages 78–79 of the Atlas. With your finger, trace the extent of the Soviet Union. The countries within these boundaries all had communist governments.
- b. On your Activity Map, mark each of these countries with a no religion symbol .
- c. Many countries in eastern and southern Asia also became communist. Mark Mongolia, China, North Korea, Vietnam, and Laos with .
- d. After the fall of the Soviet Union, people in Russia, other former Soviet republics, and Mongolia were free to practice religion. On those countries, fill in the circle .

Name _____

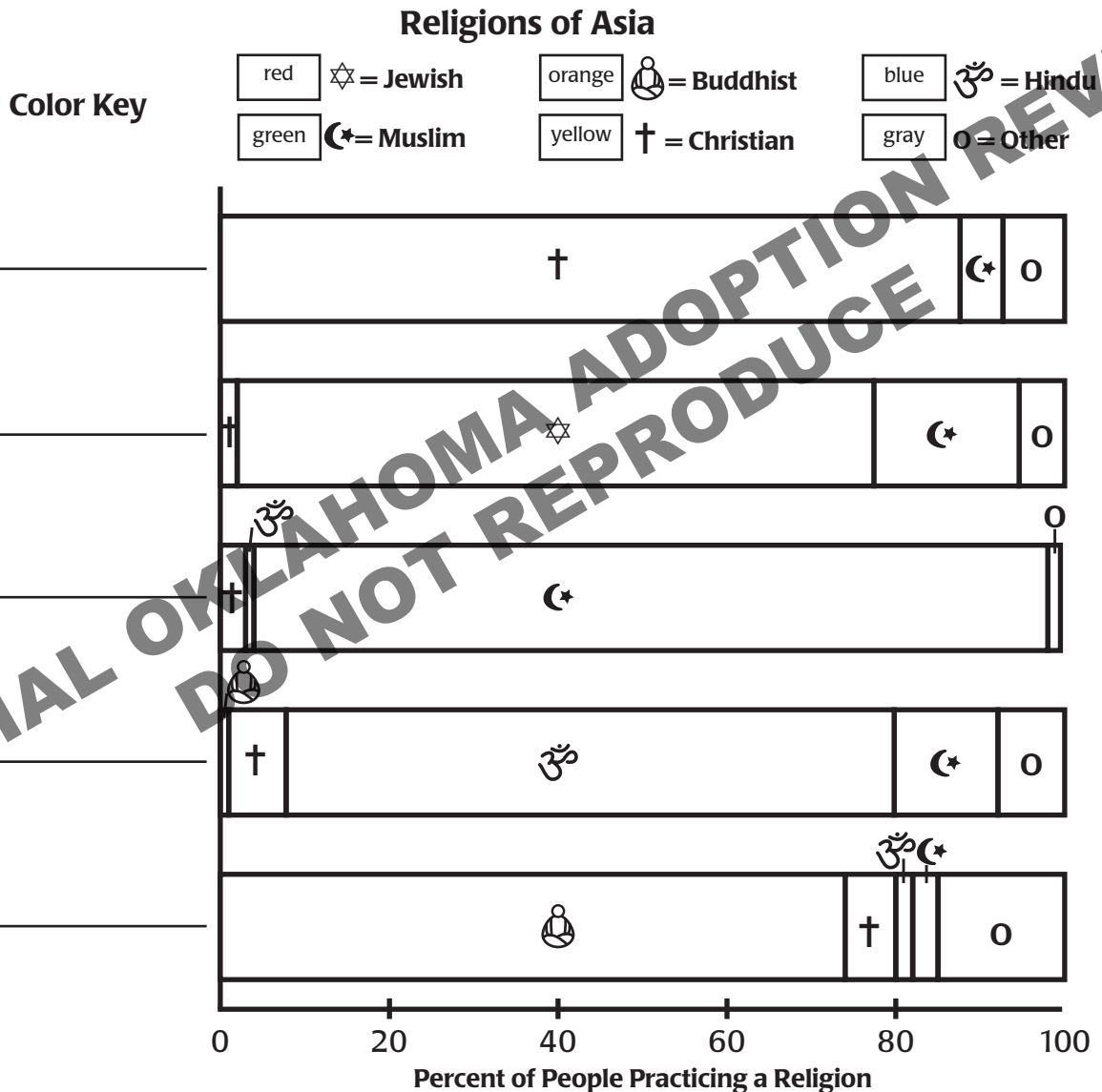
Religions of Asia

Pulling It Together



Use the information from your Activity Map and Activity Sheets 60a–60c to help you complete the bar graphs below.

- Color the key. Then color the sections of the bars in those same colors.
- Label each bar with a country from the Word Bank.



Word Bank

☆ India	Saudi Arabia	Philippines
Myanmar	Israel	



Which country is most similar to the United States in terms of religion? Write a paragraph using evidence from the graph and lesson.

Name _____

Taking a Closer Look

Comparing Cultures

Most people in Asia live in rural areas. However, Asia also has some of the most crowded urban areas in the world. In this lesson, you'll use clues and information from the Atlas to locate an urban area and a rural area in Asia.



Where is this urban area?

I live in a high-rise apartment building in a modern city. Both my parents work—my father works in a bank and my mother works in a fancy hotel. I take a fast train to school. I like staying after school and participating in the science and basketball clubs. In my free time, I like to play video games. What city do I live in?

In the box below, you'll find a list of possible cities. Use the map on pages 82–83 of *The Nystrom World Atlas* to locate these cities. After each clue, check the Atlas. Then cross out any cities that do not fit the description.

I live in a place that is crowded. There are over 250 people per square mile.

I live in one of the largest urban areas in the world.

In my country, the land is used for farming and for urban economic uses.

I live where it is rainy. We get about 60 inches of precipitation a year.

I live in one of Asia's island countries.

I live where the growing season lasts from 6 to 8 months out of the year.

Mumbai, India

Tehran, Iran

Jakarta, Indonesia

Jerusalem, Israel

Beijing, China

Manila, Philippines

Tokyo, Japan

Bangkok, Thailand

Where do I live?

Name _____



Where is this rural area?

I live in a small tent made of goat hair. I know everyone in my village. We are all related. I am a Muslim and religion is a very big part of my family's life. My father tends the goats while my mother stays at home and takes care of our family. She is not allowed to go anywhere without a male relative. I don't go to school because there is no school near my village. Even though there has been much fighting in my country, people want peace. What country is my village in?

In the box below, you'll find a list of possible countries. Use the map on pages 82–83 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

I live where it's not very crowded; there are only about 45 people per square mile.

I live in a region that doesn't get much precipitation. We get less than 10 inches a year.

I live in a desert region.

I live where land is used for nomadic herding.

My village is over 6,000 feet above sea level.

The growing season in my village lasts about 6 months.

Most of the people in my country are Sunni Muslims.

My country has no sea coast and is bordered by five other countries.

Where do I live?

Afghanistan

China

Indonesia

Israel


Mongolia

Russia

Saudi Arabia

Turkey



Which of these two ways of life is most like yours—urban or rural? Write a paragraph explaining your answer. 

Name _____

Asia

Reviewing Asia



Over the last 11 lessons, you've explored Asia. You've looked at its climate and examined its economy. How much did you learn?

Note: There may be more than one correct answer to each question. Circle the letter beside each correct answer.

1. Which of these physical features are in Asia?

- | | |
|--------------------|---------------------------|
| A Himalayas | C Gobi |
| B Dead Sea | D Plateau of Tibet |

2. Which of these cultural features is in Asia?

- | | |
|-------------------|-----------------------|
| A Ethiopia | C Quito |
| B Mumbai | D Panama Canal |

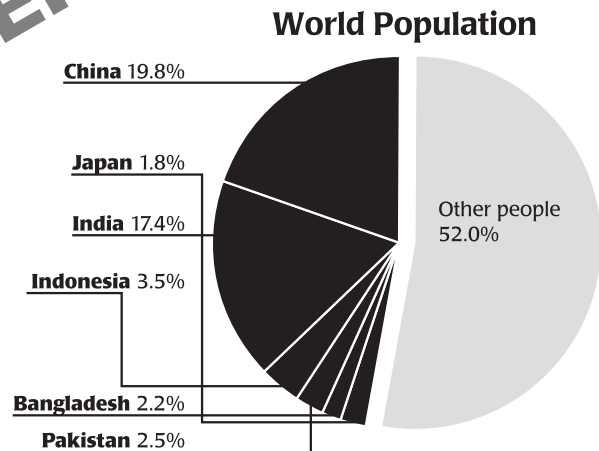
3. The Monsoon region

- | | |
|---|-------------------------------|
| A has two key seasons. | C is rainy year round. |
| B can get 80 inches or more of rain. | D often floods. |

Use the graph and map to answer questions 4 and 5.

4. Look at the graph. What percentage of the world's population do these six Asian countries have?

- A** 50%
B 48%
C 52%
D 20%



5. Which area of Asia is most crowded?

- A** the Middle East
B Siberia
C south and southeast Asia
D southwest Asia

6. What is the largest urban area in the world?

- | | |
|--------------------|---------------------|
| A Sao Paulo | C Tokyo |
| B Manila | D Bangladesh |

Name _____



7. Which of these statements describe trade in Asia?

- A Some trade giants have few natural resources.
- B The export of oil has made Saudi Arabia wealthy.
- C Kazakhstan is a giant of trade.
- D Many Asian countries export goods to the United States.

8. How has the discovery of oil changed the Middle East?

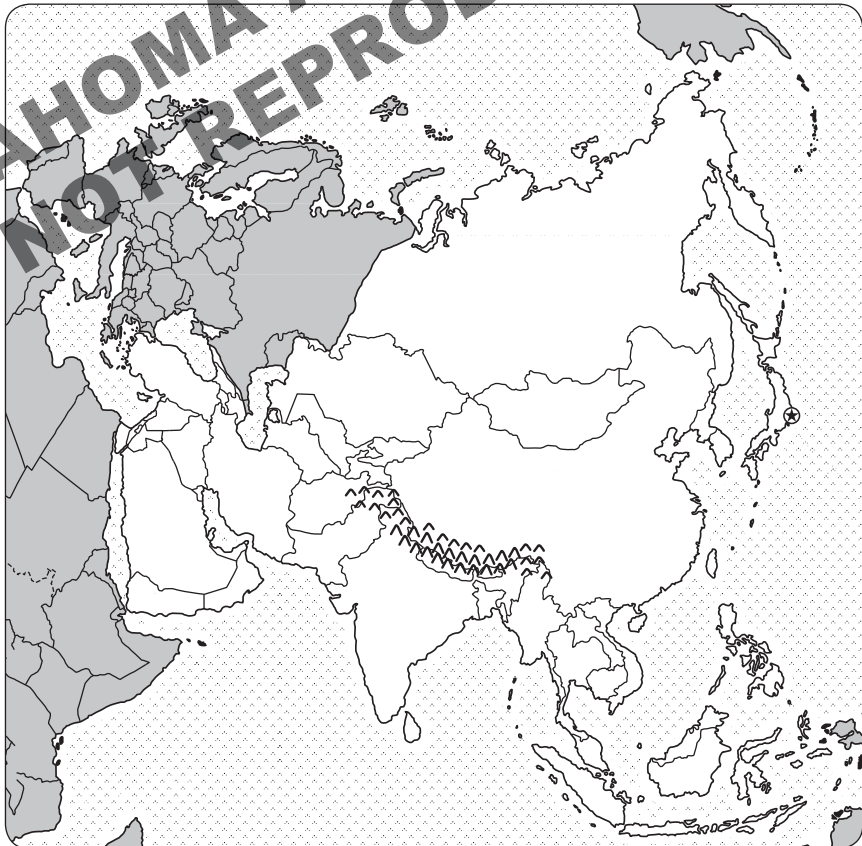
- A Countries are wealthier.
- B More people can read.
- C The urban population has increased.
- D Many countries have become British colonies.

9. Which of the following is true about religion in Asia?

- A Communist leaders encouraged religion.
- B Judaism is widespread.
- C Most of the Middle East is Muslim.
- D Six of the world's major religions began in Asia.

10. Label the following continents, countries, cities, and physical features on the map of Asia.

Africa
Europe
China
India
Japan
Russia
Tokyo
Indian Ocean
Pacific Ocean
Himalayas



Use the following words in a sentence about Asia:

crowded
monsoon
trade

Australia & Oceania



Cross-Curricular Activities

Geography *Create a Travel Brochure*

Divide students into groups and assign each group one of Australia's states or territories. Have each group research their region and create a travel brochure encouraging tourists to visit their state or territory.

Writing *Talk Aussie*

Read one or two poems by Banjo Paterson to your students. Then give them a list of Australian slang terms. Have them write a poem, story, or play using Australian slang.

Critical Thinking *Play a Game*

Have teams of students use the Atlas to generate a list of 25 questions about Australia and its neighbors. Then play a multiple-choice game with the questions. You may want to let students use the Atlas to find the answers.

Art *Create an Aboriginal Painting*

Many aboriginal paintings illustrate important stories or show religious symbols of Australia's indigenous groups. Have students use the Internet to research the style of Australia's aboriginal paintings. Then, have students create a drawing or painting in that style.

Literature Links



Your students might enjoy these books and others about Australia and Oceania. Use picture books (p) to introduce a topic or as a model for student writing assignments.

Growing Up at Uluru (p)

by Stan Breedon

My Place (p)

by Nadia Wheatley and Donna Rawlins

Coral Reef: The City That Never Sleeps

by Mary M. Cerullo

Call It Courage

by Armstrong Sperry

The Man from Snowy River

by A. B. "Banjo" Paterson

The Shark Callers

by Eric Campbell

Where the Forest Meets the Sea (p)

by Jeannie Baker

Are We There Yet? (p)

by Alison Lester

Lesson page

62 Introducing Australia269

63 Exploring Land and Water271

64 Locating Countries and Cities.....275

65 Comparing Regions279

66 Ranching in the Outback.....283

67 Exploring Oceania.....287

68 Comparing Cultures291

Assessment

Reviewing Australia and Oceania293

Introducing Australia

For use with pages 96–103 of The Nystrom World Atlas.

62

Here's a Tip!

- Walk students through each spread on pages 96–103 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Review the answers to Activity Sheet 62a as a class.
- On the board, make a list of the words and phrases that students used to describe Australia.
- Save Activity Sheets 62a–62b for students' Australia booklets.

Answers

Activity Sheet 62a:

A Arnhem	A Alice Springs
U Urban	L Lachlan
S Sydney	I Indonesia
T Tasmania	A Arafura
R Ranching	

Activity Sheet 62b: Answers will vary.

☆ Acrostics will vary.

Objectives

Students will be able to:

- Use information from maps, graphs, and photos to complete sentences.
- Describe the continent.

Materials

- The Nystrom World Atlas
- Activity Sheets 62a–62b, *Introducing Australia*

Exploring Land and Water

For use with page 96 of The Nystrom World Atlas.

63

Here's a Tip!

- Save Activity Sheet 63d for students' Australia booklets.

Answers

Relative location: Answers will vary. Students may mention that the continent is south of the Equator, southwest of the United States.

Longest mountain range: Great Dividing Range

Largest coral reef: Great Barrier Reef

Largest island:
Tasmania

Longest year-round river:
Murray River

Largest lake: Kati Thanda-
Lake Eyre

Other physical feature:
Answers may include:
Great Australian Bight,
Great Sandy Desert,
Western Plateau

☆ Brochures will vary. 



Objectives

Students will be able to:

- Identify major landforms and bodies of water in Australia.
- Label physical features using map symbols.

Materials

- The Nystrom World Atlas
- Activity Sheets 63a–63d, *Exploring Land and Water*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Locating Countries and Cities

For use with pages 82–83 and 97 of The Nystrom World Atlas.

64

Objectives

Students will be able to:

- Identify and locate Australia's neighboring countries.
- Identify and locate Australia's major cities.
- Classify countries and cities by continent or region.

Materials

- The Nystrom World Atlas
- Activity Sheets 64a–64d, *Locating Countries and Cities*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers

Here's a Tip!

- For a better idea of the size and location of countries in Oceania, have your students look at the Pacific Islands map on page 102 of the Atlas.
- Save Activity Sheet 64d for students' Australia booklets.

Answers

Cities will vary.

Australia: Australia

Asia: Indonesia, Malaysia, Singapore, East Timor

Oceania: New Zealand, Vanuatu, Solomon Islands, Papua New Guinea

- ☆ Check names on students' maps, or have students check their own work against the Atlas.

Comparing Regions

For use with pages 96–101 of The Nystrom World Atlas.

65

Objectives

Students will be able to:

- Divide Australia into geographical regions.
- Use maps to gather data on precipitation, growing seasons, land cover, land use, and population.











Materials

- The Nystrom World Atlas
- Activity Sheets 65a–65d, *Comparing Regions*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com)
- Map Markers
- Master Legend

Here's a Tip!

- After step 1 in the lesson, ask students to hold up their Activity Maps. Make sure that the regions are marked correctly.
- Photocopy the Master Legend on page 3 for your students or project the Master Legend.
- Save Activity Sheet 65d for students' Australia booklets.

Answers

West			East	
Symbol	Explanation		Symbol	Explanation
	Western Plateau, Kimberley Plateau, Nullarbor Plain	Landforms		Great Dividing Range, Australian Alps
	very little rain to rainy	Precipitation		moderate rain
	long to very long	Growing Season		moderate to very long
	ranching and herding, commercial farming	Land Use		commercial farming, ranching and herding
	sparsely populated	Population		very few people

- ☆ Answers will vary. Students may describe the West as dry, flat, hot. They may describe the East as mountainous and agricultural, with populous cities.

Ranching in the Outback

For use with pages 96–101 of The Nystrom World Atlas.

66

Here's a Tip!

- Brainstorm a list of words that students already associate with the Australian Outback.
- Ask students if they have friends or relatives who are home-schooled. Explain that in the Outback students don't have another choice.
- Explain to your students that trade between countries depends not only on supply and demand, but also on the distance between potential trading partners. Other countries may produce beef or wool, but none of them is as close to East Asia as Australia.
- Save Activity Sheet 66d for students' Australia booklets.

Answers

Ranching in the Outback: more sheep than cattle, bores, salty water, dingo fence, stations, more sheep than people

Ranching in the United States: more cattle than sheep, ranches

Both: dry

☆ Letters will vary. 

Objectives

Students will be able to:

- Describe life in the Outback.
- List the characteristics of land that is used for ranching and grazing.

Materials


- The Nystrom World Atlas 
- Activity Sheets 66a–66d, *Ranching in the Outback*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com) 
- Map Markers

Exploring Oceania

For use with pages 96–103 of The Nystrom World Atlas.

67


Here's a Tip!

- Point out to your students that Hawaii is part of Oceania, even though it is one of the 50 United States.
- Click *E-BOOK EXTRA* on page 101 of the Atlas for a primary source document describing the indigenous people of Hawaii and page 103 for a diagram showing coral atoll formation. 
- Save Activity Sheet 67d for students' Australia booklets.

Answers

Answers will vary, but may include the following:

Micronesia	Melanesia INDEPENDENT:	Polynesia
Nauru	Fiji	New Zealand
Marshall Islands	Papua New Guinea	Samoa
Palau	Solomon Islands	Kiribati
Federated States of Micronesia	Vanuatu	United States (Hawaii)
		Tonga
		Tuvalu
POSSESSIONS:		
Guam (U.S.)	New Caledonia (Fr.)	French Polynesia (Fr.)
N. Mariana Islands (U.S.)		Pitcairn Island (U.K.)
		Easter Island (Chile)
		Cook Islands (N.Z.)
		Amer. Samoa (U.S.)

☆ Answers will vary. Students may mention poverty in Oceania. 

Objectives

Students will be able to:

- Identify the three regions of Oceania.
- Measure distances.
- Classify countries and possessions into regions of Oceania.

Materials

- The Nystrom World Atlas 
- Activity Sheets 67a–67d, *Oceania*
- Our World Today Activity Maps or Land Cover Series (at StrataLogica.com) 
- Map Markers

Comparing Cultures

For use with pages 96–101 of The Nystrom World Atlas.

68

Objectives

Students will be able to:

- Gather information from a variety of maps
- Identify places using deductive reasoning.

Materials

- *The Nystrom World Atlas*
- Activity Sheets 68a–68b, *Comparing Cultures*

Here's a Tip!

- Before the class tries to solve the puzzles, ask a student to read aloud the descriptions at the top of Activity Sheets 68a and 68b.
- You might want to work through the first problem as a class. Then have students complete the second problem on their own or with a partner.
- Click *E-BOOK EXTRA* on page 61 of the Atlas for a religion map and page 76 for a language map.
- Save Activity Sheets 68a–68b for students' Australia booklets.

Notes

- Sydney, Australia, is the largest city in the Australia. Most people in Australia are Christian. However, there are many different ethnic groups in Australia.
- Farmers in rural New Zealand produce fruit, such as kiwi and apples. In the northern parts of North Island, dairy cattle are also raised. Sheep and cattle are raised on both North Island and South Island.

Answers

68a: Sydney, Australia

68b: New Zealand

☆ Answers will vary depending on where students live.

Reviewing Australia

Objective

Students will be able to:

- Review concepts covered in Australia Lessons 62–68.

Materials

- Unit Review, *Reviewing Australia*
- activity sheets for Australia booklets
- scissors
- stapler

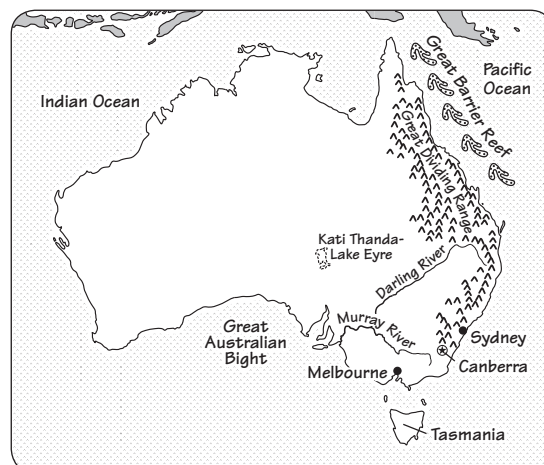
Here's a Tip!

- Help students make their Australia booklets to use as study guides for the unit review. Have them cut Activity Sheets 62b, 62a, 63d, 64d, 65d, 66d, 67d, 68a, and 68b along the dashed lines. Then have them stack the sheets in the same order and staple the booklets along the left edge.

Answers

- 1 A, B, D
- 2 B
- 3 A, B
- 4 A, C
- 5 D
- 6 A, D
- 7 C
- 8 A
- 9 B
- 10 See map.

☆ Paragraphs will vary. Students may mention Australia's isolation, its unique species, or the size of the Great Barrier Reef.



Australia and Oceania
Our World Today

Name _____

Australia and Oceania

Introducing Australia



Australia is the world's smallest continent. It is also the only continent that is also a country. In this lesson, you'll explore the Atlas for an overview of the continent.

What can you learn about Australia from the Atlas?

Use maps, graphs, and photos on pages 96–103 of *The Nystrom World Atlas* to complete the acrostic below.



A _____ Land is an area on the northern coast of Australia that is home to many Aboriginal people, the original inhabitants of Australia.

U _____ areas are home to 89 percent of the population of Australia. Most people in Australia live in cities.

S _____ is Australia's largest city. This city is along the coast of the Pacific Ocean.

T _____ is a large island off the southeast coast of Australia.

R _____ or herding is the main land use in Australia.

A _____ is the only major city in central Australia.

L _____ River flows from the Great Dividing Range to the Murray River.

I _____ is Australia's neighbor to the northwest. This country has over 18,000 islands.

A _____ Sea separates Australia and New Guinea.

Name _____

How would you describe Australia?

In the outline of Australia below, write ten words or phrases that describe the continent. Use pages 96–103 of the Atlas for ideas.



Australia is



Make another acrostic using the letters in the name of one of Australia's neighbors. Give your acrostic to a classmate to complete.

Exploring Land and Water

Australia has fertile, mountainous areas along its coast, but much of its interior is flat, hot, and very dry. In this lesson, you'll identify the major physical features of Australia, such as landforms and bodies of water.



Where is Australia?

1. Australia is often called the land “down under,” because it is the only continent, besides Antarctica, that lies entirely below the Equator.
 - a. Turn to the *World Activity Map*.
 - b. Outline Australia. Use the locator map if you need help.
 - c. Label the continent **AUSTRALIA**.
2. Australia is also called the “island continent,” because it is completely surrounded by water—the **Indian Ocean** to the west and the **Pacific Ocean** to the east.
 - a. Underline the names of these two oceans with waves ~~~.
 - b. The **Coral Sea** and the **Tasman Sea**, which are part of the Pacific Ocean, also border Australia. Underline the names of these two seas with waves.
3. Some of the islands of Asia are Australia's closest neighbors. Across the islands of Sumatra, Java, Borneo, Sulawesi, and Timor, write **ASIA**.
4. Australia and your home continent of **North America** are closer than they appear on your Activity Map. The shortest route from North America to Australia is across the Pacific Ocean.
 - a. On your Activity Map, locate and label **NORTH AMERICA**.
 - b. Slide your finger from the center of North America to the center of Australia, crossing the Pacific Ocean.
 - c. Use the compass rose to find the direction of this route.
 - d. On your Activity Map, in the Pacific Ocean, write the direction in which you would travel from North America to Australia.
5. It's easier to explore Australia on a map of the continent.
 - a. Turn to the *Australia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING LAND AND WATER**.
6. **Australia's neighbors** are not part of the continent.
 - a. To show the boundary between Australia and Asia and New Guinea, through the Timor Sea, the Arafura Sea, and the Torres Strait, draw a dotted line.
 - b. To show the boundary between Australia and the island countries east of it, continue your dotted line through the Coral and Tasman Seas.


What are the characteristics of Australia's land?




7. The **Great Dividing Range** is Australia's longest and tallest mountain range. It runs along the entire eastern coast of Australia and includes the Australian Alps. Australia's tallest mountain, **Mount Kosciuszko**, is part of this mountain range.

- Along the Great Dividing Range, draw mountain symbols .
- Outline the symbol  for Mount Kosciuszko.

8. The **Western Plateau** is a high, flat region that covers two-thirds of the continent.

- Underline the label for the Western Plateau with a plateau symbol .
- To show the extent of the Western Plateau, draw arrows from the label to the places listed below.
 - North West Cape
 - Kimberley Plateau
 - Arnhem Land
 - Simpson Desert
 - Nullarbor Plain
 - Darling Range


9. Large parts of the Western Plateau are made up of deserts. Australia's four main deserts cover about one-third of the continent.

- On your Activity Map, point to each of the deserts listed below.
 - Great Sandy Desert
 - Gibson Desert
 - Great Victoria Desert
 - Simpson Desert
- On each of these deserts, draw a desert symbol .

10. Australia is surrounded by islands. Of the large islands, only **Tasmania**, is part of the continent.


- Tasmania is Australia's largest island. Outline Tasmania and label it **I** for island.
- To show that it is part of the continent, draw an arrow from Tasmania to Australia.

11. The **Great Barrier Reef** is the largest coral reef in the world. It extends for more than 1,200 miles along Australia's northeast coast. It is so large that it is the only living feature visible from space. About 400 species of coral can be found in the reef.

- Look at the Coral Reefs map on page 103 of the Atlas. Point to the coral reef along Australia's northeast coast.
- On your Activity Map, along the Great Barrier Reef, draw coral symbols .

What are Australia's major bodies of water?



12. Most of Australia's rivers are dry part of the year. Australia's longest river, the **Darling River**, does not flow in winter. The **Murray River** is the longest river in Australia that flows year round.
- To show that the Darling River flows only part of the year, draw a dashed line along the Darling River.
 - The mouth of Murray is on the Indian Ocean. Mark it **M** for mouth.
 - The source of the Murray is in the Australian Alps. Mark it **S** for source.
 - Draw an arrow along the Murray River from source to mouth.
13. Most of the large lakes in Australia are also dry part of the year. These lakes are called **dry or seasonal lakes**. They can remain dry for months or even years at a time! **Kati Thanda-Lake Eyre**, Australia's largest lake, is a seasonal lake.
- Outline Kati Thanda-Lake Eyre.
 - Label it **L-DRY/SEASONAL**.
 - Find and outline two more seasonal lakes and label them **L**.
14. The **Great Australian Bight** is the world's largest bight. Bights are like bays, except wider and more open. In fact, a bight often looks as though a "bite" has been taken out of the coastline. Above the Great Australian Bight, draw a bight symbol .

Pulling It Together

Use your Activity Maps, Activity Sheet 63a–63c, and page 96 of the Atlas to help you complete Activity Sheet 63d, *Exploring Land and Water*.

- In the first box, describe Australia's relative location. You could name its neighbors or you could describe where it is in relation to your home in North America.
- In the legend, write the names of the features that are described.
- In the final box, write the name of one other feature of Australia and draw the appropriate symbol in the symbol box.
- Then, on the map, mark the approximate location of each feature, using the map symbols or letters from the legend.

Name _____







Exploring Land and Water

Pulling It Together




Australia

Australia's relative location

 Longest mountain range	 Longest year-round river
 Largest coral reef	 Largest lake
 Largest island	 Other physical feature



What have you learned about Australia's physical features? Create a list of three words or phrases describing its land and three words or phrases describing its water. Then write a brochure about the continent using your lists. 

Locating Countries and Cities

Australia is both a continent and a country. However, some of its neighbors are countries without a continent. In this lesson, you'll identify and locate cultural features of the region, such as countries and cities.


Who are Australia's neighbors?

1. Australia is the only continent that has just one country.
 - a. Turn to the *Australia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **LOCATING COUNTRIES AND CITIES**.
 - c. Label **AUSTRALIA**.
 - d. Including the Great Barrier Reef, Tasmania, and Australia's small coastal islands, draw a general outline around Australia.
2. All of Australia's closest neighbors are islands. Some are part of **Asia**. Others are located in the Pacific Island Region, which is also called **Oceania**. The islands of Oceania are not part of any continent.
 - a. To identify Australia's neighbors that are in Asia, turn to the map of Asia on pages 82–83 of *The Nystrom World Atlas*. With your finger, trace the boundary between Asia and Australia and Oceania.
 - b. Use the map in the Atlas to help you draw a line separating Asia and Oceania on your *Australia Activity Map*.
 - c. In the Pacific Ocean, near the Equator, write **OCEANIA**.
 - d. In the Indian Ocean, northwest of Australia, write **ASIA**.

Which countries in Asia are Australia's neighbors?

3. **Indonesia** is Australia's largest neighbor. It is located in both Asia and Oceania.
 - a. Use the map on page 97 of the Atlas to find Indonesia.
 - b. Indonesia is made up of more than 18,000 islands. On your Activity Map, across the islands, write **INDONESIA**.
4. **Malaysia** is located on the southern part of the Malay Peninsula and on the island of Borneo, which it shares with Indonesia.
 - a. Find Malaysia on pages 82–83 of the Atlas.
 - b. On your Activity Map, locate and label **MALAYSIA**.

5. **Singapore** is made up of several tiny islands off the southern tip of the Malay Peninsula. Singapore is the name of the main island, the country, and the capital city.

- Because Singapore is so small, its location is marked with a small square. Find Singapore on pages 82–83 of the Atlas.
- On your Activity Map, outline the small country symbol  over the main island of Singapore
- Above the symbol, write **SINGAPORE**.

Which countries in Oceania are Australia's neighbors?

6. **Papua New Guinea** is Australia's closest neighbor in Oceania. This country consists of part of the island of New Guinea (the other part of the island is part of the country of Indonesia) and many other smaller islands.

- Find Papua New Guinea on page 97 of the Atlas.
- On your Activity Map, around Papua New Guinea, draw a dashed line.
- Inside the dashed line, write **PAPUA NEW GUINEA**.

7. The **Solomon Islands** and **Vanuatu** are northeast of Australia.

- Find the Solomon Islands and Vanuatu on page 97 of the Atlas.
- On your Activity Map, label the **SOLOMON ISLANDS** and **VANUATU**.

8. **New Zealand** is made up of two large islands, called North Island and South Island, and many smaller ones. North Island and South Island stretch for more than 1,000 miles.

- Find New Zealand on page 97 of the Atlas.
- On your Activity Map, south of South Island, write **NEW ZEALAND**.


Where are Australia's largest cities?

9. Most of the people in Australia live in cities. Look at Australia's Urban Population graph on page 100 of the Atlas. With your finger, trace the urban section of the graph.

10. Three of the largest cities in Australia, **Sydney**, **Melbourne**, and **Brisbane**, are on the east and southeast coasts. About 4,000,000 people live in Sydney, 3,800,000 in Melbourne, and 2,000,000 in Brisbane. **Perth**, with nearly 1,700,000 people, is the largest city on the west coast of Australia.

- On page 100 of the Atlas, look at the photo of Sydney and read its caption.
- Find Sydney, Melbourne, Brisbane, and Perth on page 97.
- On your Activity Map, label each city.

11. **Canberra** is located between Sydney and Melbourne. Although it is not one of Australia's largest cities, it is Australia's national capital.

- Find Canberra on page 97 of the Atlas.
- On your Activity Map, label Canberra with a capital symbol  and its name.

Which cities are the largest among Australia's neighbors?



- 12.** For most of Australia's neighbors, the largest cities are also national capitals. **Jakarta**, Indonesia, and **Kuala Lumpur**, Malaysia, are two of the largest cities among Australia's neighbors in Asia.
- Jakarta is one of the largest urban areas in the world. Turn to the inside front cover of the Atlas. Find how many people live in Jakarta.
 - Find Jakarta and Kuala Lumpur on pages 82–83.
 - On your Activity Map, label each city with a capital symbol (★) and its name.
 - The city of **Singapore** is another large capital. Next to Singapore's small country symbol, draw a capital symbol (★).
- 13.** Australia's neighbors in Oceania are mostly rural countries, which means that very few people in these countries live in cities. In some cases, the capital is the *only* large city in the country.
- Use the map on page 97 to locate the capitals of Papua New Guinea, the Solomon Islands, and Vanuatu.
 - On your Activity Map, mark the location of each city with a capital symbol and its name.
- 14.** New Zealand is the only one of Australia's neighbors in Oceania that is mostly urban. Its two largest cities are **Auckland** and **Wellington**.
- Use the map on page 97 to locate Auckland and Wellington.
 - On your Activity Map, label Auckland.
 - Label Wellington with a capital symbol (★) and its name.
- 15.** In addition to large cities, there are many other cities in this region.
- Choose three other Australian cities from the map on page 97.
 - On your Activity Map, mark the location of each with a city symbol (●) and its name.
 - Now choose three other cities from among Australia's neighbors.
 - On your Activity Map, mark the location of each with a city symbol (●) and its name.

Name _____

Locating Countries and Cities

Pulling It Together



Use your completed Activity Map, Activity Sheets 64a–64c, and pages 82–83 and 97 of the Atlas to fill in the chart below. Write the names of countries and cities in Australia. Also write the names of countries and cities in Asia and Oceania that are neighbors of Australia.



Asia

Countries:

-
-

Cities:

-
-

Oceania

Countries:

-
-
-

Cities:

-
-
-
-

Australia

Countries:

-

Cities:

-
-
-



Clean your Activity Map. See how many countries in the region you can label on the Activity Map without looking at the Atlas.

Australia and Oceania

Comparing Regions

65a






Australia can be divided into two regions based on precipitation. In this lesson, you'll see how the amount of precipitation affects land cover, land use, and population patterns.

Atlas
Activity Map
Map Marker
Master Legend

What are Australia's regions?

1. Australia has two main regions—the **East** and **West**. The East includes the Great Dividing Range and is a narrow region that spans the entire eastern coast. The West includes all of the land west of the Great Dividing Range.
 - a. Turn to the *Australia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **COMPARING REGIONS**.
 - c. On your Activity Map, in the legend, outline the box for semi-desert and desert.
 - d. On the map, from the mouth of the Flinders River, draw a line south along the boundary of the desert region to the Lachlan River.
 - e. Continue your line west, following the boundary between the cropland and desert, to the Great Australian Bight.
 - f. Compare your lines with the maps on Activity Sheet 65d.
 - g. In the Indian Ocean, write and underline **WEST**.
 - h. In the Coral Sea, write and underline **EAST**.

What are the characteristics of the West?

2. The **Outback** makes up most of the West region. This region is very flat. Only a few small mountains add any variety to miles of **plains** and **plateaus**.
 - a. On your Activity Map, underline the labels for the Western Plateau and the Kimberley Plateau with a plateau symbol .
 - b. Underline the Nullarbor Plain, with plains symbols .
3. The Outback gets very little **precipitation**. In fact, much of the region is desert.
 - a. Turn to the Precipitation map on page 98 of *The Nystrom World Atlas*. Look at the precipitation pattern in the West.
 - b. Most of the Outback receives about 0–20 inches of precipitation a year. On your Activity Map, in the Outback, draw .
 - c. To get a better idea of how dry the Outback is, draw a desert symbol  on each desert in the region.
 - d. Turn to page 96 of the Atlas and look at the photo of a desert in Australia.
 - e. The northern and southwestern coasts receive much more rain. In fact, Arnhem Land has a tropical climate. On your Activity Map, in Arnhem Land, draw .



4. Because the Outback has consistently warm temperatures, it has a long **growing season**.
- Turn to the Growing Season map on page 98 of the Atlas. Look at the growing season pattern in the West.
 - On your Activity Map, in the Outback, draw ☀️.
 - In an area along the west coast, draw ☀️.
5. The lack of precipitation in the Outback allows only the most hardy plants to grow there.
- The main type of **land cover** in this region is scrub with grass. On your Activity Map, in the Central Lowlands, draw 🌿.
 - Broadleaf forest covers some areas along the coast. In Arnhem Land, draw 🌳.
6. Because the Outback is so hot and dry, it has a very sparse **population**. Most people live in the cities along the coast in the West.
- Turn to the Population map on page 100 of the Atlas. Look at the population pattern in the West.
 - On your Activity Map, in the region, draw 👤.
 - Use the map on page 100 to find Perth, the most populous city in this region. On your Activity Map, label this city.
7. Even though the Outback is not an ideal place for most people, it is a good place for raising sheep and cattle.
- Look at the Land Use map on page 101 of the Atlas. Find the land use pattern in the West.
 - Ranching and grazing is the main **land use** in the region. On your Activity Map, in the Outback, draw 🐑.
 - On the southwest coast, where precipitation is more abundant, farming is the main land use. Farmers produce wheat, cotton, and fruit such as grapes and apples. On cropland near the Darling Range, draw 🚜.

What are the characteristics of the East Region?

8. The East is more mountainous than the West.
- The Great Dividing Range runs the length of the eastern coast. Along this mountain range, draw ^^^.
 - The Australian Alps are Australia's highest mountains. Underline the label for these mountains with ^^^.
9. Unlike most of the West, the East gets a moderate amount of **precipitation**.
- Turn to the Precipitation map on page 98 of the Atlas. Look at the precipitation pattern in the East.
 - On your Activity Map, in the region, draw 💧💧💧.



10. The **growing season** in the East varies. Temperatures are considerably colder in the mountains.

- a. Look at the Growing Season map on page 98. Find the growing season pattern in the East.
- b. On your Activity Map, in the north, along the coast, draw ☀.
- c. In a cooler region in the mountains, draw ☀.

11. Because it gets more precipitation than the West, the East is able to support more plant life.

Broadleaf forests are the main land cover in this region. In a broadleaf forest area along the eastern coast, draw 🌳.

12. Although broadleaf forests are the natural vegetation of the East, many trees have been cleared for farming.

- a. Turn to the Land Use map on page 101 of the Atlas. Look at the land use pattern in the East.
- b. The main **land use** of the East is commercial farming. In the more tropical areas, bananas, pineapples and sugar cane are grown. In other parts of the region, wheat, apples, and oranges are grown. In an area of cropland in the East, draw 🏠.
- c. Sheep and cattle are also raised. Inland, draw 🐑.

13. More people live in the East than in the West.

- a. Look at the Population map on page 100 of the Atlas. Find the population pattern in the East.
- b. Even though the **population** of this region is higher, most of the region still has very few people per square mile. On your Activity Map, below the region's name, draw 👤 👤.
- c. Most of the people in the East live in urban areas. Use the map on page 100 to find the three most populous cities in Australia.
- d. On your Activity Map, mark the location and ranking of each of these cities: **SYDNEY #1, MELBOURNE #2, and BRISBANE #3.**
- e. Because of their large population, these coastal cities are the centers of Australia's manufacturing and trade. Next to these three cities, draw 🏢.

Name _____


Comparing Regions

Pulling It Together

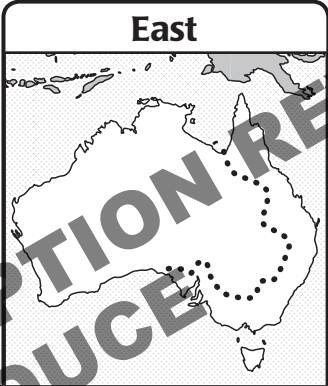


Use your completed Activity Map, Activity Sheets 65a–65c, and pages 96–101 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the Symbol columns, draw the symbols you used on your Activity Map.
- In the Explanation columns, describe what each symbol represents or give an example of it.




West



East

Symbol	Explanation		Symbol	Explanation
		Landforms		
		Precipitation		
		Growing Season		
		Land Use		
		Population		

★ Look at your Activity Map and the chart above. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below. 

West	Description of Regions	East
------	-------------------------------	------

Taking a Closer Look

Ranching in the Outback

66a

Atlas
Activity Map
Map Marker

The largest region in Australia is the Interior, or the Outback. In this lesson, you'll learn about life on a ranch in the Outback.

I live in the Outback. My ancestors came here shortly after the first sheep arrived in 1797. My family has ranched here ever since. My grandpa has many stories about how much different and harder life was here just 60 years ago.

I think life here has its ups and downs. I love our ranch and the red, yellow, and brown desert lands of the Outback. But the heat can be annoying—sometimes it gets up to 130°F! Still, I love the animals, the sunsets, and being here with my family.

Sometimes it gets lonely here. Our nearest neighbors live 150 miles away! If anyone in my family gets sick, we rely on the Royal Flying Doctor's Service, which sometimes is scary if there is an emergency.

My teacher came for my yearly home visit today. She discussed my progress and answered questions that my parents had about the boarding school that I will be attending next year. For now, my mom has been doing most of the instruction and we get our lessons on the computer from the School of the Air. Every day I e-mail my assignments to the teacher. She e-mails or faxes them back to me.

1. Though heat and lack of rain make the Australian Outback a harsh place to live, it is one of the most productive **ranching** regions in the world.
 - a. Turn to the *Australia Activity Map*.
 - b. Give the Activity Map a title. Across the top of the map, write **RANCHING IN THE OUTBACK**.
 - c. In the legend, outline the box for semi-desert & desert.
 - d. The Outback includes the dry interior regions of Australia. Using the map color as a guide, outline the semi-desert and desert area. Beginning at Roebuck Bay, go east and make a complete circle.
 - e. Near the Great Sandy Desert, write **OUTBACK**.
 - f. The Outback covers nearly two-thirds of Australia. On your map, below OUTBACK, write **2/3 OF AUSTRALIA**.
2. The harsh climate makes the Outback an **isolated** place. The vast area of land is productive enough to feed herds of sheep or cattle, but not productive enough to encourage people to settle there in large numbers. Most roads are not paved, which makes traveling through the Outback time-consuming.
 - a. Find the rural photo on page 25 of *The Nystrom World Atlas*. Read the caption.
 - b. Precipitation affects settlement. Turn to the Precipitation map on page 98 of the Atlas and find the precipitation pattern for the Outback region.
 - c. On your Activity Map, in the Outback, draw ☔☔☔.
 - d. Now, turn to the Population map on page 100 of the Atlas. Notice the number of people per square mile in the Outback.
 - e. On your Activity Map, in the Outback, draw 🧑.
 - f. While there are few people in the Outback, millions of sheep and cattle live in Australia. Near the population symbol, write 🧑 = 75 MILLION and 🐑 = 29 MILLION.







Our sheep run loose for most of the year. Our station has about 7,000 sheep. Each spring, they are rounded up and brought to the shearing house. The sheep are sheared by workers hired by my father. The best shearers are called "gun shearers." They can clip more than 150 sheep a day!

My grandpa told me a story of a famous shearer who used to draw crowds to watch him clip 250 sheep a day by hand. Now, we use electricity to shear the sheep, so it is much easier. The world record is held by a man from New Zealand who sheared 805 lambs in 9 hours!




3. A **station** is the name for the large sheep or cattle ranches in the Outback.

Stations are usually over 1,000 square miles each. The largest

farm in the world is a cattle station in the Outback with over 10,000 cattle.

- The largest station, at 9,400 square miles, is about the size of Rhode Island and Massachusetts combined! Anna Creek Station is located near the Flinders Ranges. On your Activity Map, north of the Flinders Ranges and west of 140°E, draw a station symbol .
- Animals on the stations roam free. West of the station symbol, draw a cattle symbol .
- Usually 10–12 people work on a station to take care of the livestock. Above the cattle symbol, write 10–20 .
- Each station usually has a small airplane and uses motorcycles to herd and keep track of the animals. Near the people symbol, draw .

4. In order to protect their sheep, farmers in the Outback built the longest fence in the world. A dingo is a wild dog that roams the Outback. Dingoes kill and harass sheep. The **Dingo Fence** separates the cattle stations from the sheep stations.

- The fence begins near the Great Australian Bight in southern Australia. At 130°E and the coast, draw a dot.
- The fence twists and turns. But generally it curves northeast. At 28°S, 135°E, draw another dot.
- Head east to 28°S, 142°E. Then go north to 24°S, 142°E. Head east to the Great Dividing Range.
- Now, connect all of your dots by drawing a fence  to form the western side of the dingo fence.
- Inside the fence, draw a sheep symbol . Outside the fence, draw a cattle symbol .

The northern and western boundaries of our ranch form part of the Dog Fence or Dingo Fence. My grandpa says that the dingo fence dates back to the 1880s. It was rebuilt in the 1920s because the dingo population started to grow again. Nowadays people disagree about the actual length of the fence, but it is very long!

The cattle stations are usually outside the fence, while the sheep stations are on the inside. So the sheep on our ranch are protected by the fence. Without it, we would lose many of our sheep to the dingoes.







The Outback is dry. Our land is mostly bush and scrub with a few sand dunes.

Because the land is so dry, we have 65 bores, 20 dams, and long pipelines to water the paddocks. The sheep don't mind the salty water that comes up from the ground. The sheep will even eat the saltbush and bluebush.

Because it gets so hot, it is important to make sure the sheep get enough water. On our station we have computer-controlled water pumps to help make sure the sheep have enough to drink.

5. The Outback is so hot and dry that ranchers had to develop systems to ensure that sheep and cattle have enough **water**.

- Sheep and cattle are able to eat grass and some varieties of scrub. In the Outback, near the Great Artesian Basin, draw a scrub symbol .
- In order to get enough water, farmers have holes, called **bores**, drilled into the ground. In Australia, there is a large underground water supply that is accessed by these wells. Near the scrub symbol, draw a well symbol .
- This underground water is so salty that it can only be used for livestock to drink. It is not suitable for people or for irrigating crops. Near the well, write **SALTY**.
- Many stations use computer technology to control the water supply. Next to the well symbol, draw a computer .
- Near these symbols, draw a sheep .

6. Ranching brings a great deal of money to the Australian **economy**. Because there are so many more sheep and cattle than people, Australians have a large surplus of beef and wool to export to other countries.

- About one quarter of the wool in the world comes from Australia. In the Indian Ocean, write **25% WORLD'S WOOL**.
- Each year, Australia exports billions of dollars worth of wool and beef. To show that Australians have made a harsh region profitable, in the Outback, draw a money symbol \$.
- Most of Australia's beef and wool is exported to countries in East Asia, where the conditions are not suited for ranching. Draw an arrow from Australia toward Asia. Along the arrow draw sheep and cattle symbols.
- Japan is the largest importer of Australian beef and cattle. At the end of the arrow, write **JAPAN**.

Each year our ranch sells about 72,000 pounds of wool. Most of this wool is exported. We send our wool to places all over the world. I bet you didn't know that Australia is a world leader in wool production. This makes me proud!

In the Outback, we celebrate our hard work with horse races and parties that take place at different stations. Last week we went to the Wool Baler's Ball, a dance up at Glendambo. Life in the Outback can be hard, but it's fun too.

Name _____

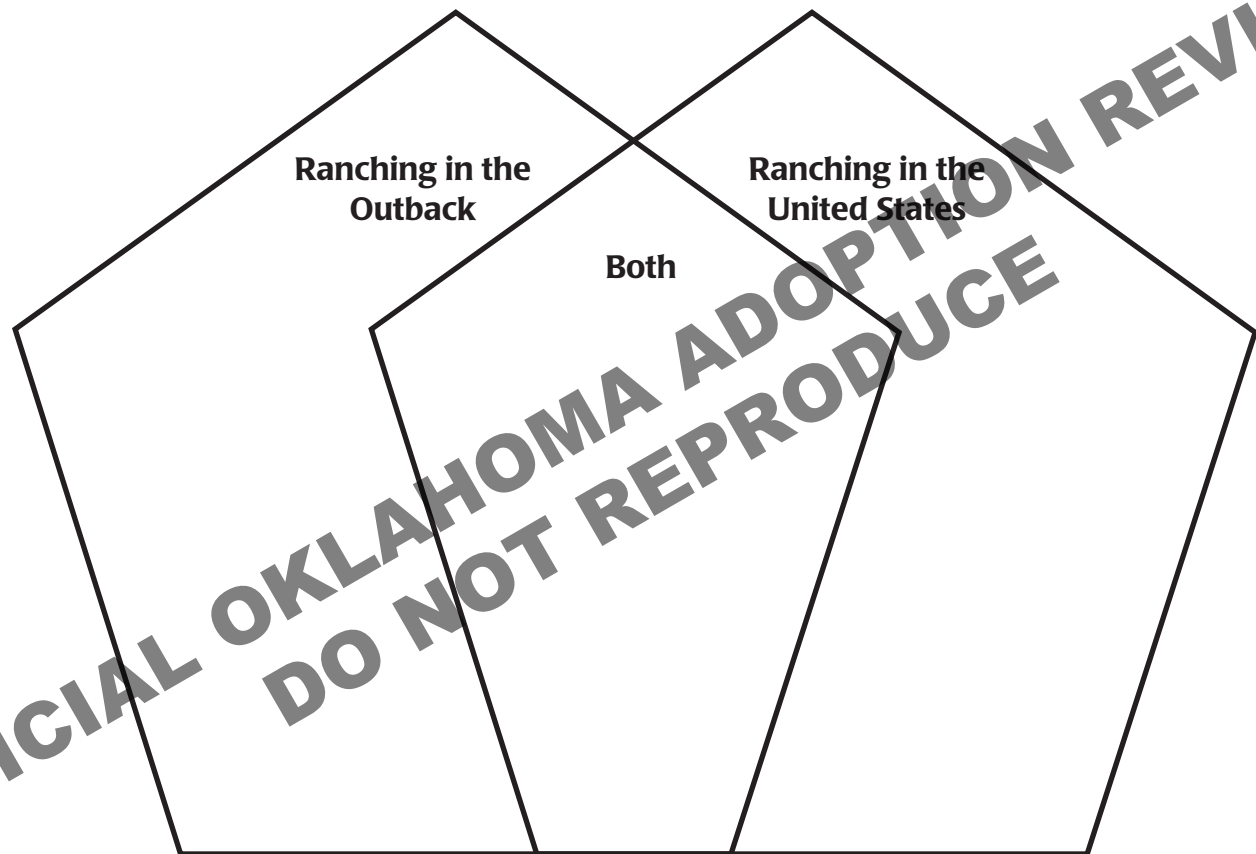
Ranching in the Outback

Pulling It Together



Use pages 96–101 of the Atlas, your Activity Map, and Activity Sheets 66a–66c to complete the Venn diagram below.

- If a word or phrase in the Word Bank describes just the Outback or the United States, write it in that space.
- If a word or phrase describes both, write it in the space where the two overlap.




Word Bank

more sheep than cattle
more cattle than sheep
more sheep than people

bores
salty water
dry

ranches
stations
dingo fence



Write a letter to a child in the Outback. Explain how your life is similar to and different from his or hers. 

Taking a Closer Look

Exploring Oceania

67a

Atlas
Activity Map
Map Markers

There are more than 25,000 islands in the Pacific Ocean. They are spread out over vast distances. These islands are often called Oceania. In this lesson, you'll learn more about the island regions of Oceania.

What are the three regions of Oceania?

1. **Oceania** is not part of any continent.
 - a. Turn to the *Australia Activity Map*.
 - b. Give the map a title. Across the top of the map, write **EXPLORING OCEANIA**.
 - c. Australia is a continent. Across the continent, write **AUSTRALIA**.
 - d. Asia is also a continent. Across Sumatra, Java, Borneo, and Sulawesi, write **ASIA**.
2. Oceania is divided into three regions: Melanesia, Micronesia, and Polynesia. **Melanesia** includes the islands northeast of Australia and south of the Equator.
 - a. Turn to the Pacific Regions map on page 101 of *The Nystrom World Atlas*. Point to the three different regions in Oceania. Then outline Melanesia with your finger.
 - b. On your Activity Map, with a Map Marker, outline Melanesia.
 - c. Fiji does not appear on the Activity Map. But it is considered part of Melanesia. North of the Tropic of Capricorn, past the right edge of your map, draw a small island and label it **FIJI**.
 - d. Underline the labels for New Guinea and New Caledonia.
 - e. Use the map on page 97 of the Atlas to help you label the **SOLOMON ISLANDS** and **VANUATU**.
 - f. Some of the islands in Melanesia are far apart. Draw a line from New Guinea to New Caledonia. Use the map scale to measure the distance between them. Write this distance along your line.
 - g. The islands in Melanesia are named for the darker skin, or melanin, of the people who live on these islands. Along the Equator, near the label for the Pacific Ocean, write **MELANESIA = BLACK ISLANDS**.
3. **Micronesia** includes over 2,000 small islands that are between the Tropic of Cancer and the Equator.
 - a. On the Pacific Regions map on page 101 of the Atlas, outline Micronesia with your finger.
 - b. Turn to the *Asia Activity Map*.
 - c. On your Activity Map, with a Map Marker, outline Micronesia, keeping your line east of the Philippine Sea and south of the Tropic of Cancer.
 - d. The Caroline Islands, Guam, the Mariana Islands, and the Marshall Islands are all part of this region. Underline the labels for Mariana Islands, Guam, and Caroline Islands.

- e. The islands in Micronesia are named for their smallness. Along the Tropic of Cancer, near the label for the Pacific Ocean, write **MICRONESIA = TINY ISLANDS**.



4. Polynesia covers the largest area in the South Pacific—from New Zealand all the way east to Easter Island. New Zealand, Samoa, the Hawaiian Islands, Tahiti, and Easter Island are all part of this region.



- On the Pacific Regions map on page 101 of the Atlas, outline Polynesia with your finger.
- Turn to the *World Activity Map*.
- On your Activity Map, with a Map Marker, circle New Zealand (North Island and South Island). To the west of South Island, write **NEW ZEALAND**.
- From New Zealand, draw an arrow east toward the edge of your map.
- Now go to the other side of your map and outline the rest of Polynesia. Keep your lines just north of the Tropic of Cancer, east of Easter Island, and just south of 45°S.
- Tahiti is the largest island in French Polynesia. Turn to the map on page 102 of the Atlas. Point to French Polynesia.
- On your Activity Map, Tahiti is covered by the legend. At 150°W, just above the legend, draw a small island and label it **TAHITI**.
- Underline the labels for the Hawaiian Islands and Easter Island.
- Polynesia covers a vast distance. The distance between Easter Island and New Zealand is more than 4,000 miles of ocean—that's more than the distance across the 48 contiguous states in the United States. Near Easter Island, write **4,000 MILES TO N.Z.**
- Draw a line from Easter Island to the Hawaiian Islands. Use the map scale to measure the distance between them. Write the distance along your line.
- Polynesia means “many islands.” North of the Tropic of Cancer, write **POLYNESIA = MANY ISLANDS**.

What types of islands does Oceania have?

- 5.** Oceania is basically made up of two types of islands: high and low. **High islands** are the tops of volcanic mountains. **Low islands** are coral reefs.
- Look at the Ring of Fire map on page 102 of the Atlas. Point to the volcanic islands in Oceania.
 - On page 103, look at the photo of a volcano in Indonesia. Read the caption.
 - On your Activity Map, in New Guinea, New Caledonia, New Zealand, and Hawaii, draw volcano symbols ▲.
 - Low islands are much smaller than high islands and rise only a few feet above sea level. Read Focus on Coral Reefs on page 103 of the Atlas.
 - If you have an e-book atlas, click *E-BOOK EXTRA* to see how a coral atoll is formed.
 - Compare the Pacific Islands and Coral Reefs maps on pages 102–103. Identify a group of islands with coral reefs.
 - On your Activity Map, on those islands, draw a reef symbol 🌊.

Who lives in Oceania?



6. People began settling these islands about 60,000 years ago. Today, about 14 million people live on the islands in Oceania.
- a. Turn to page 101 in the Atlas. Read Focus on People of the Pacific. Look at the photo and read the caption.
 - b. Also look at the photo of the Asmat people of New Guinea on page 98 and read its caption.
 - c. The first settlers in Oceania probably came from Southeast Asia and sailed to islands in Micronesia and Melanesia. On your *Asia Activity Map*, draw an arrow from the Indochina Peninsula to the Mariana Islands. Along the arrow, draw a boat .
 - d. While Micronesia and Melanesia were settled first, the islands of Polynesia have more people now. On your *World Activity Map*, in New Zealand and in the Hawaiian Islands, draw people symbols .
7. The islands of Oceania have been as important in the past as they are today. In times of exploration and war, their location was strategic. For travel and trade, they are ideal stopping places.
- a. Many larger countries have **possessions** in Oceania. These possessions are territories governed by distant countries. Look at the Pacific Islands map on page 102 of the Atlas. Find an island in Oceania that is a possession. (Possessions are shown in italics with the governing country in parentheses. Note that Hawaii is not a possession. It is a state in the United States.)
 - b. On your *World Activity Map*, outline this possession and draw a line to the country that governs it.
 - c. Other Pacific Islands are independent countries. Use the map on page 102 to find independent countries. (They are shown in all capital letters.)
 - d. On your Activity Map, outline two independent countries in Oceania. Inside each country, write an **I**.

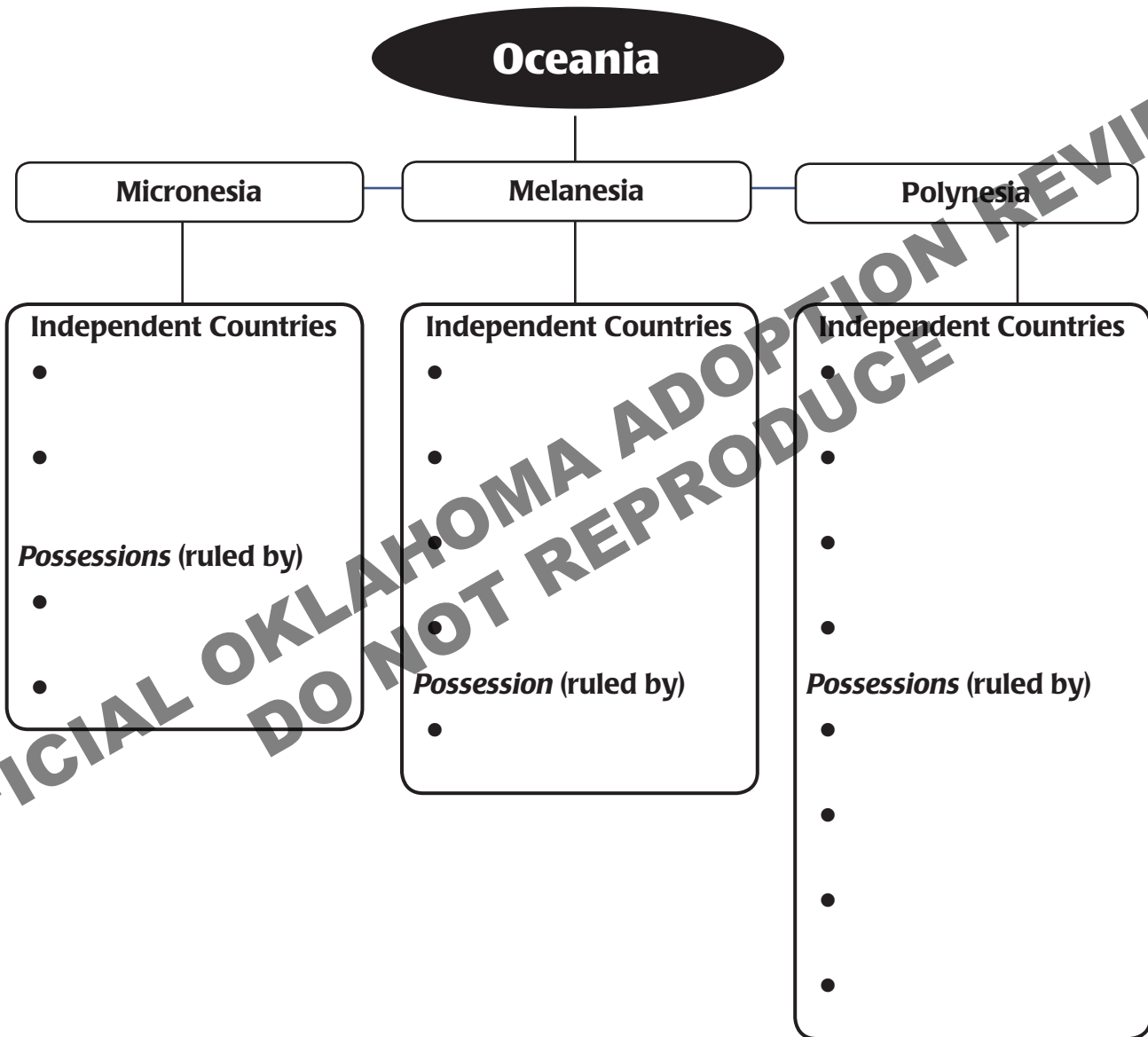
Name _____

Exploring Oceania

Pulling It Together



Use your Activity Maps, Activity Sheets 67a–67c, and pages 96–103 of the Atlas to complete the diagram below. Write the names of countries and possessions in the correct regions.



Look at the People per Car graph and Land Use map on pages 100–101 of the Atlas. What do they tell you about the economies of Oceania? Write a short paragraph explaining your answer.

Name _____

Taking a Closer Look Comparing Cultures



Most people in Australia live in urban areas. However, Australia and Oceania have a large number of rural areas. In this lesson, you'll use clues and information from the Atlas to locate an urban area and a rural area in Australia or Oceania.



Where is this urban area?

I live in an apartment building with my mother, father, and two brothers in a modern city. Both my parents work—my father works at a bank and takes a ferry to work and my mother teaches music. I am Anglican. On the weekends, I love going to the beach and surfing. What city do I live in?

In the box below, you'll find a list of possible cities. Use the map on page 97 of the Atlas to locate these cities. After each clue, check *The Nystrom World Atlas*. Then cross out any cities that do not fit the description.

I live in a city along a coast.

I live in a place that is crowded. There are over 250 people per square mile.

I live where there is a modest amount of precipitation. We get about 50 inches of rain a year.

I live where the growing season lasts 8 to 12 months of the year. Temperatures are almost always in the 60s or 70s.

I live in one of the largest urban areas in the country.

I live on a continent, not on an island.

Where do I live? _____

**Alice Springs,
Australia**

**Dili,
East Timor**

**Port Moresby,
Papua New
Guinea**

**Adelaide,
Australia**

**Perth,
Australia**

**Sydney,
Australia**

**Wellington,
New Zealand**

Name _____



I live on a farm with my family. My ancestors have been on this land for 150 years. We grow kiwi. I have four brothers and sisters. We all go to school and help on the farm. I am a Christian and I speak English. What country do I live in?

Where is this rural area?

In the box below, you'll find a list of possible countries. Use the map on page 97 of the Atlas to locate these countries. After each clue, check the Atlas. Then cross out any countries that do not fit the description.

I live where it's not very crowded; there are only about 45 people per square mile.

I live in a region that gets a good amount of precipitation. We get over 45 inches a year.

I live in lowlands near the coast. Lush green forests surround our land.

I live where land is used for commercial farming. We grow fruit.

My country has two main islands. I live on a medium-sized island. The island I live on is about 45,000 square miles.


I live where the growing season lasts almost all year. Plants grow 8 to 12 months a year.

I live near the Bay of Plenty.

Where do I live? _____

Australia
East Timor
Indonesia
New Caledonia
New Zealand
Papua New Guinea
Solomon Islands
Vanuatu



Which of these two ways of life is most like yours—urban or rural? Write a paragraph explaining your answer. 

Name _____

Australia and Oceania

Reviewing Australia and Oceania



In the last seven lessons, you've explored Australia and Oceania. You've used a variety of maps and learned what makes this region unique. How much did you learn?

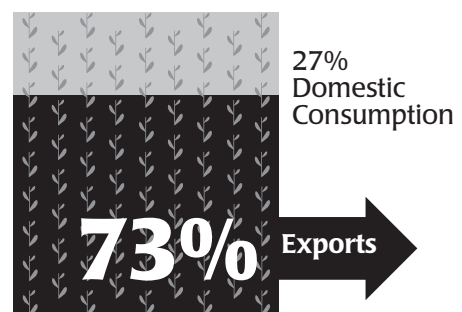
Note: *There may be more than one correct answer to each question. Circle the letter beside each correct answer.*

1. Australia
 - A is the smallest continent.
 - B is in the Southern Hemisphere.
 - C is densely populated.
 - D is a continent and a country.
2. Australia's closest neighbors are part of the continent of
 - A Antarctica.
 - B Asia.
 - C North America.
 - D Africa.
3. Most of Australia's large lakes are
 - A in the Outback.
 - B dry part of the year.
 - C used for transporting goods.
 - D polluted.
4. Among Australia's "great" physical features are
 - A a bight.
 - B a salt lake.
 - C a barrier reef.
 - D a dismal swamp.
5. Which of the following are Australia's two largest cities?
 - A Canberra and Alice Springs
 - B Kuala Lumpur and Jakarta
 - C Port Moresby and Auckland
 - D Sydney and Melbourne
6. In Australia most of the population lives
 - A along the coast.
 - B in the west.
 - C in the Outback.
 - D in cities.

Use the graph to answer question 7.

7. In Australia what percentage of wheat is not exported?
 - A 73%
 - C 27%
 - B 0%
 - D 100%

Australia's Wheat
Total Production



Name _____



8. The Australian Outback

- | | |
|--------------------------------|-------------------------------|
| A is good for ranching. | C has many people. |
| B gets lots of rain. | D is very mountainous. |


9. Oceania is

- | | |
|---------------------------------|------------------------------|
| A a large body of water. | C an Australian city. |
| B made up of islands. | D a country. |

10. Label the following on the map of Australia below.

- | | | |
|-----------|---------------|------------------------|
| Canberra | Pacific Ocean | Great Australian Bight |
| Sydney | Indian Ocean | Great Dividing Range |
| Melbourne | Darling River | Great Barrier Reef |
| Tasmania | Murray River | Kati Thanda-Lake Eyre |

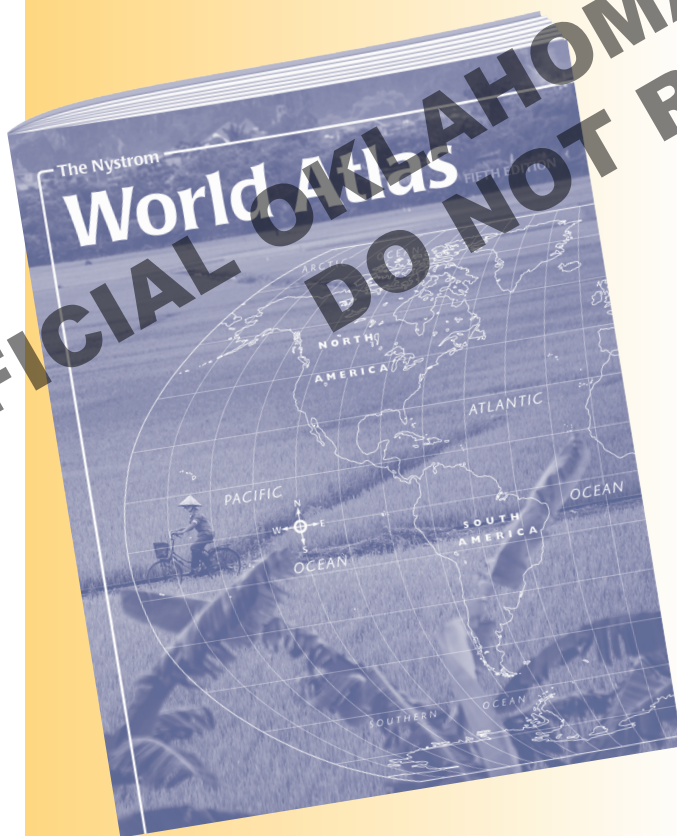


What kind of place is Australia? Use what you have learned in the last seven lessons to write an opening paragraph for a TV special about Australia. 

World Atlas & Literacy Lessons

These Literacy Lessons complement the other lessons in this binder. They do not take their place. Together they exemplify how The Nystrom World Atlas develops critical thinking and in-depth analytical skills.

These 15 lessons provide models that can be used with other parts of the atlas, as well as with other social studies materials. Using them throughout the year will give students multiple opportunities to apply these skills in the context of Social Studies.



Atlas Literacy Lessons

Introduction

How to Use the Literacy Lessons

Answer Key

Lesson

- 1** Determine the Meanings of Words
- 2** Integrate Visual Information
- 3** Integrate Maps
- 4** Write Arguments
- 5** Cite Evidence
- 6** Identify an Author's Point of View
- 7** Conduct a Research Project
- 8** Describe Structure
- 9** Identify Key Steps
- 10** Gather Relevant Information
- 11** Determine Central Ideas
- 12** Analyze Primary and Secondary Sources
- 13** Draw Evidence
- 14** Distinguish Fact from Opinion
- 15** Write Informative Text

Most state standards for Literacy in History and Social Studies, recommend introducing students to and engaging students in various forms and genres of text. The language in *The Nystrom World Atlas* is informational text. The atlas includes a variety of text, photographs, diagrams, and graphs, as well as maps.

These lessons can help you apply English Language Arts skills and concepts in the context of Social Studies.

Teaching Tips

- All lessons use the *World Atlas*. Many require the e-book version of the atlas. A few also require a computer, tablet, or smartphone with Internet access. Any additional materials needed are listed under the lesson title.
- Each lesson can serve as a model to use with other two-page spreads in the *World Atlas*.
- As you become familiar with these lessons, you will see ways to combine and apply your state standards with the atlas, as well as with other programs and materials.

Digital Resources

StrataLogica.com

The *World Atlas* is available in both print and e-book formats. In its e-book format, at www.StrataLogica.com, the atlas can be displayed on a whiteboard, computer, or iPad®. Teachers and students can zoom closer to a section of a page and add emphasis with erasable marks on atlas pages. The e-book is available through a license or subscription to StrataLogica.com.

E-BOOK EXTRAS

The *World Atlas* e-book includes additional maps, graphs, and primary source documents. Just click an *E-BOOK EXTRA* icon to pull them up. Students can use these resources in their various research projects. They can also download the maps and graphs into their papers and reports.

Lesson 1

- 1a. It is the most common ground cover in a given area.
- 1b. It includes cropland, grassland, tundra, glacier, semi-desert & desert, tropical rain forest, broadleaf forest, and needleleaf forest.
- 2a. They cover the land with ice for hundreds or thousands of years.
- 2b. Antarctica
- 3a. Only short, hardy plants grow there.
- 3b. Too cold for trees to grow, found in polar and mountainous areas, small plants close to the ground
4. Print or digital dictionary

Lesson 2

Definitions and examples on the chart will vary.

	Plains	Basins	Hills	Tablelands	Mountains
Definition	Land higher than land around them. Most are rounded and not steep. Hilly land may seem lumpy.	Plateaus. Elevated plain with at least one steep side. Fairly level, high elevations	Broad, vast areas that are nearly level or gently rolling. Low elevations	Level land surrounded by mountains	Much higher than land below. Many that stand alone are volcanoes. Large groups are called ranges.
Examples	p. 14 Plains p. 20A Farming p. 47 Crops p. 67 Zimbabwe	p. 14 Basins p. 19 Highland climate	p. 15 Hills p. 12B Grassland p. 12C Tundra p. 88 India	p. 15 Tablelands p. 63 Victoria Falls p. 97 Uluru	p. 15 Mountain ranges p. 44 Mt. Hood p. 64 Kilimanjaro p. 88 Himalayas
Photo					
Map	Great Plains Northern European Plain	Amazon Basin Congo Basin	Flint Hills Sand Hills	Western Plateau Plateau of Tibet Central Siberian Plat.	Rocky Mountains Andes Mountains Himalayas Alps
Fact Graph					All the tallest mountains are in Asia

Lesson 3

- 1a. Countries will vary.
2. Graphic organizers will vary, depending on the country chosen.
3. Summary sentences will vary, depending on the country chosen. Students should mention at least four characteristics, such as dry, crowded, hot, desert-like.

Lesson 4

4. Charts will vary, depending on the claims chosen. Students may claim: Deforestation of the Amazon Rain Forest must stop. The opposing claim may be: Deforestation of the Amazon Rain Forest should be allowed to continue.
10. Arguments will vary. Students should state their claim, present at least two pieces of evidence, and conclude with a statement reinforcing the superiority of their claim.

Lesson 5

- 3a. Source: Population map
Evidence: There are almost no people living in the Sahara.
- 3b. Source: Official Language of Africa map
Evidence: Northern Africa speaks Arabic. Most countries south of the Sahara tend to speak European languages.
- 3c. Source: Land Use map
Evidence: North Africa's land use is mainly commercial farming and urban areas. Areas south of the Sahara are mainly used for subsistence farming.
- 4a. Source: The Sahara map and legend
Evidence: The Sahara is almost 500,000 square miles larger than the 48 states.

- 5a. Source: "Sahara Journey primary source"

Evidence: Eveleigh says, "For the last week our camels have been plodding across the dunes—there is nothing but sun and sand for hundreds of kilometers in every direction." or "The dunes shimmer on the horizon ahead of us and eventually they rise like islands out of a landscape that ripples as the wind ruffles the sand."

- 5b. Source: Precipitation map

Evidence: The Sahara gets 0 to 10 inches of precipitation a year.

Lesson 6

- 1a. 4
- 1b. European countries
- 2a. Prime Minister of Ghana
- 2b. He led a campaign in Ghana against British rule.
- 3a. "beloved country," "nobly fought," "valiant ex-service men," "new Africans;" To get support from those who fought for independence in Ghana
- 3b. "foreign rule and imperialism," "no more a colonial;" To strengthen negative feelings toward the United Kingdom.
- 3c. Probably positive
- 4b. It's catchy. It links his movement to the American Civil Rights Movement.
- 5a. Being imprisoned meant he fought for independence.
- 5b. Probably positive
6. To congratulate Ghana on its independence and gain support for independence in the rest of Africa.

Lesson 7

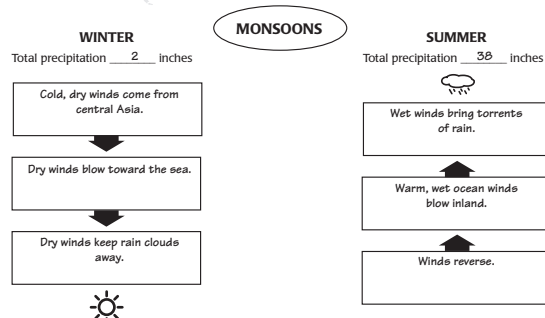
- 3–5. Charts will vary. Students should have added topics across the top, countries down the side, and data or ranges for each category.
7. Paragraphs or short reports will vary. Students should name a country in Africa that has the highest standard of living. They should describe the criteria they used and provide data that supports their findings.

Lesson 8

- 1a. "For centuries," "Early factories," "Recent laws"
- 1b. Farmland was needed.
Wood was needed to build ships.
Industry needed charcoal from wood.
2. Examples may vary. Students may include, "the worst fog that I'd ever encountered" or "the smog hit us like a wall" or "absolutely black as sweeps."
- 3a. Answers will vary. Some may mention comparing original and current forests, others may say sequence showing forests then and now.
- 3b. Countries will vary. Students may mention the United Kingdom, France, Denmark, the Netherlands, Germany, Switzerland, Czech Republic, or Poland
4. Cause-and-effect charts may vary. The cause might be burning fossil fuels and the effect acid rain. Or the cause could be acid rain and the effect damaged forests.

Lesson 9

1–2. Flow charts will vary. Students may include:



Lesson 10

Provide students with a format that you want them to use for a bibliography.

- 1a. Notes will vary. Students may mention that China is the largest exporter of manufactured goods in the world. About 13% of China's exports go to the U.S. However, China imports much less from the U.S.
- 1b. Students may mention that both China and the United States are members of the World Trade Organization.
- 2b. Reworded sentences will vary. Students should mention China's eastern ports and exports.
- 3a. Students should underline CIA World Factbook and circle the two quotation marks.
- 3b. Credits will vary, depending on your citation format. Students should credit *The Nystrom World Atlas*.

Lesson 11

1. Prior knowledge will vary. Some students may not know what OPEC is.
2. Opinions will vary. Some students may feel that OPEC plays an unfair role in setting high oil prices.
3. Key points will vary. Students may mention: Much of the world's oil is exported by OPEC members. OPEC members are located on the Persian Gulf, as well as in Africa and South America.

Answers to 4–5 will vary, depending on students' key points.

- 4a. OPEC members are located on the Persian Gulf . . . or none
- 4b. Much of the world's oil is exported by OPEC members.
- 4c. none or OPEC members are located on the Persian Gulf . . .
- 5a. Both key points were probably used.
- 5b. "Major Oil Fields" map and/or photo
- 5c. Oil fields are located along the Persian Gulf, Caspian Sea, eastern Black Sea, and in north Africa.
6. Central ideas will vary. Students may mention OPEC, with members along the Persian Gulf and in Africa and South America, exports much of the world's oil.

Lesson 12

- 2b. About half or 50%
- 3a. Judaism
- 3b. Islam–Sunni

- 4a. Western Wall of an ancient temple
- 4b. Dome of the Rock
- 5a. A century-old "dream of a Jewish people and a Jewish homeland."
- 5b. "to fight to the very end"
- 6a. "to regain our right to self-determination and our undisputed right to return to our homeland."
- 6b. Major revolts, popular uprisings, over 30,000 martyrs
- 7a. Secondary sources in the atlas
- 7b. The two primary sources

Lesson 13

1–4. **Dry Region of Australia:**

Population: 0 to 5 people per sq. mile
Land cover: semi-desert & desert
Land use: no widespread use; ranching or herding
Photo: sand, rocks, a few shrubs

Another dry region: data will vary depending on the region chosen.

Lesson 14

- 1a. Captain James Cook
- 1b. Malekula, New Hebrides Islands (Vanuatu)
- 2b. Melanesia
- 3a. Opinion or reasoned judgment.
- 3b. Rope broke and buoy floated away, an animal took it
4. Fact or reasoned judgment: "thick lips," "flat noses;" Opinion: "most ugly," "ill-proportioned"
5. Fact: "a Colour between brown and black," "short and curly;" Opinion or reasoned judgment: "Woolly heads," "more of hair than wool"

Lesson 15

- 2a. Facts will vary. Students may mention 98 percent of Antarctica is covered in ice and snow. Its ice cap is 2.5 miles thick in some places. The ice cap holds 70 percent of the world's fresh water.
- 2b. Words will vary. Some students may mention ice shelf.
- 2c. Quotations from the Scott's journal will vary.
- 2d. Details will vary. Students may mention that Antarctica is all glacier. It is dotted with research stations. It is significantly larger than the 48 states. It has mountains, a trench, and several ice shelves. The continent wraps around the South Pole.
3. Categories will vary. Students may mention ice and glaciers, cold temperatures, terrain, or location.
4. Informative text will vary. It should include a heading, graphic, and text with facts, details, and either a quotation or definition.

Name _____

Lesson 1

Determine the Meanings of Words

The *World Atlas* may have some words that you don't know. Today you'll learn some tips for decoding them.



Context Clues

1. Turn to "Understanding Land Cover" on pages 12–13. What does *land cover* mean?

- a. Surrounding words can give you some clues about the meaning of a word or phrase. Read the first sentence of the introduction. What is the main clue it gives you about the meaning of *land cover*?

- b. Nearby maps can also give you clues about the meaning of a word or phrase. Look at the "Land Cover" map. Focus on the legend. What clues does it give you about the meaning of *land cover*?

2. One land cover category is *glacier*. What is a *glacier*?

- a. Look at photo D. Read the caption. What is the main clue it gives you about what a *glacier* is?

- b. The caption mentions that glaciers form near the North and South Poles. Look at the "Land Cover" map again. Which continent is covered with glaciers?

Glossary

3. Another land cover category is *tundra*. What can you find out about *tundra*?

- a. Look at photo C. Read the caption. What is the main clue it gives you about *tundra*?

- b. A glossary can provide additional information. Turn to the Glossary on pages 107–109. Find the word *tundra*. What additional information did you find out about it?

4. Caption H mentions the word *deciduous*. It's listed in the Glossary. Where else could you look for a definition?

Name _____

Lesson 2

Integrate Visual Information

Also needed for this lesson: *World Atlas e-book*

The *World Atlas* has dozens of photos, maps, and graphs that can be integrated into a chart.

Define the Landform

1. Turn to "Understanding Elevation and Landforms" on pages 14–15. Read the introduction. Look at each of the diagrams and photos. Read their captions.
2. Now turn to the Glossary on pages 107–109. Many of the terms in the chart below are defined there. Compare the Glossary definition of each term with its photo caption on pages 14–15. Then write your own definition of each landform. Add your definitions to the first row of chart.

Find Photos and Use Maps

3. Now look through the atlas for another image of each of these landforms. Add a page number and short description for each photo to the chart below. (See the samples.)
4. Look at an Elevation map in the Atlas. Find an example of each type of landform. Add their names to the chart.

Integrate Graphs

5. In the e-book, on page 84, click on *E-BOOK EXTRA* "Tallest Mountains graph." Add a fact you learned from the graph to the chart below.

	Plains	Basins	Hills	Tablelands	Mountains
Definition					
Examples Photo	p. 14 Plains	p. 14 Basins	p. 15 Hills	p. 15 Tablelands	p. 15 Mountain ranges
Map					
Fact Graph					

Name _____

Lesson 3

Integrate Maps

Information from maps can help you “paint” a picture of a country or region.

Gather Data from Maps

- Turn to the “Political Relief Map, North America” on page 27.
 - Select a country in North America. (Smaller countries are easier.) _____
 - On the map below, color and label that country.
- Find that country on each of the seven maps listed below. (Atlas page numbers are also listed.) Determine the land cover, land use, or range for that country. Then add the information to the box.

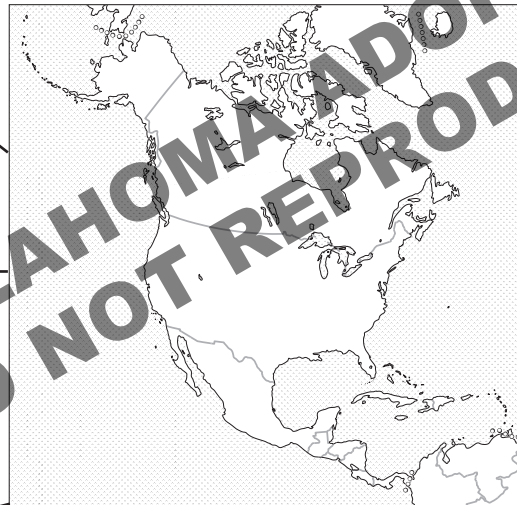
Land cover
pages 26, 32–33, 38–39, or 50–51 Main land covers:

Elevation
pages 28 or 42–43 Highest elevation:
feet above sea level

Precipitation
pages 29 or 44
inches per year

Growing Season
pages 30 or 45
months

Land Use
pages 30, 36, 48 or 54 Most widespread economic uses:



Population
pages 31, 37, 49, or 55
people per square mile

Population
page 23
people per car

Summarize the Information

- On the back of this page, write a sentence summarizing four or more of the characteristics you found about that country from the maps.

Name _____

Lesson 4a

Write Arguments

Also needed for this lesson: World Atlas e-book and Internet access

An argument is a chance to look at both sides of an issue.

Identify Claims

1. Turn to "Focus on the Amazon Rain Forest" on page 59. Read the introduction. Look at the "Shrinking Rain Forest" map.
2. In the e-book, click on *E-BOOK EXTRA* "Deforestation primary source" on page 59. This blog from Greenpeace is an example of an argument. Read the blog.
3. Think about the issue: **deforestation of the Amazon Rain Forest**. Work with a partner for this step.
 - a. What is another claim, or statement, that you could make about the deforestation? (It has to be a statement some would disagree with.) Write it in the "Your Claim" row of the chart below.
 - b. What opposing claim could be made about that statement? Write it in the "Opposing Claim" row.

Find Evidence

4. Find two pieces of evidence to support your claim. Evidence is a reason the claim is true.
 - a. Look at page 59 of the Atlas again for evidence.
 - b. Reread the Greenpeace blog looking for evidence.
 - c. In the e-book, also click on *E-BOOK EXTRA* "Tropical Rain Forests map" on page 59. This map may have some additional evidence.
 - d. On the Internet, look for other pieces of evidence. Make sure your sources are credible.

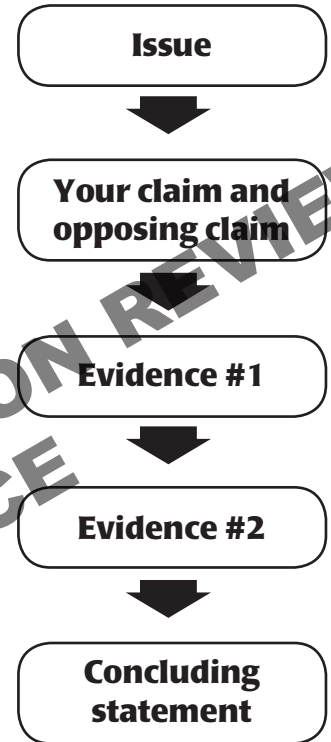
Your claim	
Opposing claim	
First piece of evidence to support your claim	
Second piece of evidence to support your claim	

Name _____

Lesson 4b Write Arguments

Write a Draft

5. Look at the diagram to the right. It shows one way to write an argument. Also read the steps below.
 - a. Start by naming and describing the issue: **deforestation of the Amazon Rain Forest**.
 - b. State your claim and the opposing claim.
 - c. Describe one of your pieces of evidence to support your claim.
 - d. Describe your second piece of evidence.
 - e. End with a concluding statement that reinforces why your claim is the best or most logical.
6. Write your first draft. Follow the steps above. Don't worry if it isn't perfect. Just try to get your ideas down on paper.



Polish Your Argument

7. Read your draft. Look for sections that are unclear or evidence that is weak. Rewrite the unclear text. Replace the weak evidence with stronger evidence, or add facts or quotations to strengthen it.
8. **Relationship words** help show the connections between claims, opposing claims, and evidence. Look at the list below. Identify places in your argument to add relationship words or phrases.
9. Trade papers with your partner from step 3. **Review** his or her draft. Identify sections that you don't understand. Suggest ways to make the argument stronger.
10. Review your partner's comments on your paper. **Revise** your draft. Check spelling and punctuation.

Relationship Words and Phrases

also
although
as a result
besides

consequently
however
in addition
in contrast

on the other hand
similarly
since
therefore

Name _____

Lesson 5

Cite Evidence

*Also needed for this lesson: World Atlas e-book*

Good writers use evidence to support the points they make. Today you'll locate that evidence.

1. Turn to "Focus on the Sahara" on page 65. Read the introduction.
2. Find evidence to support each of the author's points. Identify your source—the title of the map, graph, or primary source document. Describe how this evidence supports the point.

Division

3. **"The huge Sahara divides northern Africa from the rest of Africa."**

a. Source: page 66, _____

Evidence: _____

b. Source: page 66, "What did you say?" *E-BOOK EXTRA* _____

Evidence: _____

c. Source: page 67, _____

Evidence: _____

Size

4. **"The Sahara is larger than the 48 contiguous United States."**

Source: page 65, _____

Evidence: _____

Land Cover

5. **"The Sahara is famous for sand dunes, but much of the bone-dry desert is stony rather than sandy."**

Support for "sand dunes"

a. Source: page 65, "Focus on the Sahara" *E-BOOK EXTRA* _____

Evidence: _____

Support for "bone-dry desert"

b. Source: page 65, _____

Evidence: _____

Name _____

Lesson 6

Identify an Author's Point of View

Also needed for this lesson: World Atlas e-book

Authors have a point of view or purpose in their writing.

Situation and Background

1. A situation can affect an author's point of view. On page 66, read "Focus on Independence" in Africa.
 - a. In 1945, how many countries in Africa were independent? _____
 - b. Who ruled the rest of Africa? _____
2. An author's background can also affect his or her point of view. In the e-book, on page 66, click *E-BOOK EXTRA* "African Independence primary source." Read the Author and Historical Context.
 - a. Who was Kwame Nkrumah? _____
 - b. What was his role in African independence? _____

Evidence of Point of View

3. Nkrumah gave this speech on the day Ghana won its independence from the United Kingdom. The words a person chooses can indicate his or her point of view. Read the speech. Look for examples of **loaded language**. These words often stir up emotions.
 - a. One phrase with a positive connotation: _____
Why did Nkrumah use this phrase? _____
 - b. One phrase with a negative connotation: _____
Why did Nkrumah use this phrase? _____
 - c. Near the end of the speech, Nkrumah mentions God. Do you think this had a positive or negative connotation for his audience? _____
4. Sometimes a person includes **quotations** to help make a point.
 - a. In the 1950s, Reverend William H. Borders Sr., an American civil rights activist, wrote a poem "I Am—Somebody." Find the sentence in Nkrumah's speech that uses a similar phrase.
 - b. Why do you think Nkrumah used this quote? _____
5. An author may include **facts** or **details** to make a point.
 - a. On page 2, Nkrumah mentions "imprisonments." Why would he mention them?

 - b. Do you think this had a positive or negative effect on the audience? _____
6. What was Nkrumah's purpose or point of view in his speech?
_____.

Name _____

Lesson 7a

Conduct a Research Project



Also needed for this lesson: World Atlas e-book and Internet access

In this lesson, you'll find the answer to a research question using maps, graphs, and text.

Think About the Research Question

1. The research question you will be exploring is **Which country in Africa has the highest standard of living?** How would you go about answering that question?
2. Turn to page 23. Read the introduction. Look at the photos. Read their captions. Look at the "People per Car" graph. (Gabon is in Africa). Also look at the "People per Car" map.
3. The introduction to "Focus on People per Car" on page 23 says that people per car is just one measure of standard of living. Think about other kinds of things that reflect standard of living.
 - a. Turn to the pages 66–67. Look at the photos. Read their captions.
 - b. The table below shows criteria that could be considered in standard of living. You could examine standard of living based on cars and other technology. You might look at good health as a measure of standard of living. Or you might look at a mix of things. Circle two criteria that you'll examine.
 - c. Add these criteria to the top row of the chart on Lesson 7b.
 - d. There are dozens of countries in Africa. Narrow your search. Look at the "Land Use" map on page 67. Find five countries with large commercial farming and/or urban areas.
 - e. Identify the names of those countries using the "Political Relief Map, Africa" on page 63.
 - f. Write the names of those countries in the first column of the chart on Lesson 7b.

Topic	Source
Adult Literacy	CIA World Factbook,* People and Society
People per Physician	World Atlas e-book, page 23, E-BOOK EXTRA
Life Expectancy	CIA World Factbook,* People and Society
People per Car	World Atlas, page 23 map, pages 23 and 67 graphs
Internet or Cell Phone Users	CIA World Factbook,* Communications
Airports	CIA World Factbook,* Transportation

* Go to www.cia.gov/library/publications/the-world-factbook/. Under *Please select a country to view*, scroll down and find one of your countries.

Name _____

Lesson 7b Conduct a Research Project**Gather Data**

Country				

4. Use your atlas and Internet sources (see Lesson 7a) to gather data for each of your countries. If most of your countries are not appearing in the top ranges, feel free to change them.
5. Your data might not show a clear pattern yet.
 - a. Go to the CIA World Factbook (see footnote on Lesson 7a).
 - b. Gather additional information for your chart. The *Introduction* may identify recent events that helped or hurt the country's standard of living. The *People and Society* section has more information on health issues. *Communications* has more on technology. *Economy* looks at other issues such as unemployment and population below the poverty line. Select two more criteria. Add the data for each of your countries to your chart.

Analyze the Data

6. Look through the data in your chart. Circle the highest or best amount in each category. If you don't see a clear top country, circle the second highest or best amounts too. Put a star in front of the country that has the highest standard of living based on your data.
7. On a separate sheet of paper, write a paragraph or short report describing the country in Africa that has the highest standard of living. Describe the criteria you looked at. Include data (from the chart above) to support your position.

Name _____

Lesson 8

Describe Structure



Also needed for this lesson: *World Atlas e-book*

The atlas presents information in a variety of ways—in sequence, by comparing, and by looking at cause and effect.

Structure Used in Text

1. Turn to “Focus on Environmental Damage” on page 74. Read the introduction.

- a. What words does the introduction use to show sequence?

b. The introduction also presents information causally. Use the information from the first bullet to complete the cause-and-effect chart below.

Cause

Effect

European forests were cleared.

2. Authors often use words to compare. For example, a simile compares two objects using *like* or *as*. In the e-book, on page 74, click *E-BOOK EXTRA* “London Death Fog primary source.” Read the memoir. Find one example of a phrase that uses words that compare.

Structure Used in Images

3. Look at “Europe’s Lost Forests” map on page 74.

- a. How does the map present information? _____

- b. Name one country that has been largely deforested. _____

4. Now look at the photo on page 74. Read the caption. Use that information to fill in the cause-and-effect chart below.

Cause

Effect

Name _____

Lesson 9

Identify Key Steps

Also needed for this lesson: World Atlas e-book

Text, maps, and graphs can all help you show the key steps in a process.

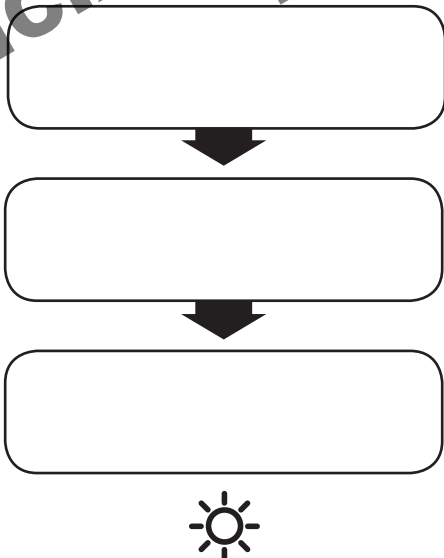
Text and Maps

1. Turn to "Focus on Monsoons" on page 86.
 - a. Read the introduction. Try to understand the steps in the winter and summer monsoons.
 - b. Look closely at the "Winter" and "Summer" maps. Compare the location of the clouds. Read the descriptions of the winds in the legends.
 - c. Now use this information to complete a flow chart for winter below. Break the process into three steps. In the same way, complete the summer flow chart. (Total precipitation will be added in step 2.)

Graphs

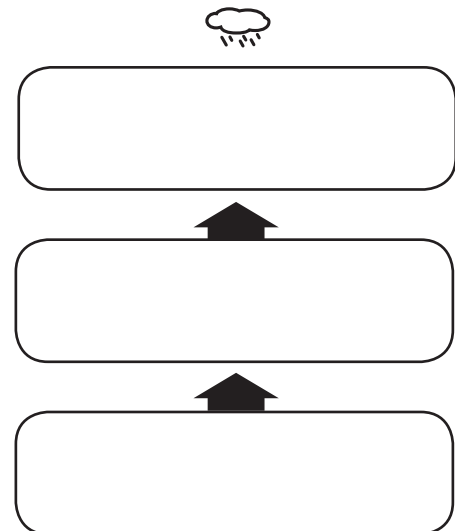
2. In the e-book, on page 86, click *E-BOOK EXTRA* "Monsoon Precipitation graphs."
 - a. Find the graph for Kolkata (Calcutta) in India. Kolkata has monsoons. The blue bars represent average precipitation. Compare the height of the bars by season.
 - b. Total the precipitation in winter (J F D). Add the value to the winter flow chart below. Also total the precipitation in summer (J J A). Add that value to the summer chart.

WINTER
Total precipitation _____ inches



MONSOONS

SUMMER
Total precipitation _____ inches



Name _____

Lesson 10

Gather Relevant Information



Also needed for this lesson: World Atlas e-book and bibliography format instructions (from your teacher)

When you gather information for a research project, there are a number of things to keep in mind.

Identify Relevant Information

1. Turn to "Focus on a Giant of Trade" on page 90. Read the introduction. Also look at the map, graphs, and photo.
 - a. Take notes only on the information that relates to your topic. Let's say you are writing a paper on **Chinese trade with the United States**. What two notes would you take away from the information on page 90?

 - b. In the e-book, on page 90, click on *E-BOOK EXTRA* "World Trade Organization map." What information could you use in a paper on Chinese trade with the United States? List any possible information below.

Avoid Plagiarism

2. Do not copy sentences or paragraphs from a book or online resource directly into your paper and pretend that you wrote them. That is one kind of plagiarism. When you take notes, put them in your own words.
 - a. Look at the photo on page 90 of the Atlas. Read the caption.
 - b. You could decide to use information from the second sentence in your paper. Put it in your own words. Write your sentence on the back of this paper.

Credit Sources

3. When you use information from another source, it is important to give it credit.
 - a. Sometimes you find a great quotation or statement that you'd like to use as is in your paper. You can do that if you put it in quotation marks and credit the source. Look at this quotation. Circle the quotation marks. Underline the source.

According to the CIA World Factbook, "The dollar values of China's agricultural and industrial output each exceed those of the US."
 - b. Let's say you want to use the "China's Trade" graphs from page 90 of the atlas in your paper. How would you credit them? Your teacher will specify the format to use.

Name _____

Lesson 11

Determine Central Ideas

In fiction, the central idea is the theme running through a story or book.

In nonfiction, the central idea is the most important point or message of the reading.

Assess Prior Knowledge and Opinions

1. This lesson is about OPEC. What do you already know about OPEC?

2. How do you feel about OPEC? What opinions do you have about the organization?

Determine the Central Ideas

3. Turn to "Focus on Oil and OPEC" on page 93. Read the introduction. Write two key points that might be the central idea for this page.

4. A central idea should tie together most elements on the page. Look over each of the following elements. Read the photo caption. Identify which of your key points (from step 3) were touched upon by that element. If neither key point applies, write *none*.

a. photo: _____

b. "Leading Oil Producers" graph: _____

c. "Major Oil Fields" map: _____

5. Look over your list of elements and your key points.

a. Were both of your key points used? If not, which could you delete?

b. Which elements were missing a key point? _____

c. Write a new key point to cover those elements.

6. Look over your comments above. How do your remaining key points fit together? Think about how you could combine those key points into one central idea that covers almost every element on the page. Your central idea should not include your prior knowledge or opinions of OPEC, only the information provided on the atlas page. List your final central idea below.

Name _____

Lesson 12

Analyze Primary and Secondary Sources

Also needed for this lesson: *World Atlas e-book*

Primary sources come from the period they address. Secondary sources compile information later.

Secondary Sources

1. The maps, graphs, and text in the *World Atlas* are secondary sources. Turn to pages 94–95. Read “Focus on Israel Over Time.”
2. What can you learn about Israel from the maps?
 - a. Before 1948, Palestinians lived in all of what is now Israel, the West Bank, and Gaza. On the “1947 UN Plan” map, with your finger, trace the outside boundaries of what was then Palestine.
 - b. The United Nations divided Palestine between the Jews and Palestinians. On the “1947 UN Plan” map, how much of Palestine did the UN give to the Palestinians? _____
3. Most Palestinians are Muslim. On page 95, look at the “Predominant Religion” map.
 - a. What is the predominant religion in Israel? _____
 - b. What is the predominant religion of its neighbors? _____

Primary Sources

4. On page 95, look at the photo and read the caption. Before 1947 Jerusalem was in Palestine.
 - a. What Jewish holy site is in Jerusalem? _____
 - b. What Muslim holy site is in Jerusalem? _____
5. In the e-book, on page 94, click *E-BOOK EXTRA* “Israel’s Struggle primary source.” Read the Historical Context and then Golda Meir’s speech.
 - a. According to Golda Meir, what did Palestine represent for the Jewish people?

 - b. What were they willing to do to keep it? _____
6. In the e-book, on page 95, click *E-BOOK EXTRA* “Palestine’s Struggle primary source.” Read the Historical Context and then Yasser Arafat’s speech to the United Nations.
 - a. According to Yasser Arafat, why was Palestine important to his people?

 - b. What did they do to keep it? _____
7. Compare the information you got from both the secondary and primary sources.
 - a. Which gave you an overview of the situation? _____
 - b. Which helped you understand the emotions behind the dispute? _____



Name _____

Lesson 13

Draw Evidence

You can draw evidence from maps, photos, and text to support your analysis.

Evidence from Maps

1. Turn to “Understanding Precipitation” on page 16. Read the introduction. Today you’ll look for evidence to support the last bullet: **“Where precipitation is scarce, life is limited.”**
 - a. Look at the “Precipitation” map on page 98. Find the region of Australia where “precipitation is scarce,” 0 to 10 inches per year.
 - b. Turn to the “Population” map on page 100. Find the population in that region of Australia and add it to the chart below.

Evidence from Maps and Photos

2. Look for evidence to support the third bullet on page 16: **“the pattern of precipitation affects not only what grows, but also how and where people live.”**
 - a. Land cover maps show “what grows.” Use the “Land Cover” map on page 96 to add the land cover found in that dry region of Australia to the chart.
 - b. Land use shows how “people live.” Use the “Land Use” map on page 101 to add the land use(s) found in that dry region.
3. Look at the photo E on page 13. This is a dry region of Australia. How would you describe what you see? Add your description to the chart below.
4. Choose another dry region in the world and see if the evidence follows the same pattern.

Source	Dry Region of Australia	
“Population” map	people per square mile	people per square mile
“Land Cover” map		
“Land Use” map		
Photo		

Name _____

Lesson 14

Distinguish Fact from Opinion



Also needed for this lesson: World Atlas e-book

When reading a primary source, it is important to be able to tell facts from opinions.

Putting It in Context

1. On page 101, click *E-BOOK EXTRA* "Pacific Explorer primary source." Read the introductory information.
 - a. Who wrote this journal? _____
 - b. What area was he describing? _____
2. For context, turn to page 102 of the atlas. Look at the "Pacific Islands" map.
 - a. Locate this country on the map.
 - b. Look at the "Pacific Regions" map on page 101. What region is this country in? _____

Examining the Primary Source

3. Read the first sentence under Saturday 23rd. Think closely about what is written.
 - a. Is "last night the Natives had taken away the Buoy" a fact, opinion, or reasoned judgment (a sensible guess)? _____
 - b. What else might have happened to the buoy? _____
4. Read the second paragraph. In the table below, categorize four of his descriptions of the people of Malekula as fact, opinion, or reasoned judgment.

Fact	Opinion	Reasoned Judgment

5. Read the first sentence in the third paragraph.
 - a. To help you visualize these men, look at the photo of the Asmat people on page 98. They are from the same culture region.
 - b. In the table below, categorize Cook's descriptions from that sentence.

Fact	Opinion	Reasoned Judgment

Name _____

Lesson 15

Write Informative Text

Also needed for this lesson: *World Atlas e-book*

The *World Atlas* has examples of informative text. It can also be used as a resource for writing your own informative text.

Features of Informative Text

1. Turn to "Focus on the Cold Continent" on page 105.
 - a. Informative text often includes **headings**. Point to the heading for this section.
 - b. Informative text includes the **text** itself. Read the introduction.
 - c. Informative text also can include **graphics**. Graphics can include maps, graphs, photos, charts, and tables. Point to the graphics used for this section.
2. For this lesson, you will write your own informative text about Antarctica.
 - a. Read the introduction again. Informative text includes **facts**. List three facts you found in this text.

 - b. Informative text also might include a **definition**. Look at the photo and read its caption. What word could you define? _____
 - c. Informative text could include a **quotation**. In the e-book, click on the *E-BOOK EXTRA* "Antartic Explorer primary source" on page 105. Find a quotation to use that describes Antarctica.

 - d. Informative text uses concrete **details**. Look at the maps and cross section on page 105 of the atlas. Find one detail that you could use.

Organization

3. The information within informative text is often divided into categories. What categories could you divide the information you gathered into?

4. Use these notes to write your own "Focus on Antarctica." Include a heading, one graphic, and text with facts, details, and either a quotation or a definition. Divide your text into at least two categories.