



**RAND
MCNALLY**

Atlas of World Geography

6th Edition



ACTIVITY GUIDE

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		South America	Australia and New Zealand

Introduction

The Rand McNally *Atlas of World Geography Activity Guide* provides your students well-structured opportunities to 1) gain essential map skills and (2) apply these skills in activities that will increase their knowledge of world geography.

Students will learn about the locations of places on Earth and about the relationships among places, people, and environments. As they explore the major regions of the world through activities based on the Rand McNally *Atlas of World Geography*, students will gain knowledge and develop skills they can continue to apply throughout their academic careers.

Correlation to Curriculum Standards

The activities in the Rand McNally *Atlas of World Geography Activity Guide* support Common Core academic standards for English language arts/literacy. Correlating standards are listed at the top of each activity, and the Common Core Standards Correlation Indexes for grades 9–10 and 11–12 on pages 6-13 show the correlating standards for all 38 activities.

The activity guide also supports the National Geography Standards. These standards are grouped under Six Essential Elements of subject matter:

1. The World in Spatial Terms
2. Places and Regions
3. Physical Systems
4. Human Systems
5. Environment and Society
6. The Uses of Geography

Correlation of the *Atlas of World Geography Activity Guide* to the Six Essential Elements of the National Geography Standards

	Elem 1	Elem 2	Elem 3	Elem 4	Elem 5	Elem 6
Unit 1	*	*	*	*	*	
Unit 2	*	*	*	*	*	
Unit 3	*	*	*	*	*	*
Unit 4	*	*	*	*	*	*
Unit 5	*	*	*	*	*	*
Unit 6	*	*	*	*	*	*
Unit 7	*	*	*	*	*	*
Unit 8	*	*	*	*	*	*
Unit 9	*	*	*	*	*	*
Unit 10	*	*	*	*	*	*
Unit 11	*	*	*	*	*	*

Instructional Goals

The instructional goals of the Rand McNally *Atlas of World Geography Activity Guide* are as follows:

Goal 1: Ability to obtain information from maps, tables, graphs, charts, and text

Activities 2, 3, and 4 in Unit 1 focus on teaching the map skills necessary to obtain information from maps. The remaining units provide broad practice in using a variety of maps as well as graphs, tables, charts, and text to obtain information about the physical and human geography of our world.

Goal 2: Increased knowledge of place locations

Units 3 through 11 guide students through extensive opportunities to locate major physical features such as mountains, islands, and bodies of water, and human features such as countries, regions, and cities on a variety of maps. Students then locate and label these features on outline maps of the world, continents, and countries. This hands-on, interactive approach greatly expands and reinforces students' knowledge of place locations throughout the world.

Goal 3: Ability to interpret geographic information

Units 3 through 11 of the activity guide also provide students opportunities to learn about such aspects of world geography as climate regions, population patterns, land cover, and land use. As they respond to questions in the guide, students are asked to analyze and compare information from maps, graphs, charts, photos, and text, and hypothesize possible cause and effect relationships and outcomes based on these hypotheses.

Writing Opportunities

Activities throughout the guide require students to write essays, analyses, comparisons, and hypotheses based on information they have obtained from maps, graphs, tables, charts, photos, and text in the atlas.

Classroom Procedures, Organization, and Scheduling

Activities in the Rand McNally *Atlas of World Geography Activity Guide* are presented in the form of reproducible multi-page student activities. These activities require the use of the reproducible sheets, reproducible outline maps included in this guide, and the Rand McNally *Atlas of World Geography*. The specific materials needed are listed at the top of each activity.

The reproducible activities are written directly to students, allowing you the options of using them as (1) teacher-directed classroom activities, (2) independent classroom work, or (3) homework.

Time required for presentation or review of each activity is approximately one class period.

The Rand McNally *Atlas of World Geography Activity Guide* is organized as follows:

Unit 1: Using the Atlas

The first activity in this unit (1) introduces students to each major section of the Rand McNally *Atlas of World Geography*, (2) explains its purpose, and (3) provides practice using the material in the section.

It is recommended that you review Activity 1 with your students before proceeding to any additional activities in the guide.

Activities 2-4 explain and provide practice with map skills that students will need in order to complete the remaining activities in the guide.

Based on your assessment of your students' needs, you may want to review these activities with your students or present them as independent work. Whichever method you choose, *it is strongly recommended that students complete these activities in sequence before proceeding with any additional activities in the guide.*

Unit 2: Concepts in Geography

The seven activities in this unit provide an overview of our world — its physical features such as oceans, mountains, and islands as well as geographical elements such as climate, population distribution, and natural and human-made environments.

These activities provide background knowledge about world geography that will enrich students' study of specific continents, regions, and countries in the following units. It is recommended that students complete all the activities in Unit 2 before continuing with Units 3 through 10.

Unit 3-10: Study of Continents, Regions, and Countries

Units 3-10 provide detailed instruction about continents, regions, and countries. These units can be presented in any order that meets your curriculum needs. You can present all the units or only those units that support your specific curriculum.

Common Core Standards Correlations Index

Category	Subcategory	Standard	Activities												
			1	2	3	4	5	6	7	8	9	10	11	12	
Reading: Informational Text	Key Ideas and Details	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Text Types and Purposes	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						•							•
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.							•					•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.								•				•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.								•				•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Range of Writing	CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•
Speaking & Listening	Comprehension and Collaboration	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.											•		
Speaking & Listening	Comprehension and Collaboration	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.													
Speaking & Listening	Comprehension and Collaboration	ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.												•	
Speaking & Listening	Presentation of Knowledge and Ideas	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.												•	
Speaking & Listening	Presentation of Knowledge and Ideas	CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.													
Language	Conventions of Standard English	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•
Language	Conventions of Standard English	CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•
Language	Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies	•	•	•	•	•	•	•	•	•	•	•	•	•
Language	Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•

Grades 9 and 10

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		
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Common Core Standards Correlations Index

Category	Subcategory	Standard	Activities											
			1	2	3	4	5	6	7	8	9	10	11	12
Literacy in History/Social Studies, Science, & Technical Subjects														
History/ Social Studies	Craft and Structure	CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	●	●	●	●	●	●	●	●	●	●	●	●
History/ Social Studies	Integration of Knowledge and Ideas	CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.		●	●	●				●	●	●	●	●
History/ Social Studies	Range of Reading and Level of Text Complexity	CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●
Science & Technical Subjects	Key Ideas and Details	CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	●	●	●	●	●	●	●	●	●	●	●	●
Science & Technical Subjects	Craft and Structure	CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	●	●	●	●	●	●	●	●	●	●	●	●
Science & Technical Subjects	Integration of Knowledge and Ideas	CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		●							●		●	●
Science & Technical Subjects	Range of Reading and Level of Text Complexity	CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	●	●	●	●	●	●	●	●	●	●	●	●
Writing	Text Types and Purposes	CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.	●	●	●	●	●	●	●	●	●		●	●
Writing	Text Types and Purposes	CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.												
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	●	●	●	●	●	●	●	●	●		●	●
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.								●			●	●
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.								●			●	●
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.											●	●
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	●	●	●	●	●	●	●	●	●		●	●
Writing	Range of Writing	CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	●	●	●	●	●	●	●	●	●		●	●

Grades 9 and 10

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Common Core Standards Correlations Index

Category	Subcategory	Standard	Activities												
			1	2	3	4	5	6	7	8	9	10	11	12	
Reading: Informational Text	Key Ideas and Details	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Text Types and Purposes	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.													
Writing	Text Types and Purposes	CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						•							•
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Production and Distribution of Writing	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.							•					•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.								•				•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.								•				•	•
Writing	Research to Build and Present Knowledge	CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Range of Writing	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•
Speaking & Listening	Comprehension and Collaboration	CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.											•		
Speaking & Listening	Comprehension and Collaboration	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.													
Speaking & Listening	Comprehension and Collaboration	CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.												•	
Speaking & Listening	Presentation of Knowledge and Ideas	CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.												•	
Speaking & Listening	Presentation of Knowledge and Ideas	CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	•	•	•	•	•	•	•	•	•	•	•	•	•
Language	Conventions of Standard English	CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.													
Reading: Informational Text	Conventions of Standard English	CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•

Grades 11 and 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
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Common Core Standards Correlations Index

Category	Subcategory	Standard	Activities											
			1	2	3	4	5	6	7	8	9	10	11	12
Language	Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•
Language	Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						•						
Language	Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•
Literacy in History/Social Studies, Science, & Technical Subjects														
Writing	Integration of Knowledge and Ideas	CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.		•	•	•				•	•	•	•	•
Writing	Range of Reading and Level of Text Complexity	CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Key Ideas and Details	CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Craft and Structure	CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	•	•	•	•	•	•	•	•	•	•	•	•
Writing	Integration of Knowledge and Ideas	CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem		•						•		•	•	•
Speaking & Listening	Range of Reading and Level of Text Complexity	CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•
Speaking & Listening	Text Types and Purposes	CCSS.ELA-Literacy.WHST.11-12.1.1 Write arguments focused on discipline-specific content.	•	•	•	•	•	•	•	•	•		•	•
Speaking & Listening	Text Types and Purposes	CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.												
Speaking & Listening	Production and Distribution of Writing	CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•		•	•
Speaking & Listening	Production and Distribution of Writing	CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.							•				•	•
Language	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.							•				•	•
	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.											•	•
	Research to Build and Present Knowledge	CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•		•	•
	Range of Writing	CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•		•	•

Assessment

Four reproducible assessment options are included in the *Atlas of World Geography Activity Guide*, beginning on page 9. Select the assessments that best meet your instructional needs.

Assessment A: *Mental Map of the World*

Use

Assessment A can be used as a pretest and posttest for Unit 2.

In this assessment, students draw a mental map of the world showing continents, oceans, major seas, major mountain chains, and major islands.

Evaluating Student Performance

Measure student performance on the posttest against their performance on the pretest. The following lists include the specific geographic features presented in Unit 2. The more of these features the students locate accurately on their posttest maps, the richer and more complete is their understanding of the content of the unit.

CONTINENTS

- Students are instructed to draw these maps freehand; do not require detailed shapes of the continents.
- The sizes of the continents relative to each other should be reasonably accurate.
- The locations of the continents relative to the Equator, the Prime Meridian, and each other should be reasonably accurate.

OCEANS

- Atlantic Ocean
- Arctic Ocean
- Indian Ocean
- Pacific Ocean
- Southern Ocean

SEAS

- Arabian Sea
- Bering Sea
- Caribbean Sea
- Coral Sea
- Mediterranean Sea
- South China Sea

MOUNTAIN RANGES

- Alps
- Andes Mountains
- Atlas Mountains
- Himalayas

ISLANDS

- Baffin Island
- Borneo
- Greenland
- Madagascar
- New Guinea
- Sumatra (Sumatera)

MAJOR CITIES

- This category is a bonus, as major cities are not addressed in Unit 2.

Assessment *continued*

Assessment B: *World Map*

Use

Assessment B can be used as a pretest and posttest for Units 3–10.

In this assessment, students add the following to a copy of the World Outline Map included in this guide:

- labels for oceans, major seas, countries, major cities, and major rivers.
- shading for densely populated areas

Evaluating Student Performance

Measure student performance on the posttest against their performance on the pretest. Check the features they have included on their posttest maps against features from the Place Names Vocabulary lists for any of the activities you assigned. The more features from the Place Names Vocabulary lists students have accurately located on their maps, the richer and more complete is their understanding of world geography feature and place locations.

Assessment C: *Continent Maps*

Use

Assessment C can be used as a posttest for any of the following units: 3, 5, 6, 7, 8, 9, or 10. Students must complete Unit 4: United States, before Assessment C can be used as a test of Unit 3: North America. A separate assessment option is available for Unit 4: United States.

In this assessment, students label the following on an outline map of a specific continent: countries, major cities, bodies of water surrounding and within the continent, and other physical features such as mountain ranges, islands, peninsulas, and rivers.

In addition, students are directed to select one country on the continent and write a description of its physical and human features as well as such elements as climate, population, and land use.

Evaluating Student Performance

Check the features students have included on their posttest maps against features in the Place Names Vocabulary lists for the continent that is the focus of the unit. The more features from the Place Names Vocabulary lists students have accurately located on their maps, the richer and more complete is their understanding of the unit's content.

To evaluate the written description of a country, check the description against the students' outline maps and against continental Climate, Population, and Land Cover maps in the *Atlas of World Geography*.

Assessment *continued*

Assessment D: *United States Maps*

Use

Assessment D can be used as a posttest for Unit 4: United States

This assessment directs students to add the following features to an outline map of the United States: bodies of water surrounding and within the United States; at least two major mountain ranges; at least five major rivers; names of the states; and locator dots and names of at least 15 major cities.

In addition, students are directed to write a descriptive paragraph comparing the eastern and western United States in terms of such features as elevation, climate, population, and land use.

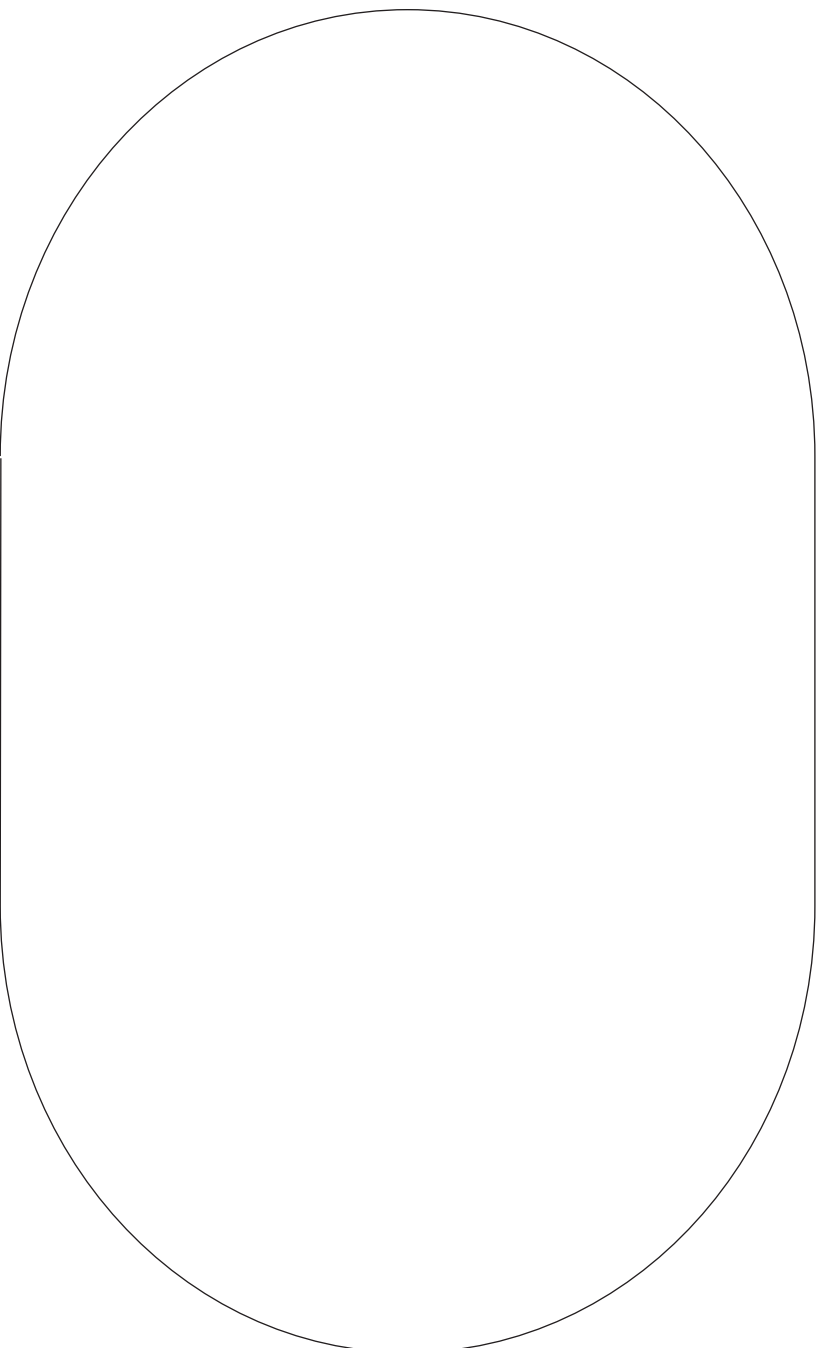
Evaluating Student Performance

Check the features students have included on their posttest maps against features from the Place Names Vocabulary lists for the United States unit. The more features from the Place Names Vocabulary lists students have accurately located on their maps, the richer and more complete is their understanding of the unit's content.

Assessment A: *Mental Map of the World*

DIRECTIONS

1. In the outline below, create a simplified map of the world. Include the following features on your map.
 - a. Outlines of the continents. Don't worry about being exact.
 - b. Names of the continents
 - c. Names of the oceans
 - d. Names of at least six seas
 - e. Names of at least five major mountain ranges at their approximate locations
 - f. Outlines and names of at least two major islands
- BONUS:** Add locator dots and names of at least five major cities.



Name _____ Date _____ Class _____

Assessment B: *World Map*

DIRECTIONS

1. Use a copy of the World Outline Map.

a. Label as many of each of the following as you can.

Oceans

Major Seas

Countries*

b. Add locator dots and labels for as many major cities as you can.
Underline national capital labels.

c. Sketch in and label at least one major river on each continent except Antarctica.

d. Shade the areas of the world with the densest populations gray.

* If you abbreviate country names on your map, create a list explaining the abbreviations

Name_____ Date_____ Class_____

Assessment C: *Continent Map*

Name of Continent _____

DIRECTIONS

1. Use the continent outline map.
 - a. Label the countries.
 - b. Add locator dots and labels for as many major cities as you can. Underline national capital labels.
 - c. Label bodies of water surrounding and within the continent.
 - d. Add labels for other important natural features such as mountains and mountain ranges, peninsulas, islands, and rivers.
2. Write a description of one of the continent's countries. Include information about the country's cities, capital(s), physical features, climate, population, and land use.

Name _____ Date _____ Class _____

Assessment D: *United States Map*

DIRECTIONS

1. Use the United States Outline Map.
 - a. Label bodies of water surrounding and within the United States.
 - b. Label the locations of at least two major mountain ranges.
 - c. Label at least five major rivers.
 - d. Label the states, abbreviating names as needed.
 - e. Add locator dots and labels for at least 15 major cities. Underline the label for the national capital.

2. Use 100° west longitude as the dividing line between the eastern and western United States. Write a comparison of the eastern and western United States, discussing features such as elevation, climate, population, and land use.

Answers to Student Activities

Unit 1: *Using the Atlas*

ACTIVITY 1:

Using the Atlas of World Geography Pages 37-38

- B.2 Page 22; Longest Rivers
- B.3 The world's longest river, the Nile, is 4,132 miles long. The Mississippi-Missouri is 3,989 miles long.
- B.4 Page 37; Crude Petroleum Reserves
- B.5 Venezuela; 18 percent
- B.6 Forest and tundra
- B.7 Russia
- B.8 An image of the country's flag; the country's official name, population, area, population density, and capital
- C.2 Landforms, climate, population, and land cover
- C.3 Land Cover
- C.4 West Siberian Plain (page 114)
- C.5 Lands of Australia's Aborigines (page 153)
- C.6 The political continent maps show the countries in different colors; the physical continent maps show elevations in different colors.
- D.2 Western Europe (pages 106-107), Eastern Europe (pages 108-109), Southern Europe and the Mediterranean (pages 110-111)
- D.3 160 miles
- D.4 Answers will vary, but students should understand that a consistent scale allows for accurate comparisons from map to map.
- D.6 64 miles
- E.2 These are all words for "mountain."
- F.1 Students could find information about the populations of China and India in the Population section (pages 32–33), on the World Population Density Map (pages 34–35), in the Countries and Flags section (pages 44–51), in the "Asia at glance" section (page 112), on the Asia Population map (page 113), and in the text accompanying the Asia Population map (page 113).
- F.2 Students' paragraphs should reflect an understanding that the atlas offers a large number and great variety of maps, including physical maps and political maps as well thematic maps, or maps that focus on specific themes. The paragraphs should also mention other atlas resources such as: geographic tables, charts, and graphs; flag illustrations and basic information for each of the world's countries; an introductory/overview section for each continent; a glossary; and an index.

Answers to Student Activities

Unit 1: *Using the Atlas*

ACTIVITY 2:

Latitude and Longitude, Map Scale Pages 39-40

- A.1 a. parallels, east and west, north and south of the Equator
b. meridians, north and south, east and west of the Prime Meridian
- B.1 North America, South America, Antarctica
- B.2 South America, Africa, Australia
- B.3 New Orleans
- B.4 New Orleans
- B.5 New Orleans
- B.6 b
- C.2 64 miles
- D.2 630 miles
- D.3 64 miles
- D.4 In their paragraphs, students might point out that the North America map shows St. Louis, Kansas City, and the Missouri and Mississippi rivers in the area of Missouri. The Central United States map shows, in addition to these features: many smaller cities and towns, including the state capital; many other rivers and their names; several lakes/reservoirs and their names; greater detail of land elevations; and a national monument.
- E.1 About 1,700 miles
- E.2 Mexico City, Mexico; Chicago
- F.2 Jerusalem—Israel; Baghdad—Iraq
- F.3 About 500 miles
- F.4 The Middle East map

Answers to Student Activities

Unit 1: *Using the Atlas*

ACTIVITY 3:

The Index Pages 41–42

- A.2 6 degrees 27 minutes north latitude, 3 degrees 24 minutes east longitude. Emphasize that the letters N or S following latitudes indicate north or south of the equator. The letters E or W following longitudes indicate east or west of the Prime Meridian.
- A.3 It represents the page number of the map on which Lagos can be found.
- A.4 Nigeria, Africa
- A.5 Bight of Benin; accept also Gulf of Guinea or Atlantic Ocean
- A.7 64°03'N, 139°24'W
- A.8 Yukon, the Ogilvie Mountains
- B.3 Saudi Arabia, Asia
- B.4 Iran, Pakistan, and Afghanistan
- B.5 Accept any three of the following: World Political Map, Asia Political Map, Asia Physical Map, Southwestern Asia Map
- B.6 Answers will vary but should indicate student checked other maps that show all or part of Asia.
- C.2 The Asia Political Map, pages 116–117, or the Asia Physical Map, pages 118–119
- C.3 The World Political Map, pages 42–43; you could use latitude and longitude to estimate Riyadh's location on the world Map
- D.2
- a. Afghanistan
 - b. Louisiana, United States
 - c. Germany
 - d. Delaware, United States
 - e. South Korea
- E.1
- a. Aoraki; New Zealand; mountain
 - b. Baja California; Mexico; peninsula
 - c. Tórshavn; Faroe Islands; national capital
- F.2 A lake; the Amazon Basin Map, pages 92–93
- F.3 The South America Political Map, p. 88; the South America Physical Map, p. 89; the Central South America Map, pages 94–95; the Peru and Ecuador Map, page 96.
- F.4 The South America Political Map or the South America Physical Map.
- F.5 The Peru and Ecuador map.

Answers to Student Activities

Unit 1: *Using the Atlas*

ACTIVITY 4:

Map Symbols and Legends Pages 43-44

- A.1 Physical Features, Political Features
- A.2 They are depicted with color tints.
- A.3 White
- A.4 Land at elevations above 3048 meters / 10,000 feet
- B.1 A mottled pattern made up of short red lines. Accept any reasonable description of the pattern.
- B.2 Accept any six of the following countries: Algeria, Chad, Egypt, Libya, Mali, Mauritania, Niger, Tunisia, Western Sahara.
- C.2 Salt water, intermittent
- C.3 A wavy blue line; accept any reasonable description
- C.5 Great Barrier Reef; approximately 1,250 miles; accept any reasonable estimate
- D.1 The first symbol is a dashed black line within a gray ribbon; the second is a thinner gray ribbon; the third is a dashed black line within a pink ribbon.
- D.2 Disputed or unrecognized boundary
- D.4 Between 0 and 500 feet (0 and 152.5 meters)
- D.5 A thin, dashed, black line
- D.7 Grand Canyon National Park
- D.8 The symbol for major roads is a red line. The symbol for minor roads is a thinner red line.
- D.9 The roads are generally straighter in the western half of the region. A possible explanation is that the land is flatter in this area: roads don't have to curve around hills and mountains.

D.10 Because lots of major roads intersect in the state and pass through the state.

D.12 Lake Mead

D.14 No, because the Europe Physical Map is a continent physical map, and according to the note in the legend, on these maps cities are not differentiated by population or relative importance.

D.15 **Rank Order of South American Cities**

City	Location	Rank Order
Porto Velho	9°S, 64°W	2
Santarém	3°S, 54°W	3
São Paulo	24°S, 47°W	1

E.2 The Hopi Indian Reservation is completely surrounded by the Navajo Indian Reservation.

F.1 In their paragraphs, students should demonstrate an understanding of the function of map symbols.

Answers to Student Activities

Unit 2: *Concepts in Geography*

ACTIVITY 5:

The Continents Pages 45-46

- B.1
- a. Antarctica, Australia
 - b. Europe, North America
 - c. Africa, Asia, South America
- B.2
- a. South America, North America. Point out to students that Alaska's Aleutian Island chain, which is considered part of North America, extends across the 180° line into the Eastern Hemisphere. This can be seen on the Alaska and the Aleutians map on page 67. Technically, therefore, it could be said that North America does not lie entirely in the Western Hemisphere.
 - b. Australia
 - c. Africa, Antarctica, Asia, Europe; also accept North America (see note above regarding the Aleutian Islands)
 - d. Northern Hemisphere, Eastern Hemisphere
- D.1 Student questions will vary.

Unit 2: *Concepts in Geography*

ACTIVITY 6:

Oceans and Seas Pages 47-48

A.2 Oceans and Seas

Continent	Surrounding Oceans and Seas
Africa	Atlantic Ocean, Indian Ocean, Arabian Sea, Mediterranean Sea
Antarctica	Southern Ocean
Asia	Arctic Ocean, Indian Ocean, Pacific Ocean, Bering Sea, Arabian Sea, Mediterranean Sea, South China Sea
Australia	Indian Ocean, Pacific Ocean, Coral Sea
Europe	Atlantic Ocean, Arctic Ocean, Mediterranean Sea
North America	Arctic Ocean, Atlantic Ocean, Pacific Ocean, Bering Sea, Caribbean Sea
South America	Atlantic Ocean, Pacific Ocean, Caribbean Sea

- B.1
- a. Mariana Trench
 - b. 35,810 feet
 - c. The Pacific Ocean
- B.2
- a. The Atlantic Ocean and the Indian Ocean
 - b. Ways of expressing the size relationships will vary. Students might state that the Pacific Ocean is more than twice as large as the Atlantic and Indian Oceans, nearly 8 times as large as the Southern Ocean, and more than 11 times as large as the Arctic Ocean.
 - c. Arabian Sea, South China Sea, Caribbean Sea, Mediterranean Sea
- B.3 Definitions will vary but should convey the fact that most seas are areas of ocean that are partly enclosed by land.
- D.1 The courses that students chart will vary. Check the courses, oceans, and seas against the World Political Map

Answers to Student Activities

Unit 2: Concepts in Geography

ACTIVITY 7:

Mountains and Islands Pages 49-50

- B.1 a. Asia, South America
- b. At 14,494 feet, Mt. Whitney is only about half as high as Mount Everest, the world's highest mountain: Everest, located in Asia, rises to a height of 29,028 feet.

c. Highest Mountains by Continent/Region

Continent/Region	Highest Mountain / Height in Feet
Africa	Kilimanjaro 19,340 feet
Antarctica	Vinson Massif 16,066 feet
Asia	Mt. Everest 29,028 feet
Europe	Gora El'brus 18,510 feet
North America	Denali (Mt. McKinley) 20,320 feet
Oceania	Mt. Wilhelm 14,793 feet
South America	Cerro Aconcagua 22,831 feet

C.2 Greenland, Madagascar

C.3 Islands/Countries

Island	Country(ies)
Baffin Island	Canada
Borneo	Brunei, Indonesia, Malaysia
New Guinea	Indonesia, Papua New Guinea
Sumatra	Indonesia

D.2 The United Kingdom and Ireland

D.3 Cuba, Dominican Republic, Haiti, and Jamaica. Point out to students that Puerto Rico is not an independent country; it is a territory of the United States.

Unit 2: Concepts in Geography

ACTIVITY 8:

World Climate Pages 51-52

- A.1 Tropical — b
- Continental (snowy winter) — c
- Polar — a

B.1 a. Climate in January

	Jakarta	Arkhangel'sk
Average temperature (Fahrenheit)	80°	Approx. 10°
Average monthly precipitation (inches)	More than 80 inches	A little more than 1 inch
Form of Precipitation (rain or snow)	rain	snow

b. Darwin, Australia; Paris, France

B.2 Accept any three of the following: Milwaukee, Wisconsin; Minneapolis, Minnesota; Detroit, Michigan; St. Louis, Missouri; Indianapolis, Indiana; Cleveland, Ohio; Columbus, Ohio; Pittsburgh, Pennsylvania; Buffalo, New York; also accept any other large U.S. cities that appear to lie within the same climate zone as Chicago.

C.1 You would expect Houston's graph to look different because Houston is located in the Northern Hemisphere and Buenos Aires is located in the Southern Hemisphere. The two hemispheres have opposite seasons. For example, Buenos Aires's winter months, when temperatures are lowest, are June, July, and August. You would expect a Houston graph to show the lowest temperatures in that city's winter months of December, January, and February.

Answers to Student Activities

Unit 2: *Concepts in Geography*

ACTIVITY 9:

Environments Pages 53-54

A.1 **World Environments**

Area	Environment
NORTH AMERICA a. Appalachian Mountains b. Great Plains	a. Forest, crop & woodland b. Cropland, crop & grazing land, grassland
SOUTH AMERICA Along the Equator	Forest
EUROPE Between the Equator and 15° north latitude	Cropland, crop & woodland, crop & grazing land, forest, urban; also accept barren, tundra
AFRICA Between the Equator and 15° north latitude	Grassland, forest; also accept cropland, crop & grazing land
ASIA a. Arabian Peninsula b. North of 60° north latitude	a. Desert b. Forest, tundra, swamp, barren; also accept crop & woodland
AUSTRALIA Along the Tropic of Capricorn	Desert, grassland; also accept forest

B.1 a. Crop & woodland, cropland, crop & grazing land, urban

b. Forest, swamp, grassland, desert, tundra, barren

B.2 Mostly natural. A possible reason for the lack of environments shaped by humans is that these areas lie very far north and are probably too cold for activities such as farming and grazing. Therefore, the natural environments remain dominant.

C.1 Forest

C.2 a. The Andes Mountains

b. The Andes are very high mountains, and in the highest areas the climate is too cold to support vegetation

D.1 Areas that have cool/cold winters and warm/hot summers are probably most agreeable for people to live in. Therefore, these areas have probably experienced the greatest loss of natural vegetation to human activities such as farming and urban development.

E.1 Forest — c

Grassland — e

Tundra — a

Desert — d

Barren land — b

F.1 Answers will vary but should reflect an understanding that as the world's population grows, more and more land will be used for human activities, and this means that areas of natural vegetation will shrink.

Answers to Student Activities

Unit 2: *Concepts in Geography*

ACTIVITY 10:

World Population Pages 55-56

- A.1
- a. Pakistan, Nigeria, Bangladesh, and Russia.
Explain to students that the country called the Soviet Union (formally the Union of Soviet Socialist Republics) consisted of Russia and 14 smaller republics in eastern Europe and central Asia.
 - b. Ethiopia and the Philippines.
 - c. China's population is expected to stay about the same.
 - d. 78 percent
- B.1
- a. China
 - b. The United States
 - c. India. The highest percentages of the country's population are found in the lowest age ranges.
- C.1
- a. Accept any three of the following: Cote d'Ivoire, Democratic Republic of the Congo, The Gambia, Kenya, Mauritania, Niger, Senegal, Sudan, Tanzania, Uganda, Western Sahara, Zambia.
 - b. Accept any three of the following: Iraq, Israel, Jordan, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, Yemen.
 - c. Europe
 - d. Uruguay [Students might point out that the Falkland Islands had the same growth rate as Uruguay. Inform them that these islands are an overseas territory of the United Kingdom and are not an independent country.]
 - e. Africa
- f. Accept any three of the following: Australia, Austria, Belgium, Canada, Libya, Norway, South Sudan, Spain, Sweden, United Arab Emirates.
- D.1
- a. India and China; also accept other countries that show areas of this population density, including Bangladesh, Indonesia, Taiwan, Japan, Germany, and Egypt
 - b. The Ganges River
 - c. The Nile River
 - d. The area between longitudes 0° and 30°E
 - e. Near the coasts
 - f. Australia

Answers to Student Activities

Unit 2: *Concepts in Geography*

ACTIVITY 11:

World Economics Pages 57-58

- A.1
- a. United States, 12.4 percent
 - b. Asia, 37.8 percent
 - c. 1–China, 2–United States, 3–Germany
 - d. 78.1 percent. (If students answer 75.4 percent, point out that they left out Russia, which lies partly in Europe and partly in Asia.)
 - e. Asia, 50.7 percent
 - f. Sample answer: China led the world in agricultural production in 2013, and the United States ranked second. Crops other than cereal crops accounted for about half of China’s total production, and the remaining half was split between livestock products and cereal crops. In contrast, livestock products represented the top category for the United States, accounting for nearly half of the country’s total. The remaining amount was divided fairly evenly between cereal crops and other crops.
 - g. 93.5 percent
 - h. Answers will vary but students should point out that the United States and India each have about 11 percent of the world’s arable land while China has only 7.5 of it. They should also point out that the populations of India and China are roughly four times as large as the population of the United States. This means that these countries have to feed four times as many people as the United States.
- B.1
- a. Crude petroleum, natural gas, and coal
 - b. 1–Russia, 2–Saudi Arabia, 3–United States
 - c. 58.4 percent
 - d. United States; Europe
- C.1
- a. Chicago and New York
 - b. Hunting, forestry, subsistence farming
 - c. Desert
 - d. Answers will vary but should convey the fact that nomadic herding is a far more important economic activity in Africa and Asia than in North America. In North America, nomadic herding is only found in the northwestern corner of Canada and the northernmost and westernmost parts of Alaska. In contrast, it is the dominant activity in northern Africa and parts of eastern Africa, southern Africa, and the island of Madagascar. It is also the dominant activity across much of southwest and central Asia.
 - e. Agriculture

Answers to Student Activities

Unit 3: *North America*

ACTIVITY 12:

Physical Environment Pages 59-60

- A.2 The Rocky Mountains
- A.3 The Rocky Mountains stretch from northwest to southeast through the western United States and western Canada.
- B.2 a. Hispaniola
b. Haiti, Dominican Republic
- B.3 Greenland
- C.2 a. The Pacific Ocean
b. The Bering Strait
- C.3 Canada and Greenland
- C.4 The Caribbean Sea
- C.5 The United States and Canada
- C.6 Texas, Louisiana, Mississippi, Alabama, Florida
- D.1 Florida
- D.2 Sample answer: Both cities have cold, snowy winters. Chicago's summers are warm and humid while Toronto's are cool and humid. Monthly precipitation averages in the two cities are roughly the same.
- D.3 No, winters in Seattle are much rainier than summers.
- D.4 Winters in Barrow are very cold and dry. Average temperatures are lower than 0° Fahrenheit and there is very little precipitation.
- D.5 Most of the peninsula has a very dry climate. Small areas at its northern and southern tips have semiarid climates.

- E.1 Sample answer: Most earthquakes and volcanic eruptions occur in the following areas: Central America; Mexico; along the western edges of the U.S. states of California, Oregon, and Washington; along the western edge of Canada; along the southern edge of mainland Alaska; and along Alaska's Aleutian Islands chain.
- E.2 Sample answer: In the north, both continents have polar and subarctic climates. In their middle latitudes, both continents have temperate climates in the east and dry climates in the west. In their southern latitudes, both continents have tropical climates.

Answers to Student Activities

Unit 3: *North America*

ACTIVITY 13:

Human Environment Pages 61-62

B.2 Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama

B.3 Cuba, Dominican Republic, Haiti, Jamaica, Mexico, Puerto Rico

- C.1
- a. The northeastern United States
 - b. Under 2.5 people per square mile
 - c. Seattle, Washington

C.2 **The Most Populous Countries in North America**

Country	Population	Rank
Canada	35,100,000	3
Cuba	11,031,000	5
Guatemala	14,919,000	4
Mexico	121,737,000	2
United States	321,369,000	1

- D.1
- a. Grassland and cropland
 - b. Deciduous broadleaf forest and mixed forest
 - c. The United States
 - d. Canada
 - e. Essays will reflect each student's experiences of pollution.

- E.1
- Canada — Ottawa
- United States — Washington, D.C.
- Mexico — Mexico City

Answers to Student Activities

Unit 3: *North America*

ACTIVITY 14:

Canada Pages 63-64

A.2 Locations of Physical Features

EASTERN CANADA	WESTERN CANADA
Baffin Island	Coast Mountains
Great Lakes	Rocky Mountains
Gulf of St. Lawrence	Vancouver Island
Hudson Bay	Yukon River
Les Laurentides	
St. Lawrence River	

- A.3 Baffin Island ranks as the 5th largest island in the world; Victoria Island ranks as the 9th largest island.
- A.4 Hudson Bay ranks as the second largest bay in the world and Baffin Bay ranks as the third largest.
- A.5 British Columbia
- B.2 British Columbia

C.2 Canadian Cities

CITY	PROVINCE
Calgary	Alberta
Edmonton	Alberta
Halifax	Nova Scotia
Montréal	Québec
Ottawa	Ontario
Québec	Québec
Toronto	Ontario
Vancouver	British Columbia
Winnipeg	Manitoba

- C.3 Montréal, Toronto, and Vancouver
- C.4 Ottawa
- D.1 Sample answer: Canada's population is generally concentrated in the southern part of the country in a climate zone characterized by cool, humid summers and cold, snowy winters. In the colder climate zones that lie to the north, population density is very low — less than 2.5 people per square mile.
- D.2.
 - a. Mild and rainy
 - b. More than 35 inches/87.5 centimeters
- D.3 Toronto
- D.4 Semiarid
- D.5 Cropland
- D.6 Ice

Answers to Student Activities

E.1 Provincial/Territorial Capitals

Province/Territory	Capital
New Brunswick	Fredericton
Newfoundland and Labrador	St. John's
Prince Edward Island	Charlottetown
Saskatchewan	Regina
Northwest Territories	Yellowknife
Nunavut	Iqaluit
Yukon	Whitehorse

Answers to Student Activities

Unit 3: *North America*

ACTIVITY 15:

Mexico Pages 65-66

A.2 Physical Features of Mexico

Bodies of water	Mountain ranges	Peninsulas	Rivers
Bahía de Campeche	Sierra Madre Occidental	Baja California	Rio Grande
Golfo de California	Sierra Madre Occidental	Yucatan Peninsula	
Gulf of Mexico			
Pacific Ocean			

- A.3 The Rio Grande
- A.4 a. Baja California
b. About 750 miles; accept any reasonable estimate
- A.5 "Bay"
- A.6 Relatively high. You can tell by the color tints of this land. According to the Elevation Legend on page 8, the light orange tint corresponds to elevations from 2,500 to 5,000 feet, and the yellow tint corresponds to elevations from 5,000 to 10,000 feet
- B.2 Between 5,000 and 10,000 feet
- B.3 The underline tells you that Mexico City is the national capital, and the large type and capital letters tell you that it is a big, important city.
- C.1 In the paragraphs they write, students should show that they understand the following:
- (1) Mexico north of the Tropic of Cancer is drier and less densely populated than Mexico south of the Tropic of Cancer.
 - (2) Large areas of woodland and wooded grassland are found both north and south of the Tropic of Cancer, but large areas of deciduous broadleaf forest and evergreen broadleaf forest are only found south of this line.
- 3) Much of the land both north and south of the tropic line lies at relatively high elevations (greater than 2,500 feet), but both areas also have coastal lowlands. These lowlands are more extensive south of the tropic line.
- C.2 a. 3.4 percent
b. 8.5 percent
- D.1 a. Approximately 880 miles; accept any reasonable estimate
b. Approximately 160 miles; accept any reasonable estimate
- D.2 Tijuana/San Diego, Ciudad Juárez/El Paso, Nuevo Laredo/Laredo, Matamoros/Brownsville
- D.3 a. They are all located on Mexico's Pacific Ocean coast.
b. They are all located in a tropical climate zone where temperatures are hot throughout the year.

Answers to Student Activities

Unit 3: *North America*

ACTIVITY 16:

Central America and the Caribbean

Pages 67-68

A.2 Physical Features

Landform	Body of water
Cordillera Central	Atlantic Ocean
Hispaniola	Caribbean Sea
Istmo de Panamá	Golfo de Panamá
	Gulf of Mexico
	Pacific Ocean

- A.3 a. Cuba; 15th
b. Haiti and the Dominican Republic

- A.4 *Cordillera*: b.
Golfo: c.
Istmo: a.

B.2 Countries/Territory

Central America	West Indies
Belize	Cuba
Costa Rica	Dominican Republic
El Salvador	Haiti
Guatemala	Jamaica
Honduras	Puerto Rico
Nicaragua	
Panama	

- C.1 a. 1. Check (true)
2. Check (true)
3. Check (true)
4. No Check (false)

b. Most areas of the Greater Antilles have a hot and rainy climate. In other areas, the climate is hot with rainy and dry seasons.

- c. Tropical
d. The Greater Antilles

D.1 Cities and Countries

City	Country
Belmopan	Belize
Guatemala	Guatemala
Havana	Cuba
Kingston	Jamaica
Managua	Nicaragua
Panamá	Panama
Port-au-Prince	Haiti
San José	Costa Rica
San Juan	Puerto Rico
San Salvador	El Salvador
Santo Domingo	Dominican Republic
Tegucigalpa	Honduras

D.2 Students may have simply looked at the Middle America map to find the cities listed in the table. Others may have consulted the index. Accept any reasonable answer.

D.3 They are all national capitals.

Answers to Student Activities

Unit 4: *United States*

ACTIVITY 17:

Physical Environment Pages 69-70

- A.2 The Sierra Nevada
- A.3 The Rocky Mountains
- B.2 Lake Michigan
- B.3 500
- B.4 Michigan. It borders lakes Erie, Huron, Michigan, and Superior.
- B.5 Lake Ontario
- B.6 Utah
- B.7 a. Blue dashed lines on a white background
b. That it is a saltwater lake
- C.2 The Gulf of Mexico
- C.3 Lake Powell and Lake Mead
- C.4 a. The Rio Grande
b. The Ohio River
c. The Missouri River
- D.1 Most of the eastern half of the United States receives at least 20 inches of precipitation between April 1 and September 30, and some areas receive much more than this. In coastal areas from Louisiana to North Carolina, including all of Florida, precipitation exceeds 30 inches. Most of the western half of the United States is much drier. Much of the region receives 10 inches or less of precipitation, and some areas receive no more than 5 inches.
- D.2 The Pacific coast from northern California northward through Oregon and Washington. (Students might point out that a small area around the point where North Carolina, South Carolina, Georgia, and Tennessee meet receives the same amount of precipitation as the northern Pacific coast.

- D.3 Arizona, California, and Texas
- E.1 The Grand Canyon
- E.2 Ohio, West Virginia, Kentucky, Indiana, and Illinois
- E.3 Sample paragraphs: The eastern half of the United States has large areas of low-lying plains with elevations of less than 500 feet and some areas of plains with elevations of between 500 and 1,000 feet. The highest elevations are found in the ranges that make up the Appalachian Mountains. The higher parts of these mountains have elevations between 2,000 and 5,000 feet.

The land in the western United States is generally higher and more rugged than in the eastern United States. In most areas the elevation is higher than 1,000 feet, and in mountainous areas it is generally above 5,000 feet. The highest areas of the Rocky Mountains and the Sierra Nevada sit above 10,000 feet. The Great Plains, which stretch along the region's eastern edge, represent the only large expanse of flat land. From the Rockies all the way westward to the Pacific Coast, the terrain is mostly mountainous.

Answers to Student Activities

Unit 4: *United States*

ACTIVITY 18:

Human Environment Pages 71-72

B.2 Washington, D.C., is the national capital. The symbol for national capital on the United States Physical and Political maps is the name of the city with a solid underline.

B.3 State capitals: Atlanta, Austin, Boston, Columbus, Denver, Indianapolis, Phoenix, and Sacramento.

C.1 a. **Political and Human Features of the United States**

Eastern United States	Western United States
More states, smaller in size	Fewer states, larger in size
More large cities, more medium-size cities, more large non-coastal cities	Fewer large and medium-size cities; many of the largest cities are located on or near the coast
Large areas of high population density; extensive areas of moderate population density; only small areas of low population density	Fewer areas of high and moderate population density; much of the region has low population density
Much more cropland	Much less cropland; large areas of grassland and shrubland
Extensive highway system	Less extensive highway system

b. In their paragraphs, students could mention such possible factors as the following:

(1) Eastern states are smaller because they were settled earlier when transportation was more restricted.

(2) The climate in the east allowed for more intensive farming, and so less land was needed to support each person. This allowed more people to live in smaller areas than in the west.

(3) Early settlers in the east found it easier to move inland from the coast than did early settlers in California, because they did not have high mountain ranges or deserts blocking their way.

(4) Large, navigable rivers in the interior of the east encouraged settlement.

(5) Vast areas of the west are covered by desert or rugged mountains and therefore inhospitable to human settlement

(6) The great waves of immigration to the United States initially were from Europe, with immigrants arriving on the East Coast.

(7) The growth of cities and road systems followed the growth in population.

D.1 a. Utah

b. Statements should demonstrate an understanding that Michigan suffered from high unemployment, with most counties falling in either the 8–10% category or the Over 10% category.

c. The northern half

E.2 Statements should demonstrate an understanding that many areas of Great Plains experienced significant population loss during this period.

E.3 a. Relatively high

b. Hypotheses will vary. Students might suggest that higher-paying jobs are often concentrated in big cities such as the ones in the Boston-to-Washington corridor.

Answers to Student Activities

Unit 4: *United States*

ACTIVITY 19:

Regions: The Northeast Region, the South Region Pages 73-74

- A.1 All of the states border the Great Lakes.
(Another possible answer is that each of the states borders one or more of the others.
- A.2 Answers will vary. Pennsylvania borders one of the Great Lakes — Lake Erie — but for a very short distance, much shorter than that of any of the other states. Including Pennsylvania would make the region contiguous.
- B.1 Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont
- B.3 The area was first settled largely by people from England.
- B.5 New Jersey
- C.1 Delaware
Florida
Georgia
Maryland
North Carolina
South Carolina
Virginia
West Virginia
- C.3 West Virginia was originally part of Virginia.
- C.4 Alabama
Kentucky
Mississippi
Tennessee
- C.6 Arkansas
Louisiana
Oklahoma
Texas
- D.1 a. Answers will vary but could mention the following things:
- (1) Low-lying plains stretch along the eastern edge of the region, but to the west of these plains much of the land is mountainous.
 - (2) The Northeast is split between two climate zones, both of which are characterized by cold, snowy winters. Summers are cool and humid in the northern part of the region and warm and humid in the southern part.
 - (3) Some of the densest population concentrations in the country are found in the eastern part of this region. Boston, New York, and Philadelphia are the major metropolitan areas at the heart of these dense population clusters.
 - (4) The eastern part of the region has among the highest levels of household income in the country.
 - (5) The eastern part of the region has a relatively high percentage of non-English-speaking households.
 - (6) Many counties near the region's western edge, as well as in other areas, lost population between 2000 and 2010.
- b. Answers will vary but could mention the following things:
- (1) The Appalachian Mountains stretch from Alabama to the northern edge of the region. Low-lying plains are the dominant landform throughout most other parts of the region. In the west, the land rises to the higher Great Plains.
 - (2) Most of the region lies in a climate zone characterized by warm, humid summers and mild winters.

Answers to Student Activities

- 3) Population density is moderate throughout most of the region, but there are areas of relatively high density and, in the west, areas of low density.
- (4) Much of Texas and southern Florida have relatively high percentages of non-English-speaking households.
- (5) Much of the region has relatively low median household income, but pockets of relatively high income are found in Texas, northern Virginia, central North Carolina, northern Georgia, coastal Florida, and other parts of the region.
- (6) Some of the highest percentages of children living in poverty are found in Kentucky, in areas along the lower Mississippi River, and in an arc stretching eastward from the river all the way to Virginia.
- (7) Educational attainment is generally lower than in the North and West.
- (8) Many of the region's counties had relatively high unemployment rates in 2010.

Answers to Student Activities

Unit 4: *United States*

ACTIVITY 20:

Regions: The Midwest Region, The West Region Pages 75-76

- A.1 Illinois
Indiana
Michigan
Ohio
Wisconsin
- A.3 They all border the Great Lakes.
- A.4 Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota
- A.6 Plains
- B.1 Arizona
Colorado
Idaho
Montana
Nevada
New Mexico
Utah
Wyoming
- B.3 The Rocky Mountains
- B.4 Alaska
California
Hawaii
Oregon
Washington
- B.5 Students will need to determine a way to show that Alaska and Hawaii are part of this subregion.
- B.6 Answers will vary but should indicate that likely trade partners would include countries of eastern Asia; Australia; New Zealand; and countries of western South America.
- B.7 Students will need to determine a way to show that Alaska and Hawaii are part of the West region.
- C.1 a. Answers will vary, but could mention the following things:
- (1) Plains are the region's dominant landform. Elevations in the western part of the region are generally higher than in the center and eastern parts.
 - (2) Winters across most of the region are cold and snowy and summers are either cool and humid or warm and humid. The western part of the region has a semiarid climate.
 - (3) Population density is generally moderate to high in the East North Central subregion and low to very low in the West North Central subregion.
 - (4) Much of the West North Central subregion experienced significant population loss between 2000 and 2010.
 - (5) Unemployment rates in 2010 were generally much higher in the East North Central subregion than the West North Central subregion.
 - (6) Most parts of the region have relatively high education attainment rates.
- b. Answers will vary, but could mention the following things:
- (1) Much of the land in the West is mountainous and high in elevation. The highest mountain areas rise above 10,000 feet.
 - (2) With the exception of the Pacific coast in the contiguous states, the region has fairly extreme climate conditions: very dry or semiarid in the contiguous states, very cold in Alaska, and tropical in Hawaii.

Answers to Student Activities

- (3) The region is much more lightly populated than other regions, with the exception of a few major metropolitan areas on or near the Pacific Coast.
- (4) In large parts of Utah, Alaska, and California, a high percentage of the population is younger than 18.
- (5) Many parts of the region have relatively high percentages of non-English-speaking households.

Answers to Student Activities

Unit 5: *South America*

ACTIVITY 21:

Physical Environment Pages 77-78

A.2 Landforms of South America

Description	Landform name
A mountain system that stretches for thousands of miles along South America's western edge	Andes Mountains
A vast area of tropical rain forest that covers much of the basin of the Amazon River	Selvas
A large area of plains in central Argentina	Pampa
A group of islands lying east of the southern tip of South America	Falkland Islands
A vast area of mountains, hills, and plateaus in central and southeastern Brazil	Brazilian Highlands
Large areas of grass-covered plains in Venezuela and Colombia	Llanos
A large plateau in Brazil covered with woodland and grassland	Planalto do Mato Grosso
A region of plateaus and low mountains north of the Amazon River	Guiana Highlands
A high plateau region in the Andes Mountains	Altiplano
A group of islands in the Pacific Ocean east of Ecuador	Archipiélago de Colón (Galapagos Islands)

B.2 a. Length: 2nd; volume: 1st; size of drainage basin: 1st

b. Five times

B.3 Answers should demonstrate an understanding that the Andes Mountains stretch along the western edge of South America, forming an enormous barrier. Rivers flowing westward from the mountains have only a short distance to travel before reaching the Pacific Ocean.

B.4 c. Above 10,000 feet

C.1 The Andes Mountains

C.2 Most of southern Brazil and the eastern part of northern Argentina share a moderate climate characterized by warm, humid summers and mild winters. Elsewhere, though, the climates of the two countries are very different. Northern Brazil, which is bisected by the Equator, has a hot and rainy climate, and most of central Brazil has a hot climate with rainy and dry seasons. Most of western Argentina is divided between semiarid and very dry climate zones. In the Andes Mountains along Argentina's western edge, the climate varies with altitude.

C.3 Students should use the North America and South America climate maps or the World Climate map to make this comparison.

In a general way, the climate patterns of these two coasts mirror one another. In coastal Peru and Chile, climates progress north to south through four zones, from very dry to mild and rainy. The same progression occurs south to north along the Pacific coast from Baja California through western Canada.

D.1 Santiago, Chile. Like Los Angeles, Santiago has hot, dry summers and mild, rainy winters.

D.2 The Chicago native would probably be most comfortable in Buenos Aires. Manaus and Recife both have tropical climates, and the weather stays hot all year long. Buenos Aires has mild winters but, like Chicago, its summers are warm and humid.

Answers to Student Activities

Unit 5: *South America*

ACTIVITY 22:

Human Environment Pages 79-80

A.2 French Guiana

B.1 **South America's National Capitals**

Country	National Capital(s)
Argentina	Buenos Aires
Bolivia	La Paz, Sucre
Brazil	Brasília
Chile	Santiago
Colombia	Bogotá
Ecuador	Quito
Guyana	Georgetown
Paraguay	Asunción
Peru	Lima
Suriname	Paramaribo
Uruguay	Montevideo
Venezuela	Caracas

B.3 La Paz, Bolivia (Sucre, Bolivia and Quito, Ecuador are also located at high elevations, but not as high as La Paz.)

C.1 a. Brazil

b. The United States has about 117,000,000 more people than Brazil; Brazil's population is a little more than three-fifths the size of the U.S. population.

c. Fourth

d. Brazil. Students can find this answer by looking at the Symbol Legend on page 8, identifying the symbol for places with 1 million or more people, and then studying the South America Political Map.

e. They are located on or very near the coast.

f. They are all national capitals.

g. 5.7 percent

D.2 Imports: 3.1 percent; exports: 3.4 percent

D.3 10.5 percent

D.4 a. Venezuela

b. None

D.5 Stock raising and hunting, forestry, subsistence farming

D.6 To grow crops.

E.1 Most of South America's major cities and areas of dense population are found along or near the coasts. Much of the continent's interior is sparsely populated.

E.2 Bolivia and Paraguay.

E.3 In their essays students might focus on the fact that lack of access to ocean ports makes it difficult for these countries to trade with other countries around the world and therefore inhibits economic growth.

Answers to Student Activities

Unit 5: *South America*

ACTIVITY 23:

Regions of South America Pages 81-82

- A.1
- The Amazon River
 - Brazil
 - Under 2.5 people per square mile
 - Accept any three of the following:
 - It is contributing to global warming through the release of carbon and through the reduction of the region's ability to act as a carbon sink.
 - It is imperiling the indigenous people who live in the rain forest.
 - It is reducing the rain forest's biodiversity and possibly the loss of plants that could produce life-saving medicines.
 - It is leading to the proliferation of areas of abandoned farmland with infertile soil.
 - Essays will vary but should demonstrate an understanding of the fact that there is a high cost to be paid for the economic benefits that might come from destroying the rain forest.
- B.2 They are all located on the coast.
- C.2 Ecuador, as denoted by "(Ecuador)" below the label on the inset map on page 96 and "(Ec.)" after the Galapagos Islands entry in the index and below the label on other South America maps.
- C.3 About 600 miles; accept all reasonable answers
- C.4 The Galapagos Islands
- C.5 Isla Isabela

D.1 **Patagonia and the Pampa**

	Patagonia	Pampa
Country	Argentina	Argentina
General range of elevation	Land rising from less than 1,000 ft. to between 2,000 and 5,000 ft.	Less than 1,000 ft.
Climate	Semiarid at lower elevations and very dry at higher elevations	Warm, humid summers, mild winters
Major type(s) of land cover/land use	Closed shrubland, Open shrubland	Cropland

- D.2 The Pampa. The climate of this region is more amenable to human activity. Further, the fact that most of the land in the Pampa is used to grow crops indicates the presence of more people than does the shrubland of Patagonia.
- E.2
- Rio de Janeiro and São Paulo
 - Buenos Aires and Montevideo
 - Santiago and São Paulo
- F.1 Answers will vary but should demonstrate an understanding of the different levels of detail offered by the two maps. For example, the larger scale map might include more place names, more elevation details, and more precise renderings of such things as river courses and coastlines.

Answers to Student Activities

Unit 6: *Europe*

ACTIVITY 24:

Physical Environment Pages 83-84

A.2 Greece

A.3 Spain and Portugal

A.4 Norway and Sweden

B.2 **Major Islands of Europe**

Country	Island(s)
France	Corsica
Greece	Crete
Iceland	Iceland
Ireland	Ireland (except the northeasternmost part)
Italy	Sardinia, Sicily
United Kingdom	Great Britain, Ireland (only the northeasternmost part)

C.2 a. Gora El'brus

b. 18,510 feet

c. An inactive volcano (This is indicated by the symbol that follows the mountain's name in the Principal Mountains of the World table.)

d. Russia

e. 2,739 feet

f. Hypotheses should reflect an understanding that mountains have traditionally functioned as natural barriers, separating the peoples living on opposite sides and offering protection against invasion. Because mountains inhibit the flow of people, goods, and ideas, different cultures developed in lands separated by mountains. Examples of European borders that follow mountain crests include: the France-Spain border, which follows the Pyrenees; the Russia-

Georgia border, which follows the Caucasus; and the borders between Italy and the neighboring countries of France, Switzerland, and Austria, which follow the Alps.

D.2 The Mediterranean Sea

E.1 a. Plains

b. Mountains, hills and low tablelands

F.2 Cropland

F.3 Iceland, Norway, Finland, and Russia

F.4 Climates of western Europe are tempered by mild, moist air blowing in from the Atlantic Ocean.

G.1

West	East
Iberian Peninsula	Caucasus Mountains
Great Britain	Black Sea
Scandinavian Peninsula	Aegean Sea
Iceland	
Pyrenees	

G.2 Accept any five of the following, as well as any other features that meet the criteria: the Strait of Gibraltar, the Mediterranean Sea, the Aegean Sea, the Sea of Marmara, the Bosphorus Strait, the Black Sea, the Caucasus Mountains, the Caspian Sea, the Ural River, the Ural Mountains.

Answers to Student Activities

Unit 6: *Europe*

ACTIVITY 25:

Human Environment Pages 85-86

- A.2 1–Germany
2–United Kingdom
3–France
4–Italy
5–Spain
6–Ukraine
7–Poland
8–Romania
- B.2 Moscow; Madrid
- B.3 London
- B.4 Moscow, 12 million
- C.1 The western part
- C.2 Accept any three of the following: Iceland, Finland, Norway, Russia, Sweden
- C.3 Most of the areas of sparse population fall in one of three climate zones: cold and dry; cool, humid summer/cold, snowy winter; or short, cool, humid summer; very cold snowy winter.
- C.4 a. Less densely populated
b. Spain is far more mountainous than the other countries.
- C.5 a. Three; Germany, the United Kingdom, and Italy
b. 0
c. 0
- C.6 Europe’s growth rate was lower than the growth rates of most other parts of the world.
- D.1 Cropland
- D.2 Evergreen needleleaf forest, woodland, and open shrubland.
- E.1 Yes, it is likely that if European Russia were a separate country it would rank among Europe’s eight most populous countries. According to the Countries and Flags section, Russia’s population is 142,424,000. This is roughly 61 million more people than Germany, the most populous European country. The World Density Map shows that European Russia is much more densely populated than Asian Russia. Although population density doesn’t show total population, the dense population over a large area of European Russia does indicate a large population. Further, according to the “Europe at a glance” section, the Moscow metropolitan area alone is home to 12 million people. This is more than half the population of Romania, Europe’s eighth most populous country.

Answers to Student Activities

Unit 6: *Europe*

ACTIVITY 26:

Regions of Europe: British Isles, Western Europe Pages 87-88

- A.1 The countries that occupy the British Isles are the United Kingdom and Ireland.
- A.2 The four political units that constitute the United Kingdom are England, Scotland, Wales, and Northern Ireland.
- B.2 The Strait of Dover; also accept the English Channel. Note: The Strait of Dover is the narrowest part of the English Channel. This channel is an arm of the Atlantic Ocean.
- B.3 About 20–25 miles; accept any reasonable estimate.
- C.1 The cities that should be underlined are Dublin and London.
- C.2 Dublin
- C.3 London. It is labeled in larger type than the other cities, and its symbol indicates a population of 1 million or more; the other four cities have the symbol representing populations of 250,000 to 1 million. Further, the Land Cover map shows that London has the largest urban/built-up area.
- E.2 Italy
- F.1 Cities that should be underlined are Berlin, Brussels, Lisbon, Madrid, Paris, and Rome.
- F.2 Paris
- G.2 Answers should demonstrate an understanding of the following things: Large parts of Western Europe and the British Isles are very densely populated. Areas of especially dense population are found in southern Great Britain, northern France, Belgium, the Netherlands, Germany, and northern Italy, among other places. Density is somewhat lower on the Iberian Peninsula, and much lower in Iceland and northern Norway and Sweden.
- G.4 Statements should demonstrate an understanding that the British Isles and western Europe are among the most densely populated areas of the world. Only a few areas, such as India and eastern China, show greater density on the map.
- G.5 Answers will vary, but could include the following:
- (1) The highest densities are generally found in areas characterized by plains or depressions of basins.
 - (2) In general, the highest population densities are found in areas with mild, rainy weather all year or, in the case of part of northern Italy, warm and humid summers and mild winters.
 - (3) The highest densities are generally found in areas where cropland is the dominant type of land cover.

Answers to Student Activities

Unit 6: *Europe*

ACTIVITY 27:

Regions of Europe: Eastern Europe Pages 89-90

- A.3 Refugees from Syria and other places have flooded into Turkey in hope of getting into countries of the European Union.
- A.4 The decision that the United Kingdom would leave the European Union.
- B.2 Greece and Turkey
- B.3 Bulgaria, Russia, Turkey, and Ukraine
- B.4 a. Russia
b. The Caspian Sea
- C.2 The Ural Mountains and the Ural River
- C.3 The Carpathians stretch in an arc from the area where Slovakia, Czechia, and Poland meet to their southern end point in central Romania.
- D.2 Anchorage and Juneau, Alaska
- D.3 Answers should mention at least two of the following things:
- 1) Moscow is labeled in large type and all capital letters, which indicates that it is an important city.
 - 2) Its name is underlined, which indicates that it is a national capital.
 - 3) The symbol next to its name indicates that it has a population of 1 million or more.
 - 4) The fact that numerous major roads meet at Moscow is further evidence of the city's importance.
- E.1 Plains are the dominant landform across most of Eastern Europe. However, the southwestern part of the region, including the Balkan Peninsula, is very mountainous. Mountains also rise along the region's eastern and southwestern edges.
- E.2 Cropland is the most prevalent type of land cover across much of Eastern Europe. The northern part of the region, however, is dominated by mixed forest, woodland, wooded grassland, and evergreen needleleaf forest. Large expanses of grassland are found north of the Black Sea and the Caspian Sea.
- E.3 Answers will vary but could include the following:
- (1) Greece has an appealing climate, with mild, rainy winters and hot, dry summers. The fact that summers are dry suggests that the area receives a lot of sunshine during this season.
 - (2) Because Southern Greece is one of the southernmost areas in Europe, its climate is probably even warmer than other areas that fall within the same climate zone.
 - (3) Greece has a long coastline that could allow for beaches and pleasure boating.
 - (4) Greece has lots of islands in the Aegean Sea, and these islands could appeal to tourists.
 - (5) Greece is mountainous, and mountains could appeal to tourists.
- F.1 Istanbul has also been known Byzantium, Augusta Antonina, New Rome, Constantinopolis (Constantinople), and Istinpolin. Essays should explain how and why each name came about

Answers to Student Activities

Unit 7: Asia

ACTIVITY 28:

Physical Environment Pages 91-92

- A.2 Mt. Everest; 29,028 feet; the Himalayas
- B.2 Above 10,000 feet; on physical maps in the atlas, it is depicted with the white tint that corresponds to elevations higher than 10,000 feet.
- B.3 Answers will vary, but students might reason that:
- (1) Because of the very high elevation, the plateau probably has a very cold climate.
 - (2) A very cold climate would probably mean that there is little natural vegetation on the plateau.
 - (3) This climate would also limit agriculture;
 - (4) Because of these factors, the plateau might be very sparsely populated.
- C.2 Paragraphs will vary but could include the following information.
- (1) The Arabian Peninsula is located in the southwest corner of Asia. It is bounded by the Red Sea, the Persian Gulf, and the Gulf of Aden and Arabian Sea.
 - (2) Hills and low tablelands cover most of the peninsula, but mountains and plains are found along its edges.
 - (3) The land rises northeast to southwest. Elevations in the northeastern third of the peninsula are generally below 1,000 feet, while elevations in the southwestern two-thirds are generally between 1,000 and 5,000 feet. A mountainous strip of land near the peninsula's southwestern edge has elevations between 5,000 and 10,000 feet.
 - (4) Saudi Arabia takes up most of the area, but the peninsula also holds the smaller countries of Yemen, Oman, the United Arab Emirates, Qatar, Bahrain, and Kuwait.

- D.2 The Aral Sea has shrunk to a fraction of its former size as the result of irrigation projects that have sapped its waters.
- D.3 Paragraphs will vary but could include the following information:
- (1) The Caspian Sea is located along the dividing line between Asia and Europe. Part of its shoreline lies in Asia and part lies in Europe.
 - (2) The sea is bordered by five countries: Azerbaijan, Kazakhstan, Iran, Russia, and Turkmenistan.
 - (3) The Caspian Sea is by far the largest lake in the world. Its surface area is more than four times greater than that of the second-largest lake, Lake Superior.
 - (4) It also ranks first among the world's lakes in volume. It holds more than three times as much water as Lake Baikal, the second-ranked lake.
 - (5) With a greatest depth of 3,363 feet, the Caspian Sea ranks as the world's third-deepest lake.
- E.1 Students may use slightly different wording, but it should be in general agreement with the Asia climate map.

Region	Climate
Southwest Asia	Very dry
Northern Asia	Cold
Central Asia (excluding uplands)	Dry
India	Hot, rainy
Southeast Asia	Hot, rainy
Eastern Asia	Moderate

- F.1
- a. Russia; 77° north latitude
 - b. Malaysia; 2° north latitude
 - c. 75 degrees
 - d. Asia

Answers to Student Activities

Unit 7: *Asia*

ACTIVITY 29:

Human Environment Pages 93-94

- B.1 The following cities are national capitals and should be underlined on the outline maps: Bangkok, Beijing, Dhaka, Jakarta, Seoul, Tehran, Tokyo.
- B.2 Tokyo, Japan; 37 million
- B.3 Eight. Beijing, Guangzhou, and Shanghai are located in China; Delhi, Kolkata, and Mumbai are in India; and Osaka and Tokyo are in Japan.
- B.4 Jakarta, Osaka, and Tokyo
- B.5 They are all located on coasts.
- B.6 Answers will vary but should mention at least a few of the following things:
- (1) Jakarta is located in the Asian country of Indonesia.
 - (2) Jakarta is situated near the northwestern tip of the Indonesian island of Java.
 - (3) Jakarta lies along Java's coast on the Java Sea.
 - (4) Jakarta is located at approximately 7° south latitude, 107° east longitude.
- C.1
- a. Accept any two of the following countries: China, India, Bangladesh, Indonesia, Pakistan.
 - b. Accept any five of the following countries: China, Iran, Iraq, Kazakhstan, Mongolia, Oman, Russia, Saudi Arabia, Turkmenistan, Uzbekistan, Yemen.
 - c. The climate across most of the peninsula is very dry, and most of the land is barren desert.
- C.2
- a. Six; Bangladesh, China, India, Indonesia, Japan, and Pakistan
 - b. Six: Bangladesh, China, India, Indonesia, Pakistan, and the Philippines
 - c. 60.5%
- C.3 Growth rates varied greatly across Asia during this period. Russia had the lowest rate: under 0.6%. China's population grew at the rate of 1.1 to 2.0 percent annually, and most of the other countries grew at rates of 2.1 to 5.0 percent. The highest growth rates occurred among the countries of the Arabian Peninsula, which grew more than 5.0 percent each year.
- D.2 China
- D.3 41 percent
- D.4 50.7 percent
- D.5 India and China; 41.3 percent
- D.6 53.6 percent
- D.7 Agriculture; nomadic herding
- D.8 In the southwestern part of Asian Russia, agriculture is the dominant economic activity. In areas farther east and north, most people support themselves through forestry, hunting, and/or subsistence farming. In the northernmost and northeasternmost parts of the region, nomadic herding is the main activity.
- E.2
- a. Accept any eight of the following: Cambodia, China, Indonesia, Japan, Laos, Malaysia, North Korea, the Philippines, Russia, Singapore, South Korea, Taiwan, Thailand, Vietnam.
 - b. Los Angeles, San Diego, San Francisco, and Seattle are the largest cities that might be trading partners. Accept also Portland and Honolulu.

Answers to Student Activities

Unit 7: *Asia*

ACTIVITY 30:

Regions of Asia: The Middle East, Southwest Asia Pages 95-96

- A.2 Afghanistan
Pakistan
Turkey
- B.2 Iraq and Syria
- B.3 The Tigris and the Euphrates
- C.2 Egypt
- C.3 The Mediterranean Sea and the Red Sea
- C.4 The Black Sea and the Sea of Marmara
(also accept the Aegean Sea)
- C.5 Shatt al-Arab; the Persian Gulf
- D.1 Amman, Baghdad, Cairo, Damascus, Jerusalem,
Kabul, and Tehran should be underlined.
- D.2 Istanbul, Karachi, and Tel Aviv-Yafo
- D.3 Mecca
- E.1 a. Saudi Arabia, Iran, Iraq, Kuwait, United
Arab Emirates
b. 28.2 percent
c. Second and third
d. 14 percent
- F.1 Istanbul guards the Bosphorus, the strait
connecting the Black Sea and the Aegean
Sea, which is part of the Mediterranean.
This location would have allowed the city
to control waterborne trade between the two
seas. Istanbul also sits on a narrow strip of
land that forms a sort of bridge between the
European lands to the west and the Asian lands
to the east. Because of this, the city probably
also played an important role in overland trade.

Answers to Student Activities

Unit 7: Asia

ACTIVITY 31:

Regions of Asia: South Asia, Southeast Asia

Pages 97-98

B.3 The area along the Ganges is very densely populated. Across much of this area, the density exceeds 1,250 people per square mile. Much of the land is used for growing crops.

B.4 The likely reason that the areas along the river are densely populated is that the land is well-suited to growing crops and therefore can support a large population. As the region's population grows, pressure to produce more food will grow, but at the same time more and more farmland will probably be lost to urban expansion.

C.1 None of these cities are national capitals.

C.2 India. Note: The Hyderabad listed in the Place Names Vocabulary is the one in India. There is also a city named Hyderabad in southern Pakistan. Both are labeled on maps in the atlas.

D.1 11.2 percent; no countries have more arable land.

E.2 Most of the countries of Southeast Asia have extensive mountainous terrain, which would have made communication and travel difficult. Many of the countries are separated by large expanses of water, and this also would have made travel and communication difficult.

F.2 **Countries That Share Islands**

Island	Countries
Borneo	Brunei, Indonesia, Malaysia
New Guinea	Indonesia, Papua New Guinea
Timor	East Timor, Indonesia

G.1 Bangkok, Ha Noi, Jakarta, Manila, and Singapore should be underlined.

G.2 Singapore. The Countries and Flags section lists Singapore's area as 246 square miles.

H.1 Indonesia, Timor-Leste, and the Philippines

H.2 Java is much more densely populated than New Guinea, so a major eruption or earthquake could result in far more casualties on Java.

I1. Reports should demonstrate an understanding of how seasonal monsoon winds affect northeast India. These warm, moisture-bearing winds blow inland from the Indian Ocean's Bay of Bengal and drop tremendous amounts of precipitation on the Khasi Hills area in which Mawsynram and Cherrapunji are located.

Answers to Student Activities

Unit 7: Asia

ACTIVITY 32:

Regions of Asia: East Asia, Central Asia, North Asia Pages 109-100

- A.2 Japan and Taiwan
- B.2 Nanjing, Wuhan, Chongqing; also accept Changsha and Chengdu
- B.3 Essays should demonstrate an understanding of the fact that before the Yangtze's flow was controlled by dams, the river was prone to devastating floods that caused tremendous loss of life and destruction of crops and homes.
- C.2 Because the plateau is by far the largest area of very high land in the world. The white elevation tint indicates that the plateau sits at an elevation of more than 10,000 feet.
- D.1 Beijing, Seoul, Taipei, and Tokyo should be underlined.
- D.2 a. Tokyo; population 37 million
b. Tokyo and Yokohama
- D.3 Northernmost: Beijing; southernmost: Hong Kong; easternmost: Tokyo; westernmost: Chongqing
- D.4 All three of the cities are located on coasts; further, they are all located along or near inlets or bays of the ocean.
- E.2 Five of the countries end with "stan". Accept any reasonable hypotheses regarding this suffix. Its actual meaning is "land" or "land of". "Kakakhstan" means "Land of the Kazakhs," "Tajikistan" means "Land of the Tajiks," and so on.
- G.1 Baku and Tashkent should be underlined.

H.2 China

	East of 100° E	West of 100° E
Climate	Largest area is moderate with hot, humid summers. Dry climates dominate in the north. Some uplands, with variable climates, in the southeast	Dry climates in the north, extensive uplands in the south
Population	Generally very densely populated, mostly above 250 people per square mile, including large areas with more than 1,250 people per square mile	Very lightly populated, 2.5 to 25 people per square mile and under 2.5 people per square mile.
Environments	Extensive areas of cropland and crop and grazing land; forest areas in the southeast and northeast; grasslands in the northwest and west; significant urban areas in the east	Extensive desert area bounded by grassland; areas of tundra and barren land in the south

Answers to Student Activities

United States

	East of 100° E	West of 100° E
Climate	In the south, mostly moderate with hot, humid summers. In the north, mostly continental with long, warm, humid summers	Mostly dry climates. Extensive uplands. In the far southwest, a strip of moderate climate with hot, dry summers, and in the far northwest, a strip of moderate climate with mild, rainy summers
Population	Most areas have densities of at least 25–62.5 people per square mile, and some areas have significantly higher densities	Generally sparsely populated: most of the area has a density under 2.5 people per square mile. Pockets of much higher density along the coast
Environments	Mostly cropland and crop and woodland; significant stretches of forest land; large urban areas in the north	Extensive areas of desert and forest; in the east, areas of cropland, crop and grazing land, and grassland; several significant urban areas along the coast

- H.3 Answers will vary but should convey the fact that the parts of both countries that lie east of 100° generally have more moderate climates, denser population, and varied land use involving human activities. The parts of both countries that lie west of about 100° generally have dry climates, low population density, and large expanses of desert land.

Answers to Student Activities

Unit 8: *Connecting Europe and Asia*

ACTIVITY 33:

Russia and Ukraine Pages 101-102

A.2 Gora El'brus, 18,510 feet

A.3 Gora Narodnaya, 6,214 feet

A.4 Accept any three of the following: mixed forest, wooded grassland, woodland, evergreen needleleaf forest, cropland, grassland; also accept open shrubland, closed shrubland.

A.5 The Kamchatka Peninsula

A.6 Lake Baikal ranks first in depth. It ranks seventh in surface area and second in volume.

B.2 Kiev and Moscow should be underlined.

C.1 **Russia and Ukraine**

b. Russia has 24.2% — nearly one-fourth — of the world's natural gas reserves, while the United States has just 4.9%. The United States is the bigger producer of natural gas, accounting for 20% of the world total while Russia accounts for 16.2%.

E.1 4,200 miles; accept any reasonable estimate.

F.1 Reports should include the following information:

- (1) The Soviet Union was formed in December of 1922.
- (2) It had a communist government.
- (3) The country was made up of 15 republics that are now independent countries: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

	Ukraine	European Russia	Asian Russia
Climate zones	Most of the country: continental with short, cool, humid summers; in the south, dry with some rain	Most of the region: continental with short, cool, humid summers or continental with very short, cool, humid summers; in the far north, a polar tundra zone that is very cold and dry; in the far south, dry with some rain	Most of the region: continental with very short, cool, humid summers; in the southwest, continental with short, cool, humid summers; in the far north and northeast, polar tundra zones that are very cold and dry; small dry areas in the far south

C.2 Continental/very short, cool, humid summer and Polar/tundra — very cold and dry.

D.1 a. Because Russia lies partly in Europe and partly in Asia. Orange is the color representing Europe in the graphs and purple is the color representing Asia.

(4) The country was dissolved in 1991. Students might also mention that the Soviet Union exerted control over the following eastern European countries: Albania, Bulgaria, the former Czech Republic, the former East Germany, Hungary, Poland, Romania, and the former Slovakia.

Answers to Student Activities

Unit 9: *Africa*

ACTIVITY 34:

Physical Environment Pages 103-104

- A.2 The Sahara
- A.3 The Sahara
- A.4 Botswana, Namibia, and South Africa
- B.2
- a. Kilimanjaro; 19,340 feet
 - b. Tanzania; 3°04'S, 37°22'E; Kenya
 - c. Mt. Kenya (Kirinyaga); 17,058 feet
 - d. Kenya; approximately 200 miles (accept any reasonable estimate)
- C.2
- a. Lake Victoria, Lake Tanganyika, and Lake Nyasa
 - b. Lake Tanganyika, Lake Nyasa, and Lake Victoria
 - c. Lake Tanganyika and Lake Nyasa; only one (Lake Baikal)
- D.2 The Nile; 4,132 miles
- D.3 The Congo; its volume is less than one-fifth that of the top-ranking river, the Amazon
- D.4 The Nile flows through semiarid and very dry climate zones for much of its length, and it probably loses a significant amount of water to evaporation. Further, it flows through some areas of relatively high population density, and, in Egypt, very high population density. These populations probably have a high demand for water and therefore significantly reduce the river's volume.
- E.2 Desert, grassland, and forest
- E.3 c) About the same size
- E.4 Cropland and urban environments
- E.5 Hot with rainy and dry seasons; hot and rainy
- E.6 They are located in different hemispheres: Cairo is located in the Northern Hemisphere and Johannesburg is located in the Southern Hemisphere.
- F.1 Plains
- F.2 Southwest, Central, and East Asia; Australia
- F.3 The Rift Valley
- G.1 Students' reports should demonstrate an understanding that Africa's equatorial rain forests are indeed threatened by deforestation. The reports should discuss the causes of tree loss, which include logging, the use of wood for fuel, and the clearing of land for agriculture, mining, and urban expansion.

Answers to Student Activities

Unit 9: Africa

ACTIVITY 35:

Human Environment Pages 105-106

A.1 You may want to point out the island countries of Cape Verde, Mauritius, and Seychelles on the World Political Map in the atlas. These island countries do not appear on the Africa Political Map or Africa Outline Map because of their locations.

B.1 The following cities should be underlined: Abidjan, Addis Ababa, Algiers, Cairo, Kinshasa, and Nairobi.

B.2 Major Cities of Africa

City	Country
Abidjan	Cote d'Ivoire
Addis Ababa	Ethiopia
Alexandria	Egypt
Algiers	Algeria
Cairo	Egypt
Casablanca	Morocco
Johannesburg	South Africa
Kinshasa	Democratic Republic of the Congo
Lagos	Nigeria
Nairobi	Kenya

B.3 Cairo, Egypt; 16.9 million

C.1 Along the Nile River in Egypt

C.2 Very dry

C.3 a. Nigeria; it ranked 7th

b. It is projected to rank 4th; its population is projected to double, from nearly 200 million to 400 million.

c. In 1950, Africa held just 8.8% of the world's population, but by 2015 the percentage had climbed to 15.9%. It is expected to climb further in the coming years, reaching a projected 21.7% by 2050.

C.4 a. Relatively high

b. Accept any five of the following: Cote d'Ivoire, Democratic Republic of the Congo, Kenya, Mauritania, Niger, Senegal, Sudan, Tanzania, Uganda, Western Sahara, and Zambia. (It is not clear on the map what category the small country of The Gambia falls into.)

c. Congo, Lesotho, and Somalia

D.1 Open shrubland, closed shrubland

E.1 a. 4; Egypt, Ethiopia, Liberia, and South Africa

b. 16 (Benin, Cameroon, Chad, Central African Republic, Congo, Cote d'Ivoire, Dem. Rep. of the Congo, Gabon, Madagascar, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia, and Togo)

c. Spain

d. South Sudan; 2011

E.2 a. Semitic-Hamitic

b. Bantu

E.3 a. Sunni Islam

F.1 They are along or near water — rivers, lakes, or the coast.

F.1 The Africa Landforms map shows that hills, low tablelands, and mountains cover all of Africa except for narrow strips of coastal plains and a few depressions or basins. After traveling a short distance inland from river mouths, ships probably encounter impassable rapids or waterfalls as the rivers tumble down from higher lands.

Answers to Student Activities

Unit 9: *Africa*

ACTIVITY 36:

Regions of Africa Pages 107-108

A.1 The Mediterranean Sea and the Red Sea. Also accept the Gulf of Suez.

A.2 Prior to the opening of the Suez Canal, ships from Western Europe had to sail southward down the entire western coast of Africa, around the Cape of Good Hope, northward up the eastern coast of Africa, and from there eastward to India.

The opening of the canal dramatically shortened the trip. From Western Europe, ships could sail eastward through the Mediterranean Sea, southward through the canal, southeastward through the Red Sea, and from there eastward to India.

A.3 Sudan and Egypt

A.4 Cairo and Alexandria

A.5 Khartoum

A.6 Lake Nasser

B.1 One climate zone; very dry

C.1 France

D.1 Lake Tanganyika and Lake Nyasa

E.1 a. South Africa, Lesotho, and Swaziland

b. Warm, humid summer/mild winter; mild and rainy

E.2 In both Africa and South America, the dominant type of climate along the Equator is tropical/hot with rain all year

E.3 The Namib appears to be drier. The map shows bare ground in the Namib, which indicates that the climate is too dry for anything to grow.

The Kalahari, on the other hand, is mostly open shrubland.

F.1 The United Kingdom, France, Portugal, and Belgium

G.1 Northern and Southern Africa

	Similarities	Differences
Landforms	Hills and low tablelands are the dominant landform in both regions; both also have areas of mountains and large depressions or basins	Southern Africa has more areas of widely spaced mountains and high tablelands.
Climate	Both regions have areas of dry, tropical, and moderate climates.	Northern Africa has a much larger desert region than Southern Africa. Southern Africa has much larger areas of tropical climates. Southern Africa also has two types of moderate climate not found in the north.
Population	Both regions have areas of low, medium, and high density.	Northern Africa has a much larger area of very low density. It also has the continent's only area of density greater than 1,250 people per square mile.
Land use and land cover	The two regions generally have the same types of land cover.	Northern Africa has a much larger area of bare ground. Southern Africa has a much larger area of evergreen broadleaf forest.

Answers to Student Activities

Unit 10: *Oceania: Australia, New Zealand, and Papua New Guinea*

ACTIVITY 37:

Physical Environment Pages 109-110

A.2 Australia

B.2 **Islands**

Island	Country or Countries
New Guinea	Papua New Guinea, Indonesia (Note: Indonesia is considered to be part of Asia)
North Island	New Zealand
South Island	New Zealand
Tasmania	Australia

B.3 a. New Guinea ranks 2nd; it is less than half as big as Greenland, the world's largest island.

b. South Island and North Island. South Island ranks 12th and North Island ranks 14th.

B.4 a. Bass Strait

b. Wider

C.2 The Great Dividing Range stretches along the eastern and southeastern edge of the continent of Australia.

C.3 The Southern Alps are located along the western edge of New Zealand's South Island.

D.2 The Indian Ocean

D.3 The Pacific Ocean

E.1 Dry

E.2 The northwest coast of the United States

F.1 Salt water, intermittent.

F.2 Possible answer: A broad bay that is only slightly enclosed by land.

F.3 Hot and rainy

F.4 January–March.

F.5 Southern Mexico, western Central America, the islands of the Caribbean Sea, and the southern tip of Florida

Answers to Student Activities

Unit 10: *Oceania: Australia, New Zealand, and Papua New Guinea*

ACTIVITY 38:

Human Environment Pages 111-112

B.2 Australian Capital Territory

C.2 **Cities**

Country	National Capital
Australia	Canberra
New Zealand	Wellington
State/Territory	State/Territorial Capital
New South Wales	Sydney
Northern Territory	Darwin
Queensland	Brisbane
South Australia	Adelaide
Tasmania	Hobart
Victoria	Melbourne
Western Australia	Perth

C.3 Auckland and Christchurch; Auckland is located on New Zealand's North Island and Christchurch is located on New Zealand's South Island.

D.1 Australia's population is concentrated in the easternmost, southeasternmost, and southwesternmost parts of the country. The country's vast interior is sparsely populated.

D.2 Paragraphs should reflect an understanding that the hottest, driest, and wettest areas of Australia are generally sparsely populated or even uninhabited, and that the largest concentrations of population are found in areas that are mild and rainy throughout the year or that experience warm or hot summers and mild or mild and rainy winters.

D.3 Australia has the largest population (22,751,000); New Zealand has the highest population density (42 people per square mile)

E.1 Open shrubland

E.2 In the southwestern and southeastern parts of the country

E.3 Evergreen broadleaf forest

F.1 The reserve is located in an area of hills and low tablelands and in a zone where the climate is very dry. The main type of land cover is open shrubland.

G.1 You can conclude that Papua New Guinea does not have a lot of cities, and the ones it does have are not very populous. Port Moresby is the only city with a population greater than 250,000.

G.2 Mountains

Activities

Name _____ Date _____ Class _____

Unit 1: *Using the Atlas*

ACTIVITY 1: *Using the Atlas of World Geography*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the content and purposes of each section of the *Atlas of World Geography*.
2. **use** the *Atlas of World Geography* to obtain information from maps, graphs, charts, tables, and articles.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

A. Using the Atlas

(see atlas pages 4-8)

1. This section of the atlas offers a brief overview of maps and atlases as well as information about the following: map scale, map projections, measuring distances, determining directions, using the index to find places, thematic maps, and map symbols.

B. Concepts in Geography

(see atlas pages 9-51)

1. This section of the atlas provides a wealth of information about our world in the form of tables, charts, graphs, and text. Much of the information is comparative, other information is historical.

Activities

Activity 1, continued

2. On what page and in what table can you find information about the length of the Mississippi-Missouri River?

3. According to this table, how does the Mississippi Missouri compare in length to the longest river in the world?

4. On what page and in what bar graph can you find information about petroleum reserves?

5. Which country has the largest reserves of crude petroleum? What percentage of the world total does it have?

6. Using the World Political Map for reference, locate Canada on the world Environments map. What are the two most widespread environments in Canada?

7. What other country has large areas of both of these environments?

8. What types of information does the Countries and Flags subsection provide for each of the world's countries?

C. Continent Sections

(See atlas pages 52-160)

1. Each continent section provides in-depth information about the continent in the form of maps, articles, photos, graphs, and statistics.
2. What types of thematic maps are included on the first three pages of each continent section?

3. Which of these thematic maps provides the names of specific landforms?

4. What is the name of the large plains landform in northwestern Asia?

5. Each continent section has one thematic map or one group of smaller thematic maps on a topic of special relevance to that continent. What is the topic of the special map for Oceania?

Activities

Activity 1, continued

- Each continental section includes a physical map and a political map of the continent. What is the major difference between these two maps?

- The North America section also includes regional maps of the United States. These regions are not based on political divisions. Instead, the United States has been divided up in a way that allows all the regional maps to have the same scale.

- According to the scale information, one inch on the U.S. regional maps equals how many miles on Earth?

D. Regional Maps

(See continent sections in the atlas)

- Each continent section with the exception of Oceania includes regional maps. These maps provide much greater detail for each region than can be provided on the continent maps. The regional divisions in the *Atlas of World Geography* are not political regions. Rather, the continents have been divided into region in way that allows all of each continent's regional maps to have one or more consistent scales. Scale information appears at the bottom of each of the regional maps.
- Find the three regional maps of Europe. What are the names of these three maps?

- According to the scale information, one inch on these regional maps equals how many miles on Earth?

- What is the value of having all the regions of a continent shown at the same scale?

E. Glossary, Abbreviations of Geographical Names and Terms, and Index

(See atlas pages 161-176)

- The Glossary defines non-English geographical terms used on maps in the atlas and identifies the language of each term.
- According to the glossary, what are an *adrar*, a *bulu*, a *jebel*, and a *yama*?

- The index lists countries, regions, cities, rivers, bodies of water, mountains, and other features shown on atlas maps. Activity 3 provides practice using the index.

Activities

Activity 1, continued

F. Applying Knowledge about the *Atlas of World Geography*

1. Suppose you have been asked to write an essay that focuses on the populations of China and India. List at least five places in the *Atlas of World Geography* where you could find information on this topic.

2. Imagine that you have just met a person who does not know what a world atlas is. On notebook paper, write one or two paragraphs that provide a general overview of the *Atlas of World Geography* and summarize the geographic resources and information the atlas provides. Include examples.

Activities

Name _____ Date _____ Class _____

Unit 1: *Using the Atlas*

ACTIVITY 2: *Latitude and Longitude, Map Scale*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **define** latitude and longitude.
2. **locate** specific lines of latitude and longitude on maps.
3. **interpret** map scales presented as numerical ratios, written statements, or bar graphs.
4. **use map scale** to measure distances between places on maps.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 2, continued

Latitude and Longitude

A. Defining Latitude and Longitude

(see atlas pages 4-8)

1. Locate the heading "Determining Directions" on page 6 of the atlas. Based on the information in that section, circle the correct choices in the following paragraphs.

- a. Lines of latitude are also called **meridians/parallels**.

On maps and globes, lines of latitude run **east and west/north and south**. Lines of latitude are numbered in degrees **east and west of the Prime Meridian/north and south of the Equator**.

- b. Lines of longitude are also called **meridians/parallels**. On maps and globes, lines of longitude run **east and west/north and south**. Lines of longitude are numbered in degrees **east and west of the Prime Meridian/north and south of the Equator**. Each degree can be divided into 60 minutes. The symbol for degrees is a small circle ($^{\circ}$) and the symbol for minutes is an apostrophe ($'$).

B. Locating Lines of Latitude and Longitude

1. On the World Population Density map, pages 34–35, locate the line representing 60° west longitude (that is, 60 degrees west of the Prime Meridian). Which three continents does this meridian of longitude pass through?

2. On the World Climates map, pages 28–29, locate the line representing 30° south latitude (that is, 30 degrees south of the Equator). Which three continents does this parallel of latitude pass through?

3. On the North America Political map, page 56, locate the city that lies at 30° north latitude, 90° west longitude. What city is it?

4. On the United States Political map, pages 60–61, locate the city that lies at 30° north latitude, 90° west longitude. What city is it?

5. On the South Central United States map, pages 78–79, locate the city that lies at 30° north latitude, 90° west longitude. What city is it?

6. Choose the correct ending for the following sentence.

From the above information, you can say that a place's latitude/longitude location is:

- a. **relative** — that is, its latitude/longitude location may change depending on the maps upon which the place appears.
- b. **absolute** — that is, its latitude/longitude location is the same on all maps.

Activities

Activity 2, continued

Map Scale

C. Defining Map Scale

1. The scale of a map is the proportional relationship between the size of the map and the size of the area of Earth the map is representing. Scale is expressed as a ratio of a distance on the map to that same distance on Earth.

This ratio usually is expressed in one or more of three ways on a map: (1) as a numerical ratio, (2) as a written statement, or (3) as a graphic scale.

Locate the scale information at the bottom of the United States Political map, pages 60–61. The scale of this map expressed as a numerical ratio is 1:12 000 000. This means that every one unit of measure, such as a centimeter or inch, on the map represents 12,000,000 of those same units on Earth.

The scale of the United States Political map expressed as a statement is "one inch to 190 miles" meaning that every inch on the map represents 190 miles on Earth. The bar scale for the map graphically represents this written statement.

2. Locate the scale information at the bottom of the Northeastern United States map, pages 72–73. One inch on this map represents how many miles on Earth?

Map Scale

D. Large Scale and Small Scale Maps

1. The smaller the area of Earth represented on a map, the larger the scale of the map, and therefore, the more detail the map can show.

The larger the area of Earth represented on a map, the smaller the scale of the map, and, therefore, the less detail the map can show.

To see this, compare the area of Missouri on the North America Physical map, page 57, with the same area on the Central United States map, pages 76–77. (Use latitude and longitude to find Missouri's general location on the North America map.)

2. According to the scale statement on the North America Physical map, how many miles are represented by an inch on this map?

3. According to the scale statement of the Central United States map, how many miles are represented by an inch on this map?

4. On notebook paper, write a paragraph describing the differences in detail between the two maps in the general area of the state of Missouri.

Activities

Activity 2, continued

E. Using Map Scale to Measure Distances on Maps

1. A map's scale can be used to measure distances between places on the map. Locate the heading "Measuring Distances" on page 6 of the atlas. When you have finished reading this section and following the process described there, do the following. On the North America Political map, page 56, measure the distance between the city located at 19 degrees north latitude (19°N), 99 degrees west longitude (99°W) and the city located at 42 degrees north latitude (42°N), 88 degrees west longitude (88°W). Be sure to measure between the dot symbols for the cities, not between the city name labels. What is the distance?

2. What are the two cities?

F. Applying Map Skills

1. Locate Jerusalem, 32° north latitude, 35° east longitude, and Baghdad, 33° north latitude, 44° east longitude, on the Asia Political Map, pages 116–117.

2. These cities are located in what countries?

3. Approximately how far apart are Jerusalem and Baghdad? Be sure to measure between the dot symbols for the cities.

4. Israel also appears on the Middle East map on pages 128–129. Which map, the Asia Political map or the Middle East map, shows Israel at larger scale?

Activities

Name _____ Date _____ Class _____

Unit 1: *Using the Atlas*

ACTIVITY 3: *The Index*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the meaning of all the components of an entry in the *Atlas of World Geography's* index.
2. **use the index** to locate countries, cities, regions, and physical features on maps in the atlas.
3. **for places that appear** on multiple maps, evaluate which of maps is most appropriate for your specific purposes.
4. **define** the abbreviations used in the index.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

A. Using the Index to Locate Cities on Atlas Maps

1. Read the section titled "Finding Places" on page 7 of the atlas. Follow the directions in this section to locate Lagos, Nigeria, on an atlas map.

2. What do 6°27'N and 3°24'E in the Lagos entry in the index represent?

3. What does the number 128 in the Lagos entry in the index represent?

Activities

Activity 3, continued

4. Lagos is a city in what country? On what continent?

5. Lagos is located on what body of water?

6. Follow the process described on page 7 to locate Dawson, Canada, on an atlas map.

7. What is Dawson's latitude/longitude location?

8. Dawson is located in what Canadian province or territory? What mountains lie just north of Dawson?

B. Places That Appear on More Than One Map

1. If a place appears on more than one map in the *Atlas of World Geography*, the index usually will reference one of the larger-scale regional maps on which the place appears.
2. Use the index to locate Riyadh on an atlas map.
3. Riyadh is a city in what country? On what continent?

4. What is the title of the map to which the index directed you?

5. List at least three other maps on which Riyadh appears.

6. How did you determine which maps to look at to find Riyadh?

C. Using the Most Appropriate Map

1. The index will not always guide you to the map that is best suited to your particular purpose.

For example, if you wanted to find the names of cities and towns near Riyadh, the Southwestern Asia map, which is referenced in the index, would suit your purposes.

2. If you wanted to study Riyadh in relation to the locations of the major cities of Japan and eastern China, which atlas map would best suit your purpose?

Activities

Activity 3, continued

3. If you wanted to study Riyadh in relation to the locations of New York and Los Angeles, what map would best suit this purpose? How could you determine the location of Riyadh on this map?

- b. **Baja California;** Mex.; pen.

- c. **Tórshavn;** Far. Is.; nat. cap.

D. Abbreviations in the Index

1. The names of many countries and states are abbreviated in the *Atlas of World Geography's* index. These abbreviations are defined in the Abbreviations of Geographical Names and Terms list on page 162.
2. Provide the full names for the following abbreviations found in the index.

a. Afg. _____

b. La., U.S. _____

c. Ger. _____

d. De., U.S. _____

e. S. Kor. _____

E. Using the Index to Locate Physical Features

1. Refer to the Abbreviations of Geographical Names and Terms if necessary to provide full names for the following index entries. Locate the entries on the map pages that the index entries specify.

- a. **Aoraki;** N.Z.; mtn.

F. Applying Map Skills

1. Locate Titicaca, Lago in the index.
2. What type of place or feature is Titicaca, Lago? Which map did the index reference?

3. Name four other maps on which this place or feature is labeled.

4. Which of the maps you have listed would be most helpful if you wanted to identify the location of this place or feature relative to the entire continent of South America?

5. Which of the maps you have listed would be most helpful if you wanted to identify the location of this place or feature relative to cities, towns, and physical features such as mountain peaks and rivers in Peru and Ecuador?

Activities

Activity 3, continued

G. In Your Own Words

1. On notebook paper, write a paragraph explaining why it is necessary for a world atlas to have an index. Include one or more examples of an index's usefulness.

Activities

Name _____ Date _____ Class _____

Unit 1: *Using the Atlas*

ACTIVITY 4: *Map Symbols and Legends*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** and describe symbols for land, water, political, and cultural features on *Atlas of World Geography* maps.
2. **use** the symbols to identify features on *Atlas of World Geography* maps.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

A. Introducing Symbols and Legends

1. Read the section titled "Map Symbols" on page 8 of the atlas. Review the Symbol Legend at the bottom of the page. What are the two main categories in the legend?

2. According to the text, how are varying land elevations shown on the maps?

3. Turn to the Asia Physical Map on pages 118–119 of the atlas. Locate the Plateau of Tibet at roughly 33° north latitude, 90° east longitude. What is the main elevation tint of the plateau?

4. According to the Elevation Legend on page 8, what elevation does this tint represent?

Activities

Activity 4, continued

B. Symbols for Land Features

1. Describe the symbol for sand.

2. Turn to the Northwestern Africa map on pages 140–141 of the atlas. Look for the sand symbol. List six countries in which this symbol appears.

C. Symbols for Water Features

1. The first group of symbols for water features relates to lakes and reservoirs. Turn to the Southwestern United States map on pages 74–75 of the atlas. Locate Carson Sink at approximately 40° north latitude, 119° west longitude.

2. What type of lake is Carson Sink?

3. The second group of symbols for water features is titled Other Water Features. Describe the symbol for reef.

4. Turn to the Australia and New Zealand Physical Map on pages 156–157 of the atlas. Locate the reef that lies off the northeastern coast of Australia.

5. What is the name of this reef? Approximately how long is it?

D. Symbols for Political Features

1. Refer again to the Symbol Legend on page 8. The first group of symbols in the category titled "Political Features" relate to political boundaries. Note that international and secondary boundaries each have three different symbols. The symbols in the first column are those used on the continental political maps in the atlas. The symbols in the second column are those used on the continental physical maps. Lastly, the symbols in the third column are those used on the regional physical-political reference maps. Describe the three symbols used for international boundaries.

2. Turn to the Southwestern Asia map on pages 122–123 of the atlas. What type of boundary divides Pakistan, India, and China in the area of the Karakoram Range (approximately 35° north latitude, 77° east longitude)?

3. Turn to the map of Eastern Asia on pages 124–125 of the atlas. Locate the Chinese province of Anhui, which lies between approximately 30° and 35° north latitude and between 115° and 120° east longitude.

4. What is the elevation of most of Anhui Province? (After checking the tints on the map, refer to the Elevation Legend on page 8.)

Activities

Activity 4, continued

5. Review the Cultural Features section of the Symbol Legend. Describe the symbol for parks, Indian reservations, and areas of interest.

6. Turn to the Southwestern United States map on pages 74–75 of the atlas. With your finger, trace the boundary of the Hopi Indian Reservation, which lies in northeastern Arizona between approximately 35° and 37° north latitude and 110° and 111° west longitude.

7. What national park lies about 40 miles west of the western boundary of the Hopi Indian reservation?

8. The next group of symbols for Cultural Features relates to Transportation. Describe the symbols for major and minor roads.

9. Turn to the Northeastern United States map on pages 72–73 and glance over the road network. Are the roads generally straighter in the western half of this region or the eastern half? What is a possible explanation for this straightness?

10. Why do you think the state of Indiana is nicknamed “Crossroads of America”?

11. Another group of symbols within the Political Features category is titled Cultural Features. Locate the symbol for dam.

12. Turn to the Southwestern United States map on pages 74–75. Locate Hoover Dam at approximately 36° north latitude, 115° west longitude. What is the name of the reservoir created by this dam?

13. The last group of symbols for political features relates to populated places such as cities and towns. Read the note at the bottom of this group of symbols.

14. According to this note, would the city symbols on the Europe Physical Map, pages 104–105, follow the specific classifications shown in the legend? Why or why not?

15. The note explains that type size indicates a city's relative importance. The larger the type of the city name, the larger and/or more important the city.

Locate the following group of cities on the South America Political Map, page 88 of the atlas. Rank the three cities from 1 to 3, with 1 being the largest/most important city.

Activities

Activity 4, continued

Rank Order of South American Cities

City	Location	Rank Order
Porto Velho	9°S, 64°W	
Santarém	2°S, 54°W	
São Paulo	24°S, 47°W	

E. Applying Map Skills

1. Return to the Southwestern United States map on pages 74–75 of the atlas. Locate the Navajo Indian Reservation, whose southwestern corner can be found about 20 miles east of Flagstaff, Arizona (35°N, 112°W). With your finger, trace the entire boundary of the Navajo reservation.
2. What is the location of the Hopi Indian Reservation relative to the Navajo Indian Reservation?

F. In Your Own Words

1. Imagine that you are making a map of your neighborhood. On a piece of notebook paper, write a paragraph discussing the types of features you would like to show on the map and describing the symbols you would use to represent these features.

Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 5: *The Continents*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **locate** the seven continents and label them on an outline map of the world.
2. **use** the Equator, Prime Meridian, and International Date Line to define hemispheres.
3. **estimate** which hemispheres have the greatest amount of land area.
4. **using** the Equator and Prime Meridian as guides, sketch a general world map from memory (a mental map) that shows the seven continents in correct relationship to each other.

MATERIALS

- Rand McNally *Atlas of World Geography*, World Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Place Names Vocabulary

Africa
Antarctica
Asia
Australia
Europe
North America
South America

A. Locations of the Continents

1. On a copy of the World Outline Map, draw lines separating the continents. Use the continent political maps from the *Atlas of World Geography* for help in determining the boundaries. Label each of the seven continents.

Activities

Activity 5, continued

B. Relative Locations of the Continents

1. The Equator divides north from south on globes and world maps and creates the Northern and Southern Hemispheres. Label the Equator on your copy of the World Outline Map. Study the relationship of the continents to the Equator on your outline map and answer the following.

a. Which continents (including both the mainland and neighboring islands) lie entirely south of the Equator?

b. Which continents lie entirely north of the Equator?

c. Which continents lie partly south of the Equator and partly north of it?

2. As you have learned, the imaginary lines representing longitude stretch from the North Pole to the South Pole, crossing the Equator at their midway points. These lines are also called meridians. The meridian representing 0 degrees of longitude is called the Prime Meridian. All longitude is measured in degrees east or west of the Prime Meridian. Label the Prime Meridian on your copy of the World Outline Map.

On the other side of the world, exactly opposite the Prime Meridian, is the imaginary line representing 180 degrees of longitude. Together, the 180° meridian and the Prime Meridian divide Earth into two halves. These halves are known as the Western Hemisphere and the Eastern Hemisphere. The Eastern Hemisphere stretches eastward from

the Prime Meridian and the Western Hemisphere stretches westward.

Study the relationships of the continents on your outline map and answer the following.

a. Which continent or continents lie entirely in the Western Hemisphere?

b. Which continent or continents lie entirely in the Eastern Hemisphere?

c. Which continent or continents lie partly in the Eastern Hemisphere and partly in the Western Hemisphere?

d. Which two of the four hemispheres have the greatest amounts of land?

C. Applying Map Skills

1. Put away your copy of the World Outline Map and the atlas. In the world map outline on the following page, sketch in and label the Equator and Prime Meridian. Using the Equator and Prime Meridian as guides, draw outlines of all seven continents and label them.

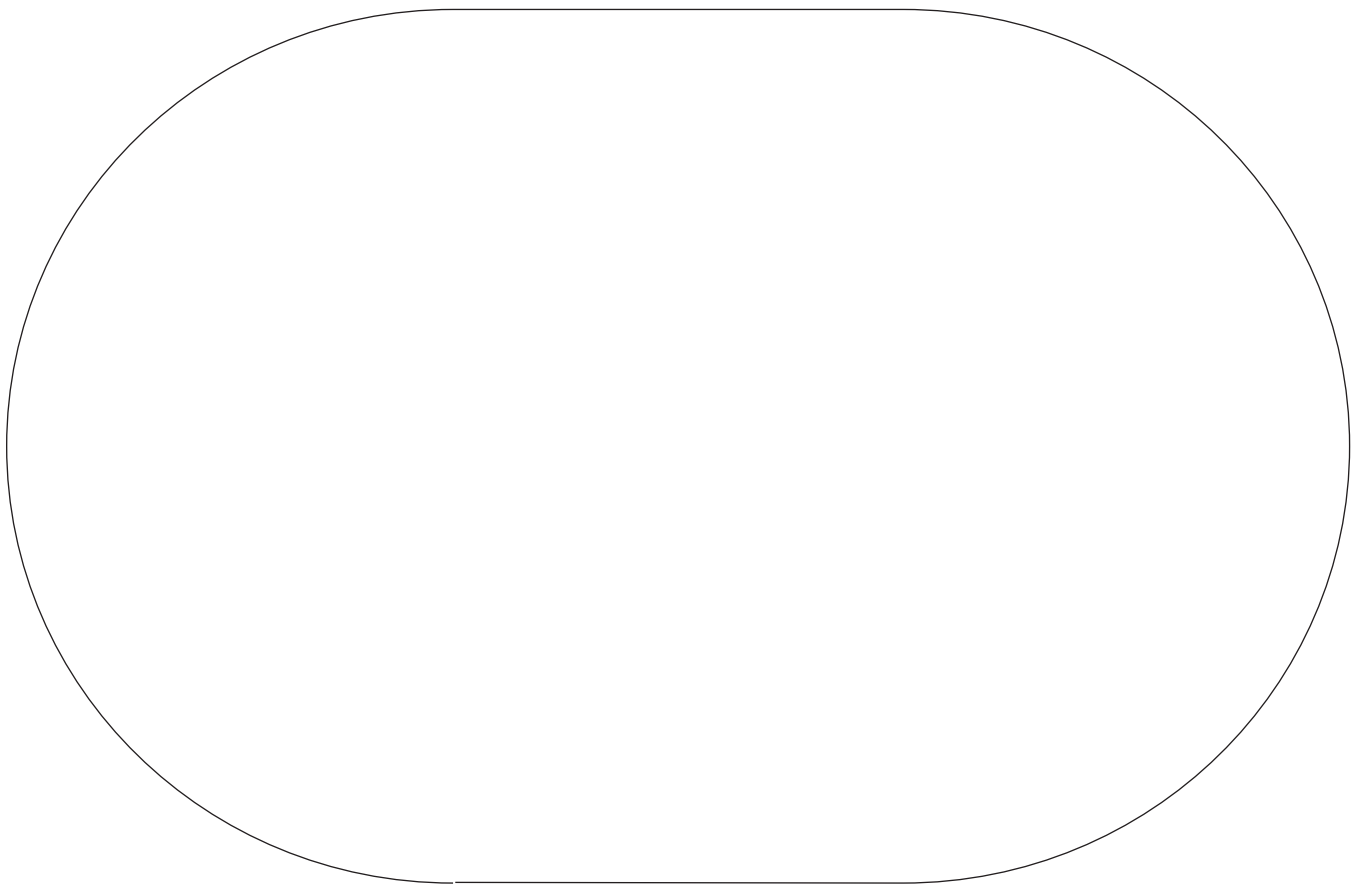
When you have finished, compare your "mental map" of the continents to your copy of the World Outline Map.

Activities

Activity 5, continued

D. In Your Own Words

1. Pick a continent that you know little about. On the lines below, write at least five questions that you have about the continent. Focus on things you might be able to learn from this atlas.



Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 6: *Oceans and Seas*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the oceans and the six largest seas of the world and label them on a world outline map.
2. **compare** the areas and depths of the world's oceans.
3. **sketch** a world map from memory that shows the continents, the oceans, and the world's six largest seas.

MATERIALS

- Rand McNally *Atlas of World Geography*, World Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.L.9-10.5, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.L.11-12.5, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Place Names Vocabulary

OCEANS

Arctic Ocean
Atlantic Ocean
Indian Ocean
Pacific Ocean
Southern Ocean

SEAS

Arabian Sea
Bering Sea
Caribbean Sea

Coral Sea
Mediterranean Sea
South China Sea

A. Locating Oceans and Seas

1. The Place Names Vocabulary lists the world's five oceans and six largest seas. Locate the oceans and seas on the World Physical Map, found on pages 24–25, or use the atlas index and locate the oceans and seas on the maps referenced there. Label the oceans and seas on a copy of the World Outline Map.

Activities

Activity 6, continued

2. List the oceans and seas from the Place Names Vocabulary that surround each continent in the following table.

Oceans and Seas

SURROUNDING OCEANS AND SEAS	
CONTINENT	
Africa	
Antarctica	
Asia	
Australia	
Europe	
North America	
South America	

B. Comparing Oceans and Seas

1. Use the Oceans, Seas, Bays, and Gulfs tables on page 20 and the Ocean Depths in Profile graph on pages 24–25 to answer the following.

- a. What is the name of the deepest point in the world's oceans?

- b. How deep is this point?

- c. In what ocean is it found?

2. Use the table on page 20 to answer the following questions.

- a. Which two oceans are roughly the same size?

- b. Write a statement comparing the Pacific Ocean in size to the other oceans. Be specific.

- c. List the four largest seas in order of size, largest to smallest.

Activities

Activity 6, continued

3. Study the locations of seas on the World Political Map, then write a definition of "sea" based on your observations.

C. Applying Map Skills

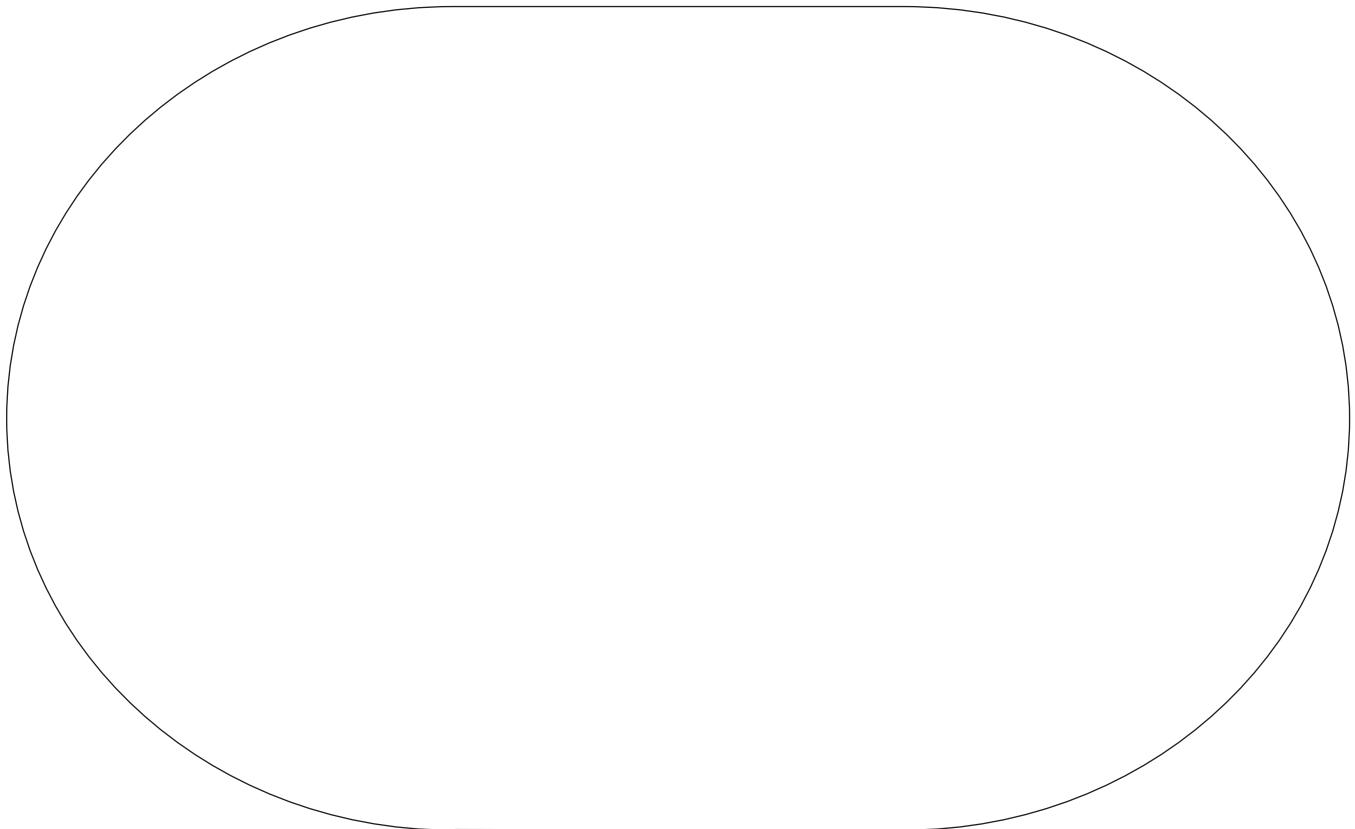
1. Put away your copy of the World Outline Map and the atlas. Add the Equator and Prime Meridian to the world map outline below. Using the Equator and Prime Meridian as guides, sketch the outlines of the continents. Label the following:

- continents
- Equator and Prime Meridian
- the five oceans
- all of the seas listed in the Place Names Vocabulary

When you have finished, compare your map to your copy of the World Outline map.

D. In Your Own Words

1. Imagine that you have decided to sail all the way around the world. Your voyage will start and end in Miami, Florida. On a sheet of notebook paper, write a paragraph or two describing the course you will take. Included the names of oceans and seas you will sail through. Use the World Political Map on pages 42–43 for reference.



Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 7: *Mountains and Islands*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major mountain ranges of the world and locate them on a world outline map.
2. **identify** the world's six largest islands and locate them on a world outline map.
3. **identify** six major island groups and locate them on a world outline map.
4. **sketch** a world map from memory that shows the continents, the oceans, five major mountain ranges, the six largest islands, and six major island groups.

MATERIALS

- Rand McNally *Atlas of World Geography*, World Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 7, continued

Place Names Vocabulary

MOUNTAIN RANGES

Alps
Andes Mountains
Atlas Mountains
Himalayas
Rocky Mountains

ISLANDS

Baffin Island
Borneo
Greenland
Madagascar
New Guinea
Sumatra (Sumatera)

ISLAND GROUPS

British Isles
Japan
New Zealand
Philippines
West Indies*

*The West Indies is an island group separating the Caribbean Sea from the Atlantic Ocean; Cuba is the largest island in this group.

A. Locating Mountain Ranges

1. Locate the mountain ranges from the Place Names Vocabulary on the World Physical Map (pages 24–25) or use the atlas index and locate the mountain ranges on the maps referenced there. Label these ranges on a copy of the World Outline Map.

B. Comparing Mountains

1. Use information from the table on page 18 to answer the following and to complete the table.

- a. Which two continents have the greatest number of mountain peaks higher than 20,000 feet?

- b. The highest mountain peak in the contiguous United States is Mt. Whitney in California. How does the height of Mt. Whitney compare with the height of the highest mountain in the world?

- c. Complete this table.

Highest Mountains by Continent/Region

CONTINENT/ REGION	HIGHEST MOUNTAIN/ HEIGHT IN FEET
Africa	
Antarctica	
Asia	
Europe	
North America	
Oceania	
South America	

C. Locating Islands

1. Locate the islands from the Place Names Vocabulary on the World Physical Map or use the atlas index and locate the islands on the maps referenced there. Label the islands on your copy of the World Outline Map.

Activities

Activity 7, continued

2. Which of the islands are also countries of the same name?

3. Name the country or countries associated with the remaining islands.

Islands/Countries

ISLAND	COUNTRY(IES)

D. Island Groups

1. Using the map index and the maps referenced there, locate the island groups from the Place Names Vocabulary. Label these island groups on your copy of the World Outline Map.
2. Japan, New Zealand, and the Philippines are the names of countries as well as island groups. What two countries share the islands of the British Isles?

3. What are the four largest countries in the West Indies island group? If necessary, refer to the Countries and Flags section, which provides the area of every country.

E. Applying Map Skills

1. Add the Equator and Prime Meridian to the world map outline below. Sketch in the continents. Label the following:
- continents
 - Equator and Prime Meridian
 - oceans
 - mountain ranges from the Place Names Vocabulary

Sketch and label the islands and island groups from the Place Names Vocabulary.

F. In Your Own Words

1. If you could visit any island or group of islands in the world, which one would you choose, and why? Use the internet to research, produce, and publish a report on the island or island group. Share the report with your classmates.



Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 8: *World Climates*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **locate** major climate zones throughout the world.
2. **compare** temperature and precipitation in different climate zones.
3. **sketch** a general world map from memory (a mental map) that shows the three major climate zones of the world.

MATERIALS

- Rand McNally *Atlas of World Geography*, World Outline Map, colored pencils

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Place Names Vocabulary

Arkhangel'sk, Russia
Buenos Aires, Argentina
Chicago, Illinois
Darwin, Australia
Houston, Texas
Jakarta, Indonesia
Paris, France
Stockholm, Sweden

A. World Climates

1. The World Climates Map shows the major climate zones found throughout the world. The map's legend provides the descriptive names of these zones. Below the map are climate graphs, each corresponding to a different climate zone. These graphs show average monthly temperatures and precipitation for representative cities.

Activities

Activity 8, continued

Match the following climate zones to the approximate latitude ranges within which they fall.

Climate Zone

Tropical _____

Continental (snowy winter) _____

Polar _____

Latitude ranges

a. North of 55°N

b. Between 24°N and 24°S

c. Between 35°N and 75°N

B. Comparing Climates

1. Use the World Climates Map and climate graphs to answer the following.
 - a. Imagine that you have a chance to spend the month of January in one of two very different places: Jakarta, Indonesia, or Arkhangel'sk, Russia. What average temperatures could you expect in these cities? How much precipitation might fall during the month, and in what form?

Climate in January

	JAKARTA	ARKHANGEL'SK
Average temperature (Fahrenheit)		
Average monthly precipitation (inches)		
Form of precipitation (rain or snow)		

- b. Which of the cities represented in the climate graphs has the greatest variation in average monthly precipitation throughout the year? Which city receives a little less than 2 inches of precipitation every month of the year?

2. Using the World Climates Map and the United States Political Map, identify three other major U.S. cities that lie in the same climate zone as Chicago, Illinois.

C. The Climate Graphs

1. According to the climate graphs, the South American city of Buenos Aires, Argentina, has a moderate climate with hot, humid summers. This is the same type of climate as the U.S. city of Houston, Texas. Locate the two cities on the World Climates Map.

Would you expect the climate graph for Houston to look relatively the same as the climate graph for Buenos Aires or would you expect it to look different? Explain.

Activities

Activity 8, continued

D. Applying Map Skills

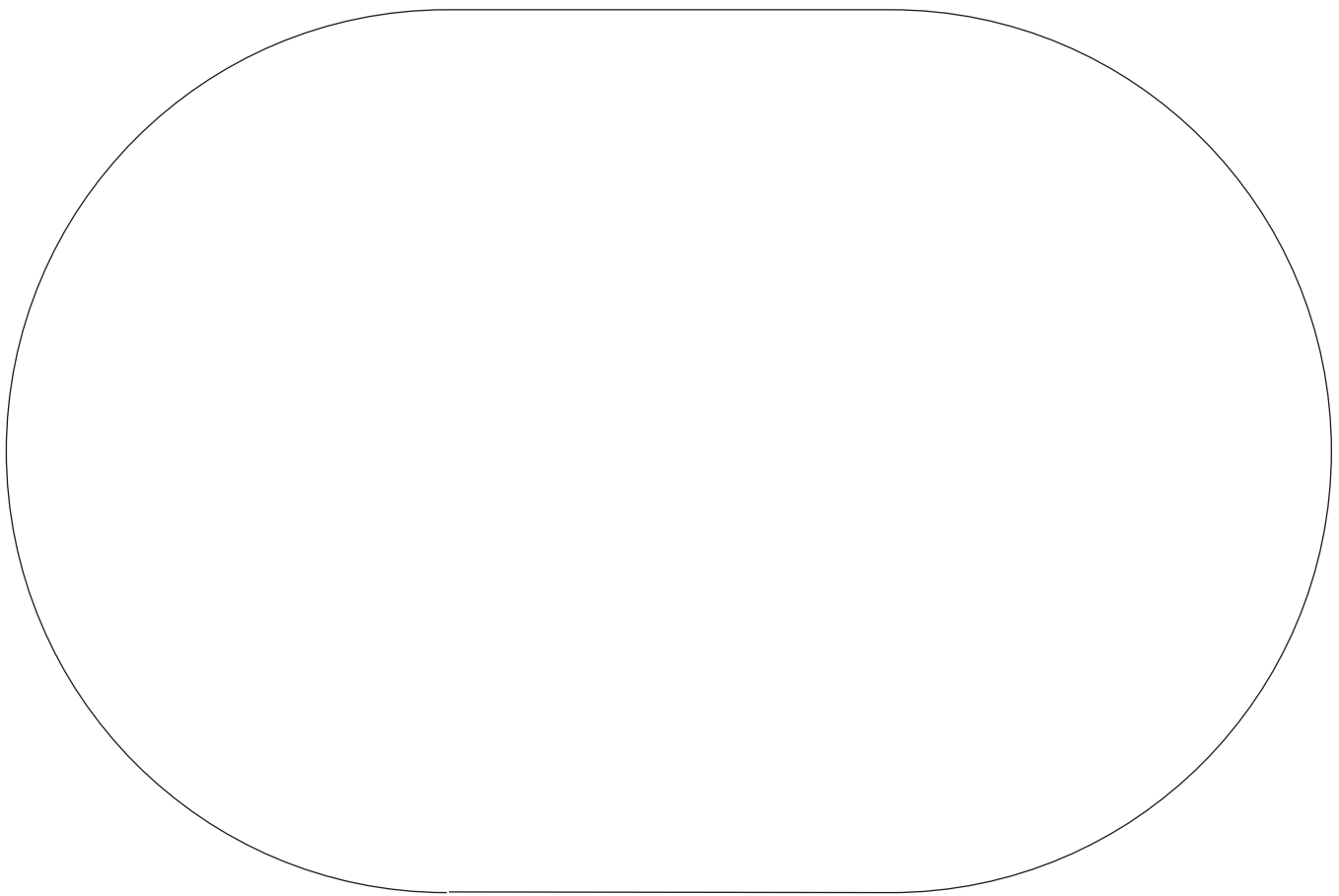
1. In the world map outline below, draw a freehand map of the continents of the world. Label the following.

- the continents
- the Equator, Tropic of Cancer, Tropic of Capricorn, and Prime Meridian
- the Arctic and Antarctic Circles
- the oceans

2. The world's lands can be divided into the following three general climate categories:

- areas that are cool to cold all year
- areas that are warm to hot all year
- areas that have cool/cold winters and warm/hot summers

Outline and label these three major climate areas on the world map you have drawn. Use a different pencil color for each climate area.



Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 9: *Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **understand** the difference between natural environments and environments shaped by human activity.
2. **identify** environments found around the world.
3. **understand** the relationship between environment and climate.
4. **understand** the relationship between environment and physical features such as mountain ranges.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Place Names Vocabulary

Amazon River
Appalachian Mountains
Arabian Peninsula
Borneo
Canada
Great Plains
Mongolia
Rocky Mountains

A. World Environments

1. The Environments map shows how humans use the land. It also shows the areas where humans have had little or no impact on the land. Compare this map and the World Physical Map to complete the following table.

Activities

Activity 9, continued

Name the major environment or environments in each of the following areas.

World Environments

AREA	ENVIRONMENT
NORTH AMERICA a. Appalachian Mountains b. Great Plains	
SOUTH AMERICA Along the Equator	
EUROPE West of 30° east longitude	
AFRICA Between the Equator and 15° north latitude	
ASIA a. Arabian Peninsula b. North of 60° north latitude	
AUSTRALIA Along the Tropic of Capricorn	

B. Natural and Human Environments

- a. Which of the environments shown on the Environments map have been partially or completely created through human activities?

- b. Which of the environments shown on the map occur naturally and do not reflect human activities?

2. On the map, study the land areas located north of 60° north latitude. Are the environments in these areas mostly natural or mostly shaped by human activities? What is a possible explanation for the dominance of these types of environments?

C. Environments and Physical Features

1. Locate North America's Rocky Mountains on the Environments map, using the World Physical Map for reference in necessary. What is the dominant environment along this mountain range?

2. a. On the Environments map, locate the long strip of barren land in South America that runs parallel to the continent's Pacific Ocean coast. Find this area on the World Physical Map. What physical features does the barren strip correspond to?

Activities

Activity 9, continued

- b. What is a possible explanation for the barrenness of the land along this strip?

D. World Environments and Climate

1. In Activity 8: World Climate, you learned that the world's land areas can be divided into the following three general climate categories:
- areas that are cool to cold all year
 - areas that are warm to hot all year
 - areas that have cool/cold winters and warm/hot summers

In which of the three types of areas would you think human activity has most changed the natural vegetation? Why?

E. Applying Map Skills

1. Use the World Environments map and the World Physical Map to match the five types of environments listed below with the five geographic areas.

Types of environments

Forest _____

Grassland _____

Tundra _____

Desert _____

Barren land _____

Geographic areas

- a. Northern Canada where the Arctic Circle meets the 90° west longitude line
- b. Antarctica
- c. The center of the island of Borneo
- d. Africa between 15° and 30° north latitude
- e. The center of Mongolia

F. In Your Own Words

1. On notebook paper or a computer, write a paragraph answering the following question: What impact will the world's explosive population growth likely have on world environments?

Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 10: *World Population*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** patterns of population density around the world.
2. **associate** population density with urbanization.
3. **assess** population growth and rates of growth for countries, continents, and the world.
4. **understand** how rates of natural increase and net migration determine the rate of growth of a given population.
5. **use** population pyramids to assess the age and sex distribution of a given population.
6. **create** a map from memory (a mental map) showing areas of highest population density in each continent.

MATERIALS

- Rand McNally *Atlas of World Geography*, World Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.3, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.SL.11-12.3, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10

Activities

Activity 10, continued

A. Most Populous Countries

1. Use the “World Population” and “Largest Countries of the World 1950, 2015, 2050” graphs on page 32 to answer the following questions.

a. Which of the ten largest countries in 2015 were not among the ten largest in 1950?

b. Which of the ten countries projected to be largest in the world in 2050 were not among the ten largest in 2015?

c. Between 2015 and 2050, is China’s population expected to grow significantly, shrink significantly, or stay about the same?

d. Together, Asia and Africa will account for what percentage of the world’s population in 2050?

B. Population Pyramids

1. Use the population pyramids on page 32 to answer the following questions.

a. In which of the five countries is the percentage of the population in the 45–49 age range significantly larger than the percentages in any of the bottom three ranges (0–4, 5–9, 10–14)?

b. Which country has the most even distribution of population in the age ranges from 0–4 up to 55–59?

c. Which country is growing at the fastest rate, according to the graphs?

How can you tell? _____

C. Population Growth

1. Use the maps on page 33 and the World Political Map to answer the following questions.

a. Name three African countries whose annual growth rate was greater than 5 percent in the period 1950–2015.

b. Name three Asian countries whose annual growth rate was greater than 5 percent in the period 1950–2015.

c. In which continent did nearly every country have an annual growth rate of 1 percent or less?

Activities

Activity 10, continued

- d. Which of the countries in South America had the slowest growth rate?

- e. In which continent did most countries have rates of natural increase of 2 percent and higher in 2014?

- f. Name three countries whose net migration rate was higher than 5.0 per thousand persons in 2015.

D. Areas of Population Density

1. Compare the World Population Map and World Political Map to answer the following questions.
- a. Name two countries that have large areas in which the population density is greater than 1,250 people per square mile.

- b. In India, the large area with the highest population density follows what natural feature?

- c. In the northeastern corner of Africa, the highest population density follows what natural feature?

- d. Which area of Europe is more densely populated: the area between longitudes 30° and 60° east or the area between longitudes 0° and 30° east?

- e. In South America, are most areas of densest population found in the interior or near the coasts?

- f. Excluding Antarctica, which continent is least densely populated?

E. Applying Map Skills

1. On a copy of the World Outline Map, locate and indicate the areas of densest population (more than 250 persons per square mile) in each continent that has areas of such population density.

F. Discussing Population

1. Participate in a class discussion about world population. Be prepared to talk about trends in world population, regional differences in population density and growth rates, and projections for future population growth. Use evidence to back your statements or to confirm or challenge the statements of your classmates.

Activities

Name _____ Date _____ Class _____

Unit 2: *Concepts in Geography*

ACTIVITY 11: *World Economics*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major categories of imports and exports.
2. **compare** countries and continents in trade and agricultural productions.
3. **compare** countries and continents in energy resources and energy production.
4. **identify** major types of economic activities.
5. **compare** patterns of economic activity around the world.

MATERIALS

- Rand McNally *Atlas of World Geography*

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 11, continued

A. Trade, Food, and Energy

1. Use the graphs on pages 36–37 and the Countries and Flags section on pages 44–51 to answer the following questions.

a. Which country was the world's biggest importer in 2014, and what percentage of the world total did this country account for?

b. Which continent was the world's biggest importer in 2014, and what percentage of the world total did this continent account for?

c. List in rank order the countries that were the top three exporters in 2014.

d. What percentage of total world exports did Europe and Asia together account for in 2014?

e. What continent lead the world in agricultural output in 2013, and what percentage of the world total did this continent account for?

f. Compare the 2013 agricultural production of the United States and China.

g. Asia and Africa together account for what percentage of the world's undernourished people?

h. Compare the United States, India, and China in arable land, then turn to the Countries and Flags section and compare them in population. On a sheet of notebook paper, write a paragraph discussing why India and China might have a harder time feeding their people than the United States does.

B. Electrical Energy

1. Use the graphs on page 37 to answer the following questions.

a. The category "thermal energy" includes what three types of fuel?

b. List the top three crude petroleum-producing countries in rank order.

c. What percentage of the world's crude petroleum reserves are found in Asia? For the purposes of this question, include Russia with Asia, even though it lies partly in Europe.

d. Name the top country and the top continent in wind energy output.

Activities

Activity 11, continued

C. Economic Activity Around the World

1. Use the World Patterns of Economic Activity Map on pages 38–39 as well as the Environments Map on pages 30–31 and the World Political Map on pages 42–43 to answer the following questions.

a. The largest area of manufacturing and commerce in the United States is found in a band stretching between what two cities?

b. What is the dominant economic activity in South America along the Equator?

c. Locate Asia's Arabian Peninsula. What type of environment is found in the areas where there is little or no economic activity?

d. How does North America compare to Africa and Asia in terms of the importance of nomadic herding?

e. What is the dominant economic activity across most of India and eastern China?

D. Extend Your Knowledge

1. Pick a country or region of the world that you know little about. Use multiple sources, including the internet and reference books such as encyclopedias, to learn about the most important economic activities in that country or region. On a computer, create a report that presents your findings through text and visual elements such as photos, graphs, and charts. Publish the report on the internet to share with your classmates.

Activities

Name _____ Date _____ Class _____

Unit 3: *North America*

ACTIVITY 12: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major mountain ranges of North America and locate them on an outline map of North America.
2. **identify** major islands of North America and locate them on an outline map of North America.
3. **identify** major bodies of water in and around North America and locate them on an outline map of North America.
4. **identify** North American's major climate zones.
5. **compare** climate patterns of North America and Asia.

MATERIALS

- Rand McNally *Atlas of World Geography*, North America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 12, continued

Place Names Vocabulary

MOUNTAINS

Appalachian Mountains
Les Laurentides
Rocky Mountains
Sierra Madre Occidental

ISLANDS

Cuba
Greenland
Hispaniola

BODIES OF WATER

Atlantic Ocean
Arctic Ocean
Pacific Ocean
Bering Sea
Caribbean Sea
Greenland Sea
Golfo de California
Gulf of Alaska
Gulf of Mexico
Gulf of St. Lawrence
Baffin Bay
Hudson Bay
Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior

A. Locating Mountains

1. Locate the mountain ranges from the Place Names Vocabulary on *Atlas of World Geography* maps. The range known as Les Laurentides is not listed in the index. It is located in the Canadian province of Quebec to the northeast of Montreal.
2. Based on the lengths of the name labels, which of these mountain ranges is longest?

3. Describe the location of this mountain range.

B. Locating Islands

1. Locate the islands from the Place Names Vocabulary list on *Atlas of World Geography* maps. Label these islands on your copy of the North America Outline Map.
2. a. Which of these islands has a different name from the countries that occupy it?

- b. What are the names of these countries?

3. Which of the islands is almost completely covered by an ice cap?

C. Locating Bodies of Water

1. Locate the bodies of water from the Place Names Vocabulary list on *Atlas of World Geography* maps. Label these bodies of water on your copy of the North America Outline Map.
2. a. The Bering Sea is the northernmost part of which ocean?

Activities

Activity 12, continued

- b. What is the name of the narrow waterway that connects the Bering Sea and the Arctic Ocean at the point where Asia and North America are closest to each other?

3. Baffin Bay separates what two countries?

4. Which of the bodies of water in the Place Names Vocabulary is partially enclosed by Central America and the island group called the West Indies?

5. The last five lakes in the Place Names Vocabulary are collectively known as the Great Lakes. What two countries share these lakes?

6. Which U.S. states have coasts along the Gulf of Mexico?

D. Climate

1. According to the North America Climate map, which U.S. state has the same type of climate as Havana, Cuba?

2. Compare the climates of Chicago and Toronto.

3. Is Seattle equally rainy in summer and winter?

4. What are winters like in Barrow, Alaska?

5. Locate Mexico's Baja California peninsula, which separates the Golfo de California from the open Pacific Ocean. Describe the peninsula's climates.

Activities

Activity 12, continued

E. Applying Map Skills

1. According to the Plate Tectonics map on pages 14 and 15, in what areas of North America do most earthquakes and volcanic eruptions occur? Use the North America Political and Physical maps for help in identifying places and features.

2. Use the World Climates Map to compare the climate zones of North America and Asia. What general similarities do you note?

F. In Your Own Words

1. Use the internet, an encyclopedia, and/or other resources to learn about the hottest place in North America: Death Valley, California. Then imagine that you are visiting Death Valley on a scorching hot summer day. On notebook paper or a computer, write a narrative describing what this imagined experience is like. Use sensory language and precise details that will allow readers to create vivid mental images.

Activities

Name _____ Date _____ Class _____

Unit 3: *North America*

ACTIVITY 13: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the mainland countries and major island countries of North America and locate them on an outline map of North America.
2. **identify** the countries that comprise Central America and locate them on an outline map of North America.
3. **identify** the countries that comprise Middle America.
4. **identify** general population patterns of North America.
5. **identify** major types of land cover and land use in North America.
6. **identify** and rank North America's most populous countries.
7. **identify** the national capitals of the three largest North American countries and locate these capitals on an outline map of North America.

MATERIALS

- Rand McNally *Atlas of World Geography*, North America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2.a, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 13, continued

Place Names Vocabulary

COUNTRIES

Belize
Canada
Costa Rica
Cuba
Dominican Republic
El Salvador
Greenland
Guatemala
Haiti
Honduras
Jamaica
Mexico
Nicaragua
Panama
United States

U.S. TERRITORY

Puerto Rico

REGIONS

Central America
Middle America

A. Locating Countries

1. Locate the countries and territory from the Place Names Vocabulary on atlas maps. Label these countries and this territory on a copy of the North America Outline Map.

B. Locating Regions

1. Central America is the name given to the seven countries that lie between Mexico and South America. Middle America is the name given to the region encompassing Mexico, Central America, and the islands of the Caribbean.

On your outline map, draw a line around Central America, following national boundaries. Label this region "Central America".

2. List the seven countries that make up Central America.

3. Which countries and territory from the Place Names Vocabulary are part of Middle America but not part of Central America?

C. Population

1. Use the North America Population map and the Countries and Flags section to answer the following questions.
 - a. Which of the following regions is most densely populated?

Northern Mexico
The northeastern United States
The western half of the United States

- b. What is the population density of Greenland, most of Canada, and most of the western United States?

Activities

Activity 13, continued

- c. The Canadian city of Vancouver lies within an area of relatively dense population that extends southward into the United States. What major U.S. city also lies within this area?
- _____
2. Use the Countries and Flags section to find the populations of the following five countries, which are North America's most populous. Then rank the countries in descending order.

The Most Populous Countries in North America

Country	Population	Rank
Canada		
Cuba		
Guatemala		
Mexico		
United States		

D. Land Cover and Land Use

1. Use the North America Land Cover and Land Use map to answer the following questions.
- a. What are the two major types of land cover in the Great Plains region of the United States and Canada?
- _____
- _____
- b. What are the two major types of land cover along the Appalachian Mountains?
- _____
- _____

- c. Which North American country has the most large urban areas?
- _____
- d. Which North American country has the most evergreen needleleaf forest?
- _____
- e. The "Land Cover and Land Use" text on page 54 briefly discusses the problem of pollution in North America. On notebook paper or a computer, write an essay discussing ways in which pollution affects you or your community.

E. Applying Map Skills

1. Add symbols and labels for the national capitals of Canada, the United States, and Mexico to your copy of the North America Outline Map.

Activities

Name _____ Date _____ Class _____

Unit 3: *North America*

ACTIVITY 14: *Canada*

OBJECTIVES

As a result of completing this lesson, you should be able to:

1. **identify** major physical features of Canada and locate them on an outline map of North America.
2. **identify** provinces and territories of Canada and locate them on an outline map of North America.
3. **identify** major cities and provincial and territorial capitals of Canada and locate them on an outline map of North America.
4. **identify** Canada's major climate zones
5. **describe** Canada's patterns of population density and land use

MATERIALS

- Rand McNally *Atlas of World Geography*, North America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 14, continued

PHYSICAL FEATURES

Baffin Island
Coast Mountains
Great Lakes
Gulf of St. Lawrence
Hudson Bay
Les Laurentides
Rocky Mountains
St. Lawrence River
Vancouver Island
Yukon River

PROVINCES

Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland and Labrador
Nova Scotia
Ontario
Prince Edward Island
Québec
Saskatchewan

TERRITORIES

Nunavut
Northwest Territories
Yukon

CITIES

Calgary
Edmonton
Halifax
Montréal
Ottawa
Québec
Toronto
Vancouver
Winnipeg

A. Locating Physical Features

1. Locate the physical features from the Place Names Vocabulary on the Canada map in the atlas. Label these features on a copy of the North America Outline Map.
2. Using 100°W as the dividing line between eastern and western Canada, place the physical features in the appropriate column in the following table.

Locations of Physical Features

EASTERN CANADA	WESTERN CANADA

3. According to the "Largest Islands" table on page 17, how do Baffin Island and Victoria Island rank in size among the islands of the world?

4. The "Bays" table on page 20 lists the world's three largest bays and their areas. How do Hudson Bay and Baffin Bay rank?

Activities

Activity 14, continued

5. The Coast Mountains extend through the western part of which Canadian province?

B. Locating Provinces and Territories

1. On the Canada map in the atlas, locate all of the Canadian provinces and territories, which are listed in the Place Names Vocabulary. Sketch in the approximate boundaries of the provinces and territories and label them on your copy of the North America Outline Map.
2. Vancouver Island is part of what province?

C. Locating Cities

1. On the Canada map in the atlas, locate all of the Canadian cities listed in the Place Names Vocabulary. Add symbols and labels for these cities to your copy of the North America Outline Map.
2. Complete the table below to show the location of the cities from the Place Names Vocabulary.

Canadian Cities

CITY	PROVINCE
Calgary	
Edmonton	
Halifax	
Montréal	
Ottawa	
Québec	
Toronto	
Vancouver	
Winnipeg	

3. Study the United States and Canada Population map on page 65. Which urbanized areas in Canada have populations greater than 2 million?

4. What city is the national capital of Canada?

D. Climate, Population, Land Cover and Land Use, and Economics

1. Use the North America Climate map and graphs, Population map, and Land Cover map as well as the Canada map and the United States and Canada Weather maps to complete the following exercise and answer the questions.

Write a few sentences comparing population patterns and climate zones of Canada.

2. a. What is the climate like along Canada's west coast?

Activities

Activity 14, continued

- b. According to the weather maps on page 66, how much rain falls along Canada's west coast between October 1 and March 31?

3. Which city experiences greater seasonal variation in temperatures and precipitation: Toronto or Vancouver?

4. What is the climate like in the area where most of Canada's largest expanse of grassland is found?

5. Locate the southernmost part of the province of Ontario, which lies to the southwest of Toronto. What is the main type of land cover there?

6. According to the legend of the Land Cover map, the "Bare ground" category includes both desert and ice. Based on climate, which of these covers most of Baffin Island?

E. Applying Map Skills

1. Add any provincial or territorial capitals to your outline map that do not already appear there. List the capitals you added to your map and their provinces or territories in the following table.

Provincial/Territorial Capitals

PROVINCE/TERRITORY	CAPITAL

F. Extend Your Knowledge

1. The Environments map on pages 30–31 shows that tundra covers much of northern Canada. Use the internet and/or print resources to learn about tundra ecosystems. Write an essay summarizing what you learn. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of tundra landscapes. Publish the essay on the internet to share with your classmates.

Activities

Name _____ Date _____ Class _____

Unit 3: *North America*

ACTIVITY 15: *Mexico*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major physical features of Mexico and locate them on an outline map of Mexico.
2. **identify** several of Mexico's largest cities and locate them on an outline map of Mexico.
3. **compare** northern and southern Mexico in terms of climate, population patterns, and land cover/land use patterns.

MATERIALS

- Rand McNally *Atlas of World Geography*, Middle America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 15, continued

Place Names Vocabulary

PHYSICAL FEATURES

Bahía de Campeche
Baja California
Golfo de California
Gulf of Mexico
Pacific Ocean
Rio Grande
Sierra Madre Occidental
Sierra Madre Oriental
Yucatan Peninsula

CITIES

Guadalajara
Mexico City
Monterrey
Tampico
Veracruz

A. Locating Physical Features

1. Locate the physical features from the Place Names Vocabulary on the North America Physical Map or the North America Political Map. Label these features on a copy of the Middle America Outline Map.

2. List the physical features from the Place Names Vocabulary under the correct heading in the following table.

Physical Features of Mexico

BODIES OF WATER	MOUNTAIN RANGES	PENINSULAS	RIVERS

3. In Mexico, the river that follows the boundary between Mexico and the U.S. state of Texas is known as Rio Bravo del Norte. In the United States, this river is known as:

4. a. What peninsula forms the western boundary of the Golfo de California?

- b. Approximately how long is this peninsula?

Activities

Activity 15, continued

5. The Bahía de Campeche takes the last part of its name from Campeche, a state in the western part of the Yucatán Peninsula. The word “de” means “of” in English. What do you think the word “bahía” means?

6. On the North America Physical Map, study the land between the Sierra Madre Occidental and the Sierra Madre Oriental. Is the land relatively low or relatively high?

How can you tell? _____

B. Locating Cities

1. Locate the cities from the Place Names Vocabulary on the Middle America map. Label these cities on your copy of the Middle America Outline Map.
2. At what elevation does Mexico City lie?

3. What does the name label for Mexico City tell you about the city?

C. Climate, Population, Land Use, and Economics

1. Use the North America Climate, Population, and Land Cover maps to complete the following.

On notebook paper or a computer, write two or three paragraphs comparing the part of Mexico that lies north of the Tropic of Cancer to the part that lies south of this line of latitude. Base your observations on information found on the maps listed above and any additional information from the Middle America map that you think is appropriate.

2. According to the Electrical Energy graphs on page 37:
 - a. Mexico is responsible for what percentage of the annual world production of crude petroleum?

 - b. Mexico is responsible for what percentage of the annual world output of geothermal energy?

D. Applying Map Skills

1. a. How many miles wide is Mexico, including the Baja California peninsula, when measured along the 45° north latitude line?

- b. How many miles wide is Mexico when measured along the 95° west longitude line?

Activities

Name _____ Date _____ Class _____

Unit 3: *North America*

ACTIVITY 16: *Central America and the Caribbean*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major physical features of Central America and the Caribbean and locate them on an outline map of the region.
2. **identify** the countries of Central America and the larger island countries of the Caribbean and locate them on an outline map of the region.
3. **identify** the capital cities of the countries of Central America and the larger island countries of the Caribbean and locate them on an outline map of the region.
4. **describe** the landforms, climate, and population patterns of the region.

MATERIALS

- Rand McNally *Atlas of World Geography*; Middle America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.9-10.5, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 16, continued

Place Names Vocabulary

PHYSICAL FEATURES

Atlantic Ocean
Caribbean Sea
Cordillera Central
Golfo de Panamá
Gulf of Mexico
Hispaniola
Istmo de Panamá
Pacific Ocean

COUNTRIES

Belize
Costa Rica
Cuba
Dominican Republic
El Salvador
Guatemala
Haiti
Honduras
Jamaica
Nicaragua
Panamá

U.S. TERRITORY

Puerto Rico

CITIES

Belmopan
Guatemala
Havana
Kingston
Managua
Panama
Port-au-Prince
San Jose
San Juan
San Salvador
Santo Domingo
Tegucigalpa

A. Locating Physical Features

1. Locate the physical features from the Place Names Vocabulary on the Middle America map and the Puerto Rico inset map. Label these features on a copy of the Middle America Outline Map.
2. List the physical features from the Place Names Vocabulary under the correct heading below

Physical Features

LANDFORM	BODY OF WATER

3. Study the Middle America map on pages 82–83. The large and small islands that separate the Gulf of Mexico and the Caribbean Sea from the Atlantic Ocean are collectively known as the West Indies. The four largest islands of the West Indies — Cuba, Jamaica, Hispaniola, and Puerto Rico — are together known as the Greater Antilles.

a. Which is the largest island of the Greater Antilles?
_____ According to the table on page 17, where does this island rank among the world's largest islands?

b. What two countries share the island of Hispaniola?

Activities

Activity 16, continued

4. Three of the physical features in the Place Names Vocabulary have Spanish words in their names. Match the Spanish word with the correct definition.

- | | |
|-------------------------|---|
| <i>Cordillera</i> _____ | a. An isthmus — a narrow strip of land that connects two larger bodies of land and is bordered on both sides by water |
| <i>Golfo</i> _____ | b. A system of mountain ranges |
| <i>Istmo</i> _____ | c. A gulf |

B. Locating Countries

Locate the countries and the U.S. territory from the Place Names Vocabulary on the Middle America map. Label these countries and this territory on your copy of the Middle America Outline Map.

2. The mainland region between Mexico and South America is called Central America. List the countries and territory from the Place Names Vocabulary under the correct heading in the table below.

Countries/Territory

CENTRAL AMERICA	WEST INDIES

C. Landforms, Climate, and Population

1. Use the North America Landforms, Climate, and Population maps to answer the following.
- a. Check all the following descriptions that are true of Central America.
1. _____ The countries are connected by a nearly continuous chain of mountains.
 2. _____ In most of the region, the east coast receives more rain than the west coast.
 3. _____ The average temperature throughout the year along both coasts is about 80°.
 4. _____ The heaviest concentrations of population are along the east coast.

- b. Describe the general climates pattern of the Greater Antilles.

- c. According to the World Climates map, these climates fall within what general climate category?

Activities

Activity 16, continued

- d. Where is the population density greater: in the Greater Antilles or in the easternmost areas of Honduras and Nicaragua?

3. What political characteristic do all these cities share?

4. Add symbols and labels for these cities to your copy of the Middle America Outline Map.

D. Applying Map Skills

1. List the correct country for each city

Cities and Countries

CITY	COUNTRY
Belmopan	
Guatemala	
Havana	
Kingston	
Managua	
Panamá	
Port-au-Prince	
San José	
San Juan	
San Salvador	
Santo Domingo	
Tegucigalpa	

2. Describe the process you went through to determine the countries in which the cities are located.

E. Extend Your Knowledge

1. With one or more partners, pick one of the topics listed below, and then use the internet and/or other resources to learn about that topic. With your partner(s), write a report summarizing what you learn. Cite relevant facts and details from your sources, and include photos and other visual elements. With your partner(s), present your report to the class.

- Antigua, Guatemala
- Arenal Volcano in Costa Rica
- Belize Barrier Reef
- Castillo San Felipe del Morro in San Juan, Puerto Rico
- Copán, ancient city in Honduras
- Granada, Nicaragua
- Havana, Cuba
- Monteverde Cloud Forest Reserve in Costa Rica
- Panama Canal
- Tikal ruins in Guatemala

Activities

Name _____ Date _____ Class _____

Unit 4: *United States of America*

ACTIVITY 17: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major mountain ranges of the United States and locate them on an outline map of the United States.
2. **identify** major lakes of the United States and locate them on an outline map of the United States.
3. **compare** major rivers of the United States and locate them on an outline map of the United States.
4. **compare** the climate and precipitation patterns of the eastern and western United States.
5. **compare** the land elevations and landforms of the eastern and western United States.

MATERIALS

- Rand McNally *Atlas of World Geography*, United States Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 17, continued

Place Names Vocabulary

MOUNTAINS

Appalachian Mountains
Cascade Range
Coast Ranges
Rocky Mountains
Sierra Nevada

LAKES

Great Salt Lake
Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior

RIVERS

Colorado River
Mississippi River
Missouri River
Ohio River
Rio Grande

A. Locating Mountains

1. Locate the mountain ranges from the Place Names Vocabulary on the United States Physical Map in the atlas. Label these mountain ranges on a copy of the United States Outline Map.

2. The highest mountain in the contiguous 48 states is Mt. Whitney. Mt. Whitney is part of what mountain range?

3. Which of the mountain ranges from the Place Names Vocabulary has the greatest extent of elevation over 10,000 feet?

B. Locating Lakes

1. Locate the lakes from the Places Names Vocabulary on the United States Physical Map. Label these lakes on your copy of the United States Outline Map.
2. Lakes Erie, Huron, Michigan, Ontario, and Superior are collectively known as the Great Lakes. Which of these lakes lies entirely within the United States?

3. In most places, Lake Huron is less than how many feet deep?

4. Which state borders the most Great Lakes? Which of the Great Lakes does this state border?

5. The St. Lawrence River flows out of which of the Great Lakes?

6. In which state is the Great Salt Lake located?

7. a. Describe the symbol used for the water of the Great Salt Lake.

- b. What does this symbol tell you about the lake?

Activities

Activity 17, continued

C. Locating Rivers

1. Locate the rivers from the Place Names Vocabulary on the United States Physical Map. (Note: In some places, these rivers follow political boundaries, which are depicted in gray on the map.) Label these rivers on your copy of the United States Outline Map.

2. The Mississippi River begins in Minnesota. What body of water does it empty into?

3. The Colorado River rises in Colorado in the Rocky Mountains and flows to the Golfo de California. In two places along its course, dams have created large lakes. What are the names of these lakes?

4. Name the rivers from the Place Names Vocabulary that correspond to the following descriptions.

a. Rises in the San Juan Mountains of Colorado, empties into the Gulf of Mexico.

b. Begins where two other rivers meet at Pittsburgh, empties into the Mississippi River between St. Louis and Memphis.

c. Rises in Montana, empties into the Mississippi River near St. Louis

D. Climate and Weather in the United States

1. Study the United States and Canada weather maps on page 66. On notebook paper or a computer, write one or two paragraphs comparing precipitation in the eastern and western halves of the United States for the period April 1 to September 30. Using longitude 100° west as the dividing line.

2. What area of the United States receives the most precipitation during the period October 1 to March 31?

3. What states have areas where average July temperatures are 86° F or higher?

E. Applying Map Skills

1. The Colorado River flows through what canyon between Lake Powell and Lake Mead?

2. Locate the Ohio River on the United States Physical Map. Which five states have borders that partially follow this river?

3. Study the elevations and landforms of the United States as they are depicted on the United States Physical Map and the North America Landforms map. On notebook paper or a computer, write one or two paragraphs describing the major differences in elevation and topography between the eastern and western halves of the United States. Use 100° west longitude as the dividing line.

Activities

Name _____ Date _____ Class _____

Unit 4: *United States of America*

ACTIVITY 18: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **locate** all the states of the United States and label them on a United States outline map.
2. **identify** the largest metropolitan areas of the United States and locate them on a United States outline map.
3. **compare** the eastern and western United States in terms of such characteristics as size of states, population density, number of large cities, and transportation networks.
4. **extract** information from demographic maps and use it to make comparisons among states and regions of the United States.

MATERIALS

- Rand McNally *Atlas of World Geography*, United States Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 18, continued

Place Names Vocabulary

CITIES

Atlanta
Austin
Baltimore
Boston
Charlotte
Chicago
Cleveland
Columbus
Dallas
Denver
Detroit
Houston
Indianapolis
Kansas City
Las Vegas
Los Angeles
Miami
Minneapolis
New York
Orlando
Philadelphia
Phoenix
Pittsburgh
Portland
Sacramento
San Antonio
San Diego
San Francisco
Seattle
St. Louis
Tampa
Washington, D.C.

A. Locating States

1. Label all 50 of the states on a copy of the United States Outline Map.

B. Locating Cities

1. The Place Names Vocabulary lists more than 30 of the most populous cities in the United States. Locate these cities on the United States Political Map, then add symbols and labels for them to your copy of the United States Outline Map.

2. Why is Washington, D.C., underlined in the Place Names Vocabulary and on the United States Political Map?

3. Put a check after all the cities in the Place Names Vocabulary that are state capitals.

C. Overview of the United States

1. Use the United States Political Map, the United States Physical Map, and the United States and Canada Population map to complete the following.
 - a. Using longitude 100° west as the dividing line, compare the eastern and western United States in terms of political and human features such as the following: the number and size of states, the number of large cities, population density, land use, and highway networks. Write your findings in the table on the following page.
 - b. On notebook paper or a computer, write one or two paragraphs offering some possible reasons for the differences in political and human features between the eastern and western United States.

Activities

Activity 18, continued

Political and Human Features of the United States

EASTERN UNITED STATES	WESTERN UNITED STATES

D. United States Demographics

1. Use the United States Demographics thematic maps on page 64 to answer the following.

a. Review the Population Under 18 map. In which state does nearly every county fall in the "Over 30.0%" category?

b. Study the Unemployment Rate map, then write a statement summarizing unemployment in the state of Michigan in 2010.

c. In general, is educational attainment higher in the southern half of the United States or the northern half?

E. Applying Map Skills

1. Use the demographic maps on page 64 and other maps in the atlas to answer the following.
2. Locate the Great Plains on the United States Physical Map, then locate this region on the Population Change map. Write a statement describing how its population changed between 2000 and 2010.

3. a. On the United States Political Map, locate the densely populated corridor stretching from Boston, Massachusetts to Washington, D.C. Then locate this area on the Median Household Income map. Is this an area of relatively high or relatively low household income?

Activities

- b. Write a hypothesis as to why the corridor has this level of household income.

F. Talking It Over

1. Some of the demographic maps on page 64 reveal stark inequality in the United States. Participate in a class discussion about inequality. Draw on evidence from the atlas and other sources to support your statements. Build on your classmates' ideas, and present your own ideas clearly and persuasively. Respond thoughtfully to perspectives that differ from your own.

Activities

Name _____ Date _____ Class _____

Unit 4: *United States of America*

ACTIVITY 19: *Regions: The Northeast Region, the South Region*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the states that make up the Northeast region and its subregions, as defined by the United States Bureau of the Census, and locate them on a United States outline map.
2. **identify** the states that make up the South region and its subregions, as defined by the United States Bureau of the Census, and locate them on a United States outline map.
3. **write** multi-paragraph descriptions of the Northeast and South regions.

MATERIALS

- Rand McNally *Atlas of World Geography*, United States Outline Map, two different colors of marking pens

Common Core Standards

Grades 9–10: CCCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 19, continued

Place Names Vocabulary

NORTHEAST REGION

New England subregion
Middle Atlantic subregion

SOUTH REGION

South Atlantic subregion
East South Central subregion
West South Central subregion

A. What Are Regions?

1. Geographers and others divide the United States into regions for many different reasons. The states or areas that make up a region all have things in common. For example, they all share the same general geographical location. Further, they might have a shared history or shared economic activities.

Locate the following states on the United States Physical Map: Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. Geographically, what is the main thing these states have in common?

2. Would you include Pennsylvania in this region? Why or why not?

In this activity and the following activity, you will identify the four major regions of the United States. You will also identify subregions within these major regions that are defined by the United States Bureau of the Census.

B. The Northeast Region

1. The Northeast region consists of nine states. The six states east of New York are part of a subregion within the Northeast called New England. List the six New England states.

2. On a copy of the United States Outline Map, draw a line following state boundaries that encloses these six states.
3. From your knowledge of history, why do you think this subregion is called New England?

4. The Middle Atlantic states are another subregion within the Northeast. The Middle Atlantic subregion consists of New York, New Jersey, and Pennsylvania. On your United States Outline map, draw a line following state boundaries that encloses these three states.

5. Which of these three states is smallest in area?

6. On the outline map, using a different colored pen, draw a line enclosing the entire Northeast region. Label all of the states in this region. You may want to use two-letter postal abbreviations.

7. Label the entire larger region "The Northeast".

Activities

Activity 19, continued

C. The South Region

1. The South region consists of 16 states. The Bureau of the Census divides this region into three subregions.

The South Atlantic subregion consists of the seven states that border the Atlantic Ocean south of the Northeast Region, plus West Virginia. List the eight states of the South Atlantic subregion.

2. On your United States outline map, draw a line following state boundaries that encloses these eight states.
3. From your knowledge of history, why do you think West Virginia is included in this subregion?

4. Four states make up the East South Central subregion. These states are located east of the Mississippi River and south of the Ohio River. List the four states of the East South Central subregion.

5. On your United States outline map, draw a line following state boundaries that encloses these four states.
6. Four states make up the West South Central subregion. They include Texas, the state that borders Texas to the north, and the two states that border Texas to the east. List the states in the West South Central subregion.

7. On your United States outline map, draw a line following state boundaries that encloses these four states.
8. Using a different colored pen, draw a line enclosing the entire South region. Label all of the states in this region. You may want to use postal abbreviations.
9. Label the entire larger region "The South".

Save this outline map to use with Activity 20.

D. Applying Map Skills

1. Use the North America Climate and Population maps, the United States Political and Physical maps, and the United States demographic maps on page 64 to complete the following.
 - a. On notebook paper or a computer, write several paragraphs describing the Northeast region, touching upon landforms, climate and population density patterns, and demographics.
 - b. On notebook paper or a computer, write several paragraphs describing the South region, touching upon landforms, climate and population density patterns, and demographics.

Activities

Name _____ Date _____ Class _____

Unit 4: *United States of America*

ACTIVITY 20: *Regions: The Midwest Region, the West Region*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the states that make up the Midwest region and its subregions, as defined by the U.S. Bureau of the Census, and locate them on an outline map of the United States.
2. **identify** the states that make up the West region and its subregions, as defined by the U.S. Bureau of the Census, and locate them on an outline map of the United States.
3. **write** multi-paragraph descriptions of the Midwest and West regions.

MATERIALS

- Rand McNally *Atlas of World Geography*, United States Outline Map, two different colors of marking pens

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 20, continued

Place Names Vocabulary

MIDWEST REGION

East North Central subregion
West North Central subregion

WEST REGION

Mountain subregion
Pacific subregion

A. The Midwest Region

1. The Midwest region consists of 12 states. The five states located north of the Ohio River, east of the Mississippi River, and west of Pennsylvania are a subregion within the Midwest called the East North Central subregion. List the five East North Central states.

2. On the United States outline map you used in Activity 19, draw a line following state boundaries that encloses these five states.
3. Geographically, what is the main thing these five states have in common?

4. The West North Central subregion is the other subregion within the Midwest. These seven states all lie east of 105° west longitude, and all or part of their eastern borders are formed by the Mississippi River; north to south, they all lie between the U.S.-Canada border and 36° north latitude. List the seven West North Central states.

5. On your outline map, draw a line following state boundaries that encloses these seven states.

6. According to the North America Landforms map, the West North Central states all share what type of major landform?

7. Using a different colored pen, draw a line following state boundaries that encloses the entire Midwest region. Label all the states in the Midwest. You may want to use postal abbreviations.
8. Label the entire larger region "The Midwest".

B. The West Region

1. The West region consists of 13 states. The U.S. Bureau of the Census divides the West into two subregions.

The Mountain subregion consists of the eight states in the West that do not border the Pacific Ocean. List the eight states of the Mountain subregion.

2. On your United States outline map, draw a line following state boundaries that encloses these eight states.
3. What is the major mountain range of the Mountain subregion?

Activities

Activity 20, continued

4. The five states of the Pacific subregion all border the Pacific Ocean. Two of them are not part of the contiguous United States. List the five Pacific states.

5. On your United States Outline map, draw a line following state boundaries that encloses the three states in this subregion that share borders. Determine a way to show that the other two states are part of this subregion.

6. Locate the Pacific region on the World Political Map, pages 42–43. What countries might be likely trading partners with the Pacific states?

7. Using a different colored pen, draw a line following state boundaries that encloses the entire West region, with the exception of the two states that are not part of the contiguous United States. Determine a way to show that these two states are part of the West region. Label all of the states in the West. You may want to use two-letter postal abbreviations.

8. Label the entire larger region "The West".

C. Applying Map Skills

1. Use the World Climates Map, the North America Climate and Population maps, the United States Political and Physical maps, and the United States demographic maps on page 64 to complete the following.
 - a. On notebook paper or a computer, write several paragraphs describing the Midwest region, touching upon landforms, climate and population density patterns, and demographics.
 - b. On notebook paper or a computer, write several paragraphs describing the West region, touching upon landforms, climate and population density patterns, and demographics.

Activities

Name _____ Date _____ Class _____

Unit 5: *South America*

ACTIVITY 21: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major landforms of South America and locate them on an outline map of South America.
2. **identify** several major rivers and the largest lake of South America and locate them on an outline map of South America.
3. **compare** climate zones across South America.

MATERIALS

- Rand McNally *Atlas of World Geography*, South America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 21, continued

Place Names Vocabulary

LANDFORMS

Archipiélago de Colón
Altiplano
Andes Mountains
Brazilian Highlands
Falkland Islands
Guiana Highlands
Llanos
Pampa
Planalto do Mato Grosso
Selvas

RIVERS AND LAKES

Amazon River
Lake Titicaca
Parana River
Orinoco River

A. Locating Landforms

1. Use the South America Land Cover map, the South America Physical Map, and the South America Political Map to locate the landforms listed in the Place Names Vocabulary. Label these landforms on a copy of the South America Outline Map.
2. Write the correct landform from the Place Names Vocabulary after each of the following descriptions. Compare the South America Landforms map, the South America Political or Physical map, and the World Vegetation map to obtain the information.

Landforms of South America

DESCRIPTION	LANDFORM NAME
A mountain system that stretches for thousands of miles along South America's western edge	
A vast area of tropical rain forest that covers much of the basin of the Amazon River	
A large area of plains in central Argentina	
A group of islands lying east of the southern tip of South America	
A vast area of mountains, hills, and plateaus in central and southeastern Brazil	
Large areas of grass-covered plains in Venezuela and Colombia	
A large plateau in Brazil covered with woodland and grassland	
A region of plateaus and low mountains north of the Amazon River	
A high plateau region in the Andes Mountains	
A group of islands in the Pacific Ocean west of Ecuador	

B. Locating Rivers and Lakes

1. Locate the rivers and lake from the Place Names Vocabulary on the South America Physical or Political map. Label the rivers and lake on the South American Outline map.

Activities

Activity 21, continued

2. a. According to the tables on page 22, where does the Amazon River rank among all the world's rivers in length? _____
In volume? _____ In size of drainage basin? _____

- b. Approximately how many times greater is the Amazon's volume than that of the Ganges?

3. Write a hypothesis as to why South America has no long rivers that empty into the Pacific Ocean.

4. At which of the following elevations does Lake Titicaca sit? Circle the correct letter.

- A. Between sea level and 500 feet
B. Between 2,000 and 5,000 feet
C. Above 10,000 feet

C. Climate

1. On the South America Climate map, a ribbon of land paralleling the Pacific Coast has the tint representing extensive uplands. What major physical feature does this ribbon correspond to?

2. On notebook paper, write a paragraph comparing the climates of Brazil and Argentina, the first and second largest countries in South America.

3. On notebook paper, write a statement comparing the climate patterns of the west coasts of Peru and Chile to the climate patterns of the west coasts of Canada, the United States, and Mexico's Baja California peninsula.

D. Applying Map Skills

Use the South America and North America climate maps and graphs to answer the following questions.

1. A native of Los Angeles, California, might feel most at home in the climate of which of the following South American cities: Buenos Aires, Argentina; Rio de Janeiro, Brazil; or Santiago, Chile? Why?

2. A native of Chicago, Illinois, might be most comfortable in the climate of which of the following South American cities: Recife, Brazil; Manaus, Brazil; or Buenos Aires, Argentina? Why?

Activities

E. In Your Own Words

1. South America's natural wonders include the Amazon River, the Amazon rain forest, Angel Falls, the Atacama Desert, the Archipiélago de Colón, Iguassu Falls, Lake Titicaca, and Torres del Paine National Park. Pick one of these places and do research to learn about it. Imagine that you are visiting the place. On notebook paper or a computer, write a narrative describing this imagined experience. Use precise words and phrases, telling details, and sensory language to convey vivid pictures. Present your narrative orally to your classmates or publish it on the internet in order to share it with them.

Activities

Name _____ Date _____ Class _____

Unit 5: *South America*

ACTIVITY 22: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** South America's 12 countries and its one mainland dependency and locate them on an outline map.
2. **identify** the national capitals of South America and locate them on an outline map.
3. **identify** South America's population patterns.
4. **identify** South America's land use patterns.

MATERIALS

- Rand McNally *Atlas of World Geography*, South America Outline Map.

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.2, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.2, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10.

Activities

Activity 22, continued

Place Names Vocabulary

COUNTRIES AND DEPENDENCY

Argentina
Bolivia
Brazil
Chile
Colombia
Ecuador
Guyana
Paraguay
Peru
Suriname
Uruguay
Venezuela
French Guiana

CITIES

Asunción
Bogotá
Brasília
Buenos Aires
Caracas
Georgetown
La Paz
Lima
Montevideo
Quito
Paramaribo
Santiago

A. Locating Countries

1. The Place Names Vocabulary lists 12 independent countries and one dependency. A dependency is a territory that is not independent; it is controlled by a country but is not part of that country. Locate the countries and the dependency on the South America Political Map. Label the countries and the dependency on a copy of the South America Outline Map.

2. Which of the listed places is a dependency? (Hint: Dependencies are not listed in the Countries and Flags section of the atlas.)

B. Locating National Capitals

1. List South American countries and their national capitals in the table below. One of the countries has two capitals.

South America's National Capitals

COUNTRY	NATIONAL CAPITAL(S)

2. Add a symbol and label for each of these national capitals to your copy of the South America outline map. (Hint: Use lines of latitude and longitude as guides.)

Activities

Activity 22, continued

3. One of the capitals of South America is located at an elevation of 12,000 feet. It is the highest national capital in the world. Study the South America Physical Map to determine which capital it is.

C. Population

1. Use the South America Population map, the “South America at a glance” information on page 84, the world population graphs on page 32, and country populations listed in the Countries and Flags section to answer the following.

- a. Which South American country has the largest population?

- b. How does this country compare in population to the United States?

- c. In 2015, where did Brazil rank in population among the world’s countries?

- d. Which country in South America has the most cities with populations of 1 million or more?

- e. South America’s most populous cities include Bogotá, Brasília, Buenos Aires, Caracas, Fortaleza, Lima, Quito, Rio de Janeiro, Salvador, Santiago, and São Paulo. Locate these cities on the South America Political Map. What characteristic of location do all of them except Brasília and Bogotá have in common?

- f. What political characteristic do Bogotá, Brasília, Buenos Aires, Caracas, Lima, Quito, and Santiago have in common?

- g. In 2015, what percentage of the world’s people lived in South America?

D. Land Use and Economics

1. Use the Economics graphs on pages 36-37, the World Patterns of Economic Activity Map on pages 38–39, and the South America Land Cover map on page 86 to answer the following.

2. What percentages of the world’s imports and exports does South America account for?

3. What percentage of the world’s agricultural production does South America account for, in total?

Activities

Activity 22, continued

4. a. Which South American country has the largest crude petroleum reserves?

 - b. How many other countries in the world have larger reserves of crude petroleum than this country?

 5. What two economic activities are most widespread in South America?

 6. What is the main way that people use the land in Argentina's Pampa region?

3. On a sheet of notebook paper, write a short essay discussing why being landlocked could be a major disadvantage to these two countries.
 4. Pick any area of South America that interests you. Use the internet and the maps in the atlas to learn about that area, including such things as its location, its climate, its population density, its people, its elevation, its topography, and the types of land cover and land use that are found there. Prepare a report on the area and present it to the class orally or by publishing it on the internet.

E. Applying Map Skills

1. South America is sometimes called "the empty continent." Why do you think this is?

2. Two South American countries are *landlocked* — that is, they are completely surrounded by other countries and do not have ocean coasts. Which countries are they?

Activities

Name _____ Date _____ Class _____

Unit 5: *South America*

ACTIVITY 23: *Regions of South America*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the Amazonian rain forest and assess the impact that human activities are having upon it.
2. **identify** the largest cities of northern and southern South America and locate them on an outline map of South America.
3. **identify** the Archipiélago de Colón and locate it on an outline map of South America.
4. **identify** the Pampa and Patagonia regions of southern South America, locate them on an outline map and define their physical characteristics.
5. **distinguish** between types of information provided by maps of different scale.

MATERIALS

- Rand McNally *Atlas of World Geography*, South America Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 23, continued

Place Names Vocabulary

PHYSICAL FEATURES

Northern South America:

Amazonian Rain Forest

Archipiélago de Colón

Southern South America:

Pampa

Patagonia

CITIES

Northern South America:

Belo Horizonte

Bogotá

Caracas

Medellín

Recife

Salvador

Southern South America:

Buenos Aires

Montevideo

Porto Alegre

Rio de Janeiro

Santiago

São Paulo

NORTHERN SOUTH AMERICA

Consider northern South America to be the part of the continent that lies north of latitude 20° south.

A. The Amazonian Rain Forest

1. A key physical feature of northern South America is the tropical rain forest that spreads across much of the area. Use the Northern South America map, other South America maps, and the article about the rain forest on page 87 to answer the following questions.

- a. For what physical feature is the rain forest named?

- b. What country encompasses the largest part of the Amazonian rain forest?

- c. What is the population density throughout most of the rain forest?

- d. According to the article titled "Destruction of the Rain Forest," parts of the forest are being destroyed to make way for farming, mining, ranching, and logging. Name three problems this destruction is causing or contributing to.

- e. On notebook paper or a computer, write an essay that answers the following questions: Do you think the benefits of clearing the rain forest outweigh the problems, or do you think the problems outweigh the benefits? Why?

Activities

Activity 23, continued

B. Major Cities of Northern South America

1. The cities listed in the Place Names Vocabulary are among the most populous in South America. Locate the northern cities on the South America maps. Add symbols and labels for the cities to a copy of the South America outline map.
2. What characteristic of location do Caracas, Recife, and Salvador share?

C. The Archipiélago de Colón

1. The Archipiélago de Colón is known for its unusual animal life, particularly the giant Galapagos turtle.

Locate the Archipiélago de Colón on the South America Political Map and in the inset map on page 96. Label it on your South America outline map.

2. The Archipiélago de Colón belongs to what country?

3. The Archipiélago de Colón is located about how many miles off the mainland of this country?

4. What is the English name for the Archipiélago de Colón?

5. What is the name of the largest of these Islands?

SOUTHERN SOUTH AMERICA

D. Patagonia and the Pampa

1. Patagonia and the Pampa are two of southern South America's major regions. Using information from the maps in the South America section of the atlas, complete the following table.

Patagonia and the Pampa

	PATAGONIA	PAMPA
Country		
General range of elevation		
Climate		
Major type(s) of land cover/land use		

2. Based on information from your completed table, would you expect to find greater population density in Patagonia or the Pampa region? Explain why.

Activities

Activity 23, continued

E. Major Cities of Southern South America

1. Locate the southern South American cities from the Place Names Vocabulary on atlas maps. Add symbols and labels for these cities to your South America outline map.
2. a. Which two of the cities are located along the Tropic of Capricorn?

- b. Which two of the cities are located along latitude 35° south?

- c. Which two of the cities are not located directly on the coast?

F. Applying Map Skills

1. Turn to the South America Physical Map and randomly place the tip of your index finger somewhere on the map. Then find this same area of the continent on one of the larger-scale maps on pages 90–97. On a sheet of notebook paper, describe the differences in the way the area is depicted on the two maps. What types of things can you learn about the area on the larger-scale map that you cannot learn from the smaller-scale continent map? What are some of the details offered on the larger-scale map that do not appear on the continent map?

Activities

Name _____ Date _____ Class _____

Unit 6: *Europe*

ACTIVITY 24: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major peninsulas of Europe and locate them on an outline map.
2. **identify** major islands of Europe and locate them on an outline map.
3. **identify** major mountain ranges of Europe and locate them on an outline map.
4. **identify** major seas around and within Europe and locate them on an outline map.
5. **identify** major climate patterns across Europe.
6. **identify** the physical features that divide Europe from the neighboring continents of Asia and Africa.

MATERIALS

- Rand McNally *Atlas of World Geography*, Europe outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 24, continued

Place Names Vocabulary

PENINSULAS

Balkan Peninsula
Iberian Peninsula
Italian Peninsula
Scandinavian Peninsula

ISLANDS

Corsica
Crete
Great Britain
Iceland
Ireland
Sardinia
Sicily

MOUNTAIN RANGES

Alps
Appennino
Caucasus Mountains
Pyrenees

SEAS

Baltic Sea
Black Sea
Irish Sea
North Sea
Mediterranean Sea
Adriatic Sea
Aegean Sea
Ionian Sea
Tyrrhenian Sea

A. Locating Peninsulas

1. Locate the peninsulas from the Place Names Vocabulary on the Europe Physical Map. The Balkan Peninsula and the Iberian Peninsula are labeled, but the other two are not. The Scandinavian Peninsula lies between the Norwegian Sea in the west and the Baltic Sea and the Gulf of Bothnia in the east. The Italian Peninsula lies between the Tyrrhenian Sea in the southwest and the Adriatic Sea in the northeast. Label these peninsulas on a copy of the Europe outline map.

Next, locate these peninsulas on the Europe Political Map, and then answer the following questions.

2. What is the southernmost country of the Balkan Peninsula?

3. What are the two main countries of the Iberian Peninsula?

4. What two countries occupy the Scandinavian Peninsula?

B. Locating Islands

1. Locate the islands from the Place Names Vocabulary on the physical maps of Europe. Label these islands on your copy of the Europe Outline map.

Activities

Activity 24, continued

- In the table below, write the island(s) from the Place Names Vocabulary next to the country to which they belong, in whole or in part.

Major Islands of Europe

COUNTRY	ISLAND(S)
France	
Greece	
Iceland	
Ireland	
Italy	
United Kingdom	

C. Locating Mountain Ranges

- Locate the mountain ranges from the Place Names Vocabulary on the Europe Physical Map. Label these mountain ranges on your copy of the Europe outline map.
- Use information from the table on page 18 and the Europe Physical Map to answer the following.

a. What is the highest mountain peak in Europe?

b. How high is this mountain, in feet?

c. What type of mountain is it?

d. In what country is it located?

e. Europe's highest peak is how much higher than the highest peak in the Alps?

- On notebook paper, write a paragraph offering a hypothesis as to why the borders of many European countries follow mountain ranges. Include examples.

D. Locating Seas

- Locate the seas from the Place Names Vocabulary on the Europe Physical Map. Label these seas on your copy of the Europe Outline map.
- The last four seas listed in the Places Names Vocabulary are arms or parts of what larger sea?

E. Landforms

- Use the Europe Landforms map to determine the following.
 - What type of landform characterizes the greatest part of the European landmass?
- What are the two most prevalent types of landforms on the four European peninsulas listed in the Place Names Vocabulary?

F. Land Cover, Land Use, and Climate

- Use the Europe Land Cover map, the World Climates map and graphs, the Europe Climate map and graphs, and the Europe political map to answer the following questions.
- What is the most prevalent type of land cover/land use in Europe?

Activities

Activity 24, continued

3. What countries in Europe have areas of Polar climate?

4. Across much of eastern Europe, winters are cold and snowy. At the same latitudes in western Europe, however, winters are mild and rainy. What is a possible explanation?

2. On the Europe Physical Map, the lands of Europe are shown in elevation tints, and areas that belong to other continents are shown in a neutral grayish brown tint. List five or more physical features that separate Europe from its neighboring continents or that Europe shares with these continents. The features can include mountain ranges, rivers/waterways, and seas.

G. Applying Map Skills

1. Write the names of the following peninsulas, islands, mountain ranges, and bodies of water under the heading that indicates their location in Europe, using the meridian marking 20° east longitude as the dividing line between East and West: Caucasus Mountains, Iberian Peninsula, Black Sea, Great Britain, Scandinavian Peninsula, Aegean Sea, Iceland, Pyrenees.

WEST	EAST

H. Expand Your Knowledge

1. The article titled “North America and Glaciers” on page 55 explains how Ice Age glaciers shaped the land in northern North America. Use the internet and/or other resources to learn how glaciers helped to shape the land across much of Europe. Write a report that incorporates visual elements such as maps, photos, and illustrations. Publish the report on the internet so that it can be shared with your classmates.

Activities

Name _____ Date _____ Class _____

Unit 6: *Europe*

ACTIVITY 25: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the eight most populous European countries and locate them on an outline map.
2. **identify** six of the most populous cities of Europe and locate them on an outline map.
3. **identify** Europe's population density patterns and rate of population growth.
4. **identify** general land cover/land use patterns in Europe.

MATERIALS

- Rand McNally *Atlas of World Geography*, Europe outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 25, continued

Place Names Vocabulary

COUNTRIES

France
Germany
Italy
Poland
Romania
Spain
Ukraine
United Kingdom

CITIES

Barcelona
Berlin
London
Madrid
Moscow
Paris

A. Locating Countries

1. In Activities 26 and 27, you will locate all the countries of Europe and label them on a Europe Outline map. In this activity, you will locate the eight most populous countries of Europe and label them on a Europe outline map. (Note: Because Russia is split between Europe and Asia, it has been excluded from this list.)

Locate the eight countries from the Place Names Vocabulary on atlas maps. Label these countries on a copy of the Europe outline map.

2. Using the population figures provided in the Countries and Flags section of the atlas, rank the countries by population, from first to eighth.

B. Locating Cities

1. The cities in the Place Names Vocabulary are among the most populous in Europe. Locate these cities on maps in the atlas. Add symbols and labels for the cities to your copy of the Europe outline map.
2. Which of these cities is located farthest north, and which is located farthest south?

3. Which of the cities is located closest to the meridian representing 0° longitude?

4. According to the "Europe at a glance" section on page 98 of the atlas, what is the most populous metropolitan area in Europe and what is its population?

C. Population

1. According to the Europe Population map, are most of the areas of high population density in the eastern part of the continent or the western part?

2. Name three countries that have sizable areas in which the population density is under 2.5 people per square mile.

Activities

Activity 25, continued

3. According to the Europe Climate map, what types of climates prevail in these sparsely populated areas?

4. a. On the Europe Population map, compare Spain to countries to the north such as France, Germany, Belgium, and the Netherlands. In general, is Spain more or less densely populated than these countries?

- b. Compare Spain to these same countries on the Europe Landforms map. What differences in landforms might partially explain the difference in Spain's population density?

5. a. According to the "Largest Countries of the World" graphs, how many European countries (excluding the Soviet Union, which was split between Europe and Asia) ranked among the world's 10 most populous countries in 1950? Which countries were they?

- b. How many European countries (excluding Russia, which is split between Europe and Asia) ranked among the 10 most populous countries in 2015?

- c. How many European countries are projected to rank among the top 10 in 2050?

6. According to the Growth Rate map on page 33, how did Europe's population growth rate between 1950 and 2015 compare to rates elsewhere in the world?

D. Land Cover and Land Use

1. According to the Europe Land Cover map on page 100, what is the dominant type of land cover/land use throughout Europe?

2. What are the three most prevalent types of land cover on the Scandinavian Peninsula?

Activities

Activity 25, continued

E. Applying Map Skills

1. Because it is split between Europe and Asia, Russia was excluded from the Place Names Vocabulary, which lists Europe's eight most populous countries. Look up Russia's population in the Countries and Flags section and compare it to the populations of the eight countries included in the Place Names Vocabulary. Next, review the "Europe at a glance" section, which lists the population of the continent's most populous metropolitan area. Lastly, study Russia on the World Population Density Map. Then answer the following question.

If the European part of Russia were an independent country, would it likely rank among Europe's eight most populous countries? Why or why not?

2. Suppose that you have the opportunity to live for a year in any European country. What country would you choose? Use the internet and/or other resources, including maps and text in this atlas, to learn more about that country. On notebook paper or a computer, write an essay telling what country you have chosen and why. Present your essay to your classmates orally or share it with them electronically by publishing it on the internet.

Activities

Name _____ Date _____ Class _____

Unit 6: *Europe*

ACTIVITY 26: *Regions of Europe: British Isles, Western Europe*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries of the British Isles and Western Europe and locate them on an outline map of Europe.
2. **identify** the political units of the United Kingdom and locate them on an outline map of Europe.
3. **identify** principal bodies of water, rivers, and waterways of the British Isles and Western Europe and locate them on an outline map of Europe.
4. **identify** major mountain ranges and peninsulas of Western Europe and locate them on an outline map of Europe.
5. **identify** major cities and selected national capitals of the British Isles and Western Europe and locate them on an outline map of Europe.
6. **identify** population patterns of the British Isles and Western Europe and compare these patterns with those of the rest of the world.
7. **identify** connections between population density, landforms, climate, and land cover in the British Isles and Western Europe.

MATERIALS

- Rand McNally *Atlas of World Geography*, Europe outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.2, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.9-10.5, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.8, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.2, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.8, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 26, continued

Place Names Vocabulary

COUNTRIES AND POLITICAL UNITS

British Isles:

Ireland
United Kingdom
England
Northern Ireland
Scotland
Wales

Western Europe:

Andorra
Austria
Belgium
Denmark
France
Germany
Iceland
Italy
Liechtenstein
Luxembourg
Malta
Monaco
Netherlands
Norway
Portugal
San Marino
Spain
Sweden
Switzerland

MOUNTAINS AND PENINSULAS

Western Europe:

Alps
Apennines
Iberian Peninsula
Scandinavian Peninsula

BODIES OF WATER, RIVERS, AND WATERWAYS

British Isles:

Atlantic Ocean
English Channel
North Sea
Strait of Dover

Western Europe:

Adriatic Sea
Arctic Ocean
Baltic Sea
Mediterranean Sea
Gulf of Bothnia
Strait of Gibraltar
Rhine River
Seine River

CITIES

British Isles:

London
Birmingham
Dublin
Glasgow
Manchester

Western Europe:

Barcelona
Berlin
Brussels
Essen
Lisbon
Madrid
Milan
Paris
Rome

Activities

Activity 26, continued

BRITISH ISLES

A. Locating the British Isles

1. Locate the British Isles on the World Physical Map, where they are labeled, and then locate them on the Western Europe map. This island group is made up of two large islands, Great Britain and Ireland, and numerous smaller ones. It holds two independent countries. On a copy of the Europe outline map, shade in these countries and label them. Label the islands "British Isles".
2. On the Western Europe map, locate the four political units that constitute the United Kingdom. Label these units on your outline map of Europe.

B. Locating Bodies of Water and Rivers

1. On the Western Europe map, locate the four water features listed for the British Isles in the "Bodies of Water, River, and Waterways" category of the Places Names Vocabulary. Label these features on your Europe Outline map.
2. What is the name of the narrow waterway that separates England and France at their closest point?

3. About how far apart are England and France at their closest point?

C. Locating Cities

1. The Place Names Vocabulary lists five of the most populous cities in the British Isles. Locate these cities on the Western Europe map. Add symbols and labels for these cities to your copy of the Europe outline map. Underline the names of national capitals.

2. Which of these cities is not located on the island of Great Britain?

3. Locate the five cities on the Europe Political Map and the Europe Land Cover Map. Use information from these maps to answer these questions: Which of the cities is most populous and most important? How can you tell?

WESTERN EUROPE

D. Locating Western Europe

1. Although there is no formal definition of Western Europe, the countries listed under the "Western Europe" heading in the Place Names Vocabulary can be considered to constitute this region.

Locate the countries of Western Europe from the Place Names Vocabulary on the Europe Political Map. On your copy of the Europe outline map, draw a line following national boundaries that encloses these countries.

Label the region "Western Europe". Label all the countries within the region.

Activities

Activity 26, continued

E. Locating Bodies of Water, Rivers, Waterways, Mountains, and Peninsulas

1. In the Place Names Vocabulary, review the lists of Western Europe's mountains, peninsulas, bodies of water, rivers, and waterways. Locate all of these features on maps in the atlas. Label these features on your copy of the Europe outline map.
2. The Apennines mountain range runs through which western European country?

F. Locating Cities

1. The Place Names Vocabulary lists nine of Western Europe's most populous cities. Locate these cities on the Europe Political Map and/or other maps. Add symbols and labels for these cities to your copy of the Europe outline map. Underline the national capitals.
2. Which city listed in the Place Names Vocabulary is located along the river called the Seine?

G. Applying Map Skills

1. Locate the British Isles and Western Europe on the Europe Population map.
2. On notebook paper, write a paragraph describing the population density patterns of the British Isles and Western Europe.
3. Locate the British Isles and Western Europe on the World Population map.

4. Write a statement of how the population density of the British Isles and Western Europe, excluding Norway Sweden, and Iceland, compares to that of the rest of the world.

5. Compare the Europe Population Density Map to the Europe Landforms, Climate, and Land Cover maps. For the British Isles and Western Europe, what general connections can you find between high population density and landforms, climate, and land use/land cover? Write your answer on notebook paper.

Save your Europe Outline map to use with Activity 27.

H. Expand Your Knowledge

1. Western Europe holds some of the smallest countries in the world. Use the internet, an encyclopedia, and/or other resources to learn about one of the following tiny countries: Vatican City, Monaco, San Marino, Liechtenstein, and Andorra. Write a report that discusses the country's location, size, population, and economy and that incorporates visual elements such as photos, illustrations, and maps. Present the report orally to your classmates or share it with them electronically by publishing it on the internet.

Activities

Name _____ Date _____ Class _____

Unit 6: *Europe*

ACTIVITY 27: *Regions of Europe: Eastern Europe*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries that constitute Eastern Europe and locate them on an outline map of Europe.
2. **identify** major bodies of water, rivers, and mountain ranges and a major peninsula of Eastern Europe and locate them on an outline map of Europe.
3. **identify** major cities and selected national capitals of Eastern Europe and locate them on an outline map of Europe.
4. **identify** some of the major issues facing the European Union.
5. **identify** some of the physical features that divide Europe from Asia.
6. **describe** the terrain of Eastern Europe.
7. **identify** the most prevalent types of land cover in Eastern Europe.

MATERIALS

- Rand McNally *Atlas of World Geography*, Europe outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 27, continued

Place Names Vocabulary

COUNTRIES

Albania
Belarus
Bosnia and Herzegovina
Bulgaria
Croatia
Czechia
Estonia
Finland
Greece
Hungary
Kosovo
Latvia
Lithuania
Macedonia
Moldova
Montenegro
Poland
Romania
Russia
Serbia
Slovakia
Slovenia
Turkey
Ukraine

BODIES OF WATER AND RIVERS

Aegean Sea
Black Sea
Caspian Sea
Ionian Sea
Danube River
Volga River

MOUNTAINS AND PENINSULAS

Balkan Peninsula
Carpathian Mountains
Caucasus Mountains

CITIES

Athens
Bucharest
Budapest
Istanbul
Katowice
Kiev
Moscow
Prague
St. Petersburg
Warsaw

A. Locating Eastern Europe

1. Although there is no official definition of Eastern Europe, it can be thought of as the region that encompasses the following: the part of Russia that lies in Europe; the small part of Turkey that lies in Europe; and the entirety of all the other countries listed under the "Eastern Europe" heading in the Place Names Vocabulary.

Locate the countries of Eastern Europe on maps in the atlas. On the copy of the Europe outline map that you saved from Activity 26, draw a line that encloses the region as it is defined in the paragraph above. In most cases, the line should follow national boundaries, but in the cases of Russia and Turkey, parts of the line will follow the boundary between Europe and Asia as it is depicted with tints on the Europe Physical and Political maps. Label the entire region "Eastern Europe". Label each of the countries within the region you have outlined.

2. Read the article titled "Europe: Union and Separation," found on page 101 of the atlas, and then answer the following questions.
3. What problem is Turkey facing that also affects the European Union?

Activities

Activity 27, continued

4. What decision did voters in the United Kingdom make in 2016?

2. On the Europe Physical Map, finger-trace the dividing line between European Russia and Asian Russia. What mountain range and river does the line follow?

B. Locating Bodies of Water and Rivers

1. Locate the bodies of water and rivers listed in the Place Names Vocabulary and label them on your outline map of Europe.
2. The Aegean Sea is partially surrounded by which two countries?

3. Which Eastern European countries have coasts along the Black Sea?

4. a. What country does the Volga River flow through?

- b. What body of water does the Volga empty into?

C. Locating Mountains and Peninsulas

1. Locate the mountains and the peninsula listed in the Place Names Vocabulary and label them on your outline map of Europe.

3. Describe the location and shape of the Carpathian mountain chain.

D. Locating Cities

1. The Place Names Vocabulary lists 10 of Eastern Europe's most populous cities. Locate these cities on the Europe Political Map or other maps in the atlas. Add symbols and labels for these cities to your outline map. Underline the national capitals.
2. Locate St. Petersburg, Russia, on the World Political Map on pages 42–43 in the atlas. What U.S. cities labeled on the map are located at approximately the same latitude as St. Petersburg?
3. Locate Moscow on the Europe Political Map. What evidence does the map offer that Moscow is a big, important city?

Activities

Activity 27, continued

E. Applying Map Skills

1. Use information from the Europe Landforms map and the Europe Physical Map to write a general description of the terrain of Eastern Europe.

2. Use information from the Europe Land Cover map to write a general description of land cover and land use in Eastern Europe.

3. Greece has long been a tourist mecca. What information from the Europe Climate map and climate graphs and the Southern Europe and the Mediterranean map might help explain this appeal?

F. Extend Your Knowledge

1. The city of Istanbul has not always had that name. Use the internet, an encyclopedia, and/or other resources to learn about the city's past names. Write a report explaining the origin of each name.

Activities

Name _____ Date _____ Class _____

Unit 7: *Asia*

ACTIVITY 28: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major mountain ranges of Asia and locate them on an outline map of Asia.
2. **identify** major plateaus of Asia and locate them on an outline map of Asia.
3. **identify** Asia's largest peninsula and locate it on an outline map of Asia.
4. **identify** major bodies of water surrounding and within Asia and locate them on an outline map of Asia.
5. **identify** climate zones throughout Asia.
6. **determine** the north-south span of mainland Asia in degrees of longitude.

MATERIALS

- Rand McNally *Atlas of World Geography*, Asia outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 28, continued

Place Names Vocabulary

MOUNTAINS

Himalayas
Hindu Kush
Kunlun Shan
Pamirs
Tien Shan
Ural Mountains

PLATEAUS

Deccan
Plateau of Tibet

PENINSULA

Arabian Peninsula

BODIES OF WATER

Aral Sea
Arabian Sea
Arctic Ocean
Bay of Bengal
Bering Sea
Black Sea
Caspian Sea
Indian Ocean
Lake Baikal
Mediterranean Sea
Pacific Ocean
Red Sea
Sea of Japan
South China Sea

A. Locating Mountains

1. Locate the mountain ranges from the Place Names Vocabulary on maps in the atlas. Label these mountains on a copy of the Asia outline map.
2. Use the table and map on page 18 to answer the following.

What is the name of the highest mountain in the world?
How high is it, in feet? In what range is it located?

B. Locating Plateaus

1. Locate the plateaus from the Place Names Vocabulary on atlas maps. Label these plateaus on your copy of the Asia outline map.
2. What is the elevation of the Plateau of Tibet? How did you determine this?

Activities

Activity 28, continued

- How do you think this elevation might affect life on the plateau?

C. Locating Asia's Largest Peninsula

- On the Asia Physical Map, locate the peninsula listed in the Place Names Vocabulary. Label the peninsula on your copy of the Asia outline map.
- Study the peninsula on the Asia Landforms map, the Asia Political Map, and the Southwestern Asia map. Then, on notebook paper or a computer, write a paragraph describing the peninsula's location, its major landforms, and its elevations, and listing the countries that it holds.

D. Locating Bodies of Water

- Locate the bodies of water listed in the Place Names Vocabulary on atlas maps. Label these bodies of water on your copy of the Asia outline map.
- The word sea usually refers to an area of ocean that is partly enclosed by land. Some salty inland bodies of water are called seas, however, even though they are actually lakes. Two examples in Asia are the Caspian Sea and the Aral Sea.

According to the article on page 21 titled "Not So Great Lakes," what has happened to the Aral Sea in recent times and why?

- On notebook paper or a computer, write a paragraph about the Caspian Sea. Use information from the tables on page 21 and the Asia Physical and Political maps. Include information about its location, surface area, volume, and depth, and name the countries that border it.

E. Climate and Environment

- In the table below, use one or two words to describe the predominant climate of each of the regions of Asia.

Predominant Climate Zones of Asia

REGION	CLIMATE
Southwest Asia	
Northern Asia	
Central Asia (excluding uplands)	
India	
Southeast Asia	
Eastern Asia	

Activities

Activity 28, continued

F. Applying Map Skills

- a. In what country is the northernmost point of mainland Asia found? What is the approximate latitude of this point?

- b. In what country is the southernmost point of mainland Asia found? What is the approximate latitude of this point?

- c. Approximately how many degrees of longitude does mainland Asia span from north to south?

- d. Find the latitudes of the northernmost and southernmost points of the North American mainland. Which continent covers a greater span of latitudes: North America or Asia?

G. In Your Own Words

1. Asia has many remarkable natural features. Pick one of the features listed below, or another that you find on your own, and do research to learn what makes it remarkable. Imagine that you are visiting this feature. Write a narrative describing this imagined experience. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the features.

- Chocolate Hills
- Dead Sea
- Gobi Desert
- Guilin region/South China Karst
- Hang Son Doong Cave
- Himalayas
- Krakatoa
- Maldives
- Mount Fuji
- Plateau of Tibet
- Rub al-Khali (“The Empty Quarter”)

Activities

Name _____ Date _____ Class _____

Unit 7: *Asia*

ACTIVITY 29: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the largest and most populous Asian countries and locate them on an outline map.
2. **identify** 15 of Asia's most populous cities and locate them on an outline map.
3. **identify** population patterns throughout Asia.
4. **identify** patterns of economic activity in Asia.
5. **assess** Asia's role in the world economy.

MATERIALS

- Rand McNally *Atlas of World Geography*, Asia Outline Map, at least two colors of pencils or pens

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.3, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.3, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 29, continued

Place Names Vocabulary

COUNTRIES

Bangladesh
China
India
Indonesia
Japan
Pakistan
Russia

CITIES

Bangkok
Beijing
Delhi
Dhaka
Guangzhou
Istanbul
Jakarta
Karachi
Kolkata
Mumbai
Osaka
Seoul
Shanghai
Tehran
Tokyo

A. Locating Countries

In Activities 30, 31, and 32, you will locate all the countries of Asia and label them on an outline map. In this activity, you will locate several of the largest and/or most populous countries of Asia and label them on an outline map.

1. Locate the countries from the Place Names Vocabulary on atlas maps. Label these countries on a copy of the Asia outline map.

B. Locating Cities

1. The Place Names Vocabulary lists some of Asia's most populous cities. Locate these cities on atlas maps and add symbols and labels for the cities to your copy of the Asia outline map. Underline the names of cities that are national capitals. (Note: Istanbul straddles the strait known as the Bosphorus, which divides Europe and Asia. Thus the city is split between the two continents. The historic heart of Istanbul lies on the European side of the Bosphorus.)

2. According to the "Asia at a Glance" section on page 112, what is Asia's most populous metropolitan area and what is its population?

3. Of the 15 cities listed in the Place Names Vocabulary, how many are located in either China, India, or Japan? Which cities are they?

4. Which of the cities listed in the Place Names Vocabulary lie along the Ring of Fire, which is discussed on page 115?

5. What characteristic of location do the cities of Bangkok, Karachi, Mumbai, Shanghai, and Tokyo all have in common?

Activities

Activity 29, continued

6. Find Jakarta on the Southeastern Asia map. On notebook paper or a computer, write a paragraph explaining where this city is located.

C. Population

1. Use the Asia Population, Climate, and Land Cover maps for the following.

- a. List two Asian countries that have large areas in which the population density is greater than 1,250 people per square mile.

- b. List five Asian countries that have large areas in which the population density is less than 2.5 people per square mile:

- c. Study the Arabian Peninsula on the Population, Climate, and Land Cover maps. What do you think accounts for the very low population density of most of the peninsula?

2. According to the Population graphs on page 32:

- a. In 2015, how many Asian countries (excluding Russia) ranked among the world's 10 most populous countries? Which countries were they?

- b. How many Asian countries are projected to rank among the world's 10 most populous countries in 2050? Which countries are they?

- c. What percentage of the world's population did Asia hold in 2015?

3. Study the Growth Rate maps on page 33. On notebook paper or a computer, write a few sentences summarizing what the map reveals about Asia's annual population growth between 1950 and 2015.

D. Economics and Energy

1. Use the Economics graphs on pages 36–37 and the World Patterns of Economic Activity map on pages 38–39 to answer the following questions.

2. What country is Asia's biggest importer and exporter?

Activities

Activity 29, continued

3. What percentage of the world's exports did the countries of Asia (excluding Russia) account for in 2014?

4. What percentage of the world's agricultural production did the countries of Asia (excluding Russia) account for in 2013?

5. Which two Asia countries have the highest numbers of undernourished people, and what percentage of the world total do these countries together account for?

6. What percentage of the world's crude petroleum reserves does Asia account for?

7. What is the dominant economic activity in eastern China? In western China?

8. Summarize general patterns of economic activity in the part of Russia that lies in Asia. Use the meridian representing 60° east longitude as the dividing line between European and Asian Russia.

E. Applying Map Skills

1. In recent years, construction of new railroad lines has allowed China to establish direct rail freight service with European cities such as London and Madrid. On your copy of the Asia outline map, draw a line following the route described below. Use a differed color of pencil or pen than you have already used on the map. Use atlas maps to locate cities and countries.

Shanghai to Madrid Rail Route: The eastern end of the route is found just outside Shanghai, China. From there, the route stretches northwestward across China to Urumqi in the northwest part of the country. From Urumqi, it continues in a northwesterly direction across northern Kazakhstan. Crossing from Asia into Europe, it continues on to Moscow, the capital of Russia. From Moscow, it heads westward through Belarus and Poland to Düsseldorf, Germany. Turning to the south, the route passes through Paris, France, and continues southward all the way to Madrid, the capital of Spain.

2. The term Pacific Rim refers to the lands along the edges of the Pacific Ocean.
 - a. List eight Asian countries that have coasts along the Pacific Ocean, including seas that are part of the ocean.

Activities

Activity 29, continued

- b. What major U.S. cities would you expect to be major trading partners with Asia's Pacific Rim countries?

F. TALKING IT OVER

1. The 20th century is sometimes referred to as “the American century” because of the dominant role that the United States played — economically, culturally, and politically — in world affairs. For decades, many experts have predicted that 21st century would be “the Asian century.”

Participate in a class discussion about Asia's role in world affairs. Do you feel that Asia has become more important than the United States or any other part of the world? In what ways do you feel Asia's influence or impact in your life? Build on your classmates' ideas, and express your own ideas clearly and persuasively. Back your statements with evidence from the atlas, including the Economics graphs and map on pages 36–39.

Activities

Name _____ Date _____ Class _____

Unit 7: *Asia*

ACTIVITY 30: *Regions of Asia: The Middle East, Southwest Asia*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries that constitute Southwest Asia and the Middle East and locate them on an outline map of Asia.
2. **identify** the historical region of Mesopotamia and locate it on an outline map of Asia.
3. **identify** bodies of water, rivers, and other water features in and around Southwest Asia and the Middle East and locate them on an outline map of Asia.
4. **identify** major cities and selected national capitals of Southwest Asia and the Middle East and locate them on an outline map of Asia.
5. **use** graphs to compare countries of the Middle East to the rest of the world in terms of energy reserves and production.

MATERIALS

- Rand McNally *Atlas of World Geography*, Asia outline map, two different colors of pens or pencils

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 30, continued

Place Names Vocabulary

COUNTRIES

Asia:

Afghanistan
Bahrain
Cyprus
Iran
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Pakistan
Qatar
Saudi Arabia
Syria
Turkey
United Arab Emirates
Yemen

Africa:

Egypt
Libya

HISTORICAL REGION

Mesopotamia

BODIES OF WATER, RIVERS, CANALS, AND STRAITS

Arabian Sea
Black Sea
Bosporus (strait)
Caspian Sea
Gulf of Aden
Gulf of Oman
Mediterranean Sea
Persian Gulf
Red Sea
Strait of Hormuz
Suez Canal

Euphrates River
Nile River (Africa)
Tigris River

MOUNTAINS

Hindu Kush

PENINSULAS

Arabian Peninsula
Sinai Peninsula

CITIES

Amman
Baghdad
Cairo (Africa)
Damascus
Istanbul
Jerusalem
Kabul
Karachi
Lahore
Mecca
Tehran
Tel Aviv-Yafo

A. Locating Southwest Asia and the Middle East

1. All the Asian countries in the Place Names Vocabulary lie in Southwest Asia. This region overlaps with the region known as the Middle East, which extends into northeastern Africa.

The Middle East has no formally established boundaries, but countries often considered to be part of the region include: (1) the countries south and southeast of Turkey as far east as the eastern border of Iran; (2) all the countries of the Arabian Peninsula, and (3) the countries of Egypt and Libya in northeast Africa.

Activities

Activity 30, continued

Locate these countries on the Middle East map in the atlas. On a copy of the Asia outline map, draw a line following national boundaries that encloses these countries. (You will have to estimate the locations of the boundaries of the African countries. Also, note that the map does not include all of Libya.) Label the entire region "The Middle East". Label each of the countries within the region you have outlined.

2. What countries from the Place Names Vocabulary are not included in the Middle East?

3. With a different color pen, draw a line following the national boundaries of these Southwest Asian countries that are not part of the Middle East. Label each of these countries. Label the area that includes all of the Asian countries you have outlined "Southwest Asia".

B. Locating a Historical Region

1. On atlas maps, locate the historical region listed in the Place Names Vocabulary. Label this region on your copy of the Asia outline map.
2. In what country or countries is Mesopotamia located?

3. Between what two major rivers does Mesopotamia lie?

C. Locating Bodies of Water, Rivers, Mountains, and Peninsulas

1. On atlas maps, locate the water features listed under the heading "Bodies of Water, Rivers, Canals, and Straits" in the Place Names Vocabulary. Label these features on your outline map.
2. In what country is the Suez Canal located?
3. What two seas does the Suez Canal connect?
4. What two seas does the strait known as the Bosphorus connect?
5. What is the name of the river formed by the joining of the Tigris and Euphrates rivers? What body of water does it flow into?

D. Locating Cities

1. The Place Names Vocabulary lists 12 of the most populous cities in Southwest Asia. Locate these cities on atlas maps. Add symbols and labels for these cities to your outline map. Underline national capitals.
2. Which of the 12 cities are located on seacoasts?

Activities

Activity 30, continued

3. Which city is located at approximately 21° north latitude, 40° east longitude?

E. Economics

1. Use the graphs on page 37 to answer the following.

- a. What Southwestern Asia countries together hold 46.4 percent of the world's crude petroleum reserves?

- b. What percentage of the world's crude petroleum production do these countries account for?

- c. Where do Iran and Qatar rank among the world's countries in natural gas reserves?

- d. What percentage of the world's natural gas production do Iran, Qatar, Saudi Arabia, and United Arab Emirates together account for?

F. Applying Map Skills

1. Istanbul has been an important city since ancient times. Locate Istanbul on the Southern Europe and the Mediterranean map and on the Asia Political Map. How do you think the city's location contributed to its rise to importance? Write your answer on notebook paper or a computer.

G. In Your Own Words

1. Mesopotamia is often called "the cradle of civilization." Use the internet, an encyclopedia, and/or other resources to learn about the civilization that developed in this region thousands of years ago. On notebook paper or a computer, write a narrative in which you imagine yourself traveling back in time to visit a city in ancient Mesopotamia. Use precise words and phrases, telling details, and sensory language to convey vivid pictures. Present your narrative orally to your classmates or publish it on the internet in order to share it with them.

Save your Asia Outline map to use with Activities 31 and 32.

Activities

Name _____ Date _____ Class _____

Unit 7: *Asia*

ACTIVITY 31: *Regions of Asia: South Asia, Southeast Asia*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries of South Asia and Southeast Asia and locate them on an outline map of Asia.
2. **identify** bodies of water, rivers, mountains, and islands of South Asia and Southeast Asia and locate them on an outline map of Asia.
3. **identify** major cities of South Asia and Southeast Asia and label them on an outline map of Asia.
4. **identify** areas of Southeast Asia that are most at risk for earthquakes and volcanic eruptions.

MATERIALS

- Rand McNally *Atlas of World Geography*, Asia outline Map saved from Activity 30

Common Core Standards

Grades 9–10: : CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 31, continued

Place Names Vocabulary

COUNTRIES

South Asia:

Bangladesh
Bhutan
India
Nepal
Sri Lanka

Southeast Asia:

Brunei
Cambodia
East Timor
Indonesia
Laos
Malaysia
Myanmar
Philippines
Singapore
Thailand
Vietnam

MOUNTAINS

South Asia:

Himalayas

BODIES OF WATER AND RIVERS

South Asia:

Arabian Sea
Bay of Bengal
Indian Ocean
Ganges River

Southeast Asia:

Indian Ocean
Pacific Ocean
Philippine Sea
South China Sea
Mekong River

ISLANDS

Southeast Asia:

Borneo
New Guinea
Sumatra (Sumatera)
Sulawesi (Celebes)
Luzon

CITIES

South Asia:

Bangalore
Chennai (Madras)
Delhi
Hyderabad, India (Note: There is also a city called Hyderabad in Pakistan)
Karachi
Kolkata (Calcutta)
Mumbai (Bombay)

Southeast Asia:

Bangkok
Ha Noi
Ho Chi Minh City
Jakarta
Manila
Singapore

Activities

Activity 31, continued

SOUTH ASIA

A. Locating South Asia

There is no formal definition of South Asia, but it often is described as the region comprised by India, Sri Lanka, and the countries that border India in the north and east, excluding China and Myanmar.

Locate these countries on atlas maps. On the copy of the Asia outline map you saved from Activity 30, draw a line following national boundaries that encloses these countries. Label the region "South Asia". Label all the countries within the region you have outlined.

B. Locating Bodies of Water, Rivers, and Mountains

1. On atlas maps, locate the South Asia bodies of water, river, and mountains from the Place Names Vocabulary list. Label these features on your copy of the Asia outline map.
2. The Ganges River rises in the Himalayas just south of India's border with the Tibet region of China. From its headwaters, it flows southeastward through India into Bangladesh and empties into the Bay of Bengal. Trace the course of the Ganges on the Southwestern Asia map in the atlas.
3. Locate the Ganges River on the Asia Population and Land Cover maps. Describe the population density and land use along the river.

4. On notebook paper, answer the following questions: What is the likely connection between the level of population density along the Ganges and the predominant land use? What challenge do you think continued population growth in the region presents?

C. Locating Cities

1. The Place Names Vocabulary lists some of South Asia's most populous cities. Locate the South Asia cities on atlas maps. Add symbols and labels for these cities to your copy of the Asia outline map. Underline the names of any national capitals.
2. In what country are all these cities except Karachi located?

D. Economics

1. According to the graphs on page 36, what percentage of the world's arable land does India have? How many countries in the world have more arable land?

E. Locating Southeast Asia

1. Southeast Asia can be defined as: (1) all the mainland countries south of China starting in the west with Myanmar, and (2) all the island countries south of China including Indonesia to the south, and the Philippines to the east. Locate these countries on atlas maps. On your copy of the Asia outline map, draw a line following national boundaries that encloses these countries. Label the region "Southeast Asia". Label each of the countries within the region you have outlined.

Activities

Activity 31, continued

2. One notebook paper, answer the following question: Before modern times, what factor(s) of geography probably made travel and communication among and within these countries difficult?

F. Locating Bodies of Water, Rivers, and Islands

1. On maps in the atlas, locate the bodies of water, river, and islands listed for Southeast Asia in the Place Names Vocabulary. Label these features on your copy of the Asia outline map.
2. In the table below, name the Southeast Asian islands that are shared by two or more countries. Also name the countries that share the islands.

Countries That Share Islands

ISLAND	COUNTRIES

G. Locating Cities

1. The Place Names Vocabulary lists some of Southeast Asia's most populous cities. Locate these cities on maps in the atlas. Add symbols and labels for these cities to your copy of the Asia outline map. Underline the names of national capitals.
2. What country in Southeast Asia is not much larger than its largest city? How large is this country, in square miles?

H. Applying Map Skills

1. Compare the Plate Tectonics map on pages 14–15 to the Asia Political Map. Which Southeast Asian countries are most subject to volcanic eruptions?

2. Compare the Plate Tectonics map to the Asia Population map and the Asia Physical Map. Why might a major earthquake or volcanic eruption have different consequences on the Indonesian island of Java than on the Indonesian half of the island of New Guinea?

I. Extend Your Knowledge

1. The village of Mawsynram in northeastern India receives more than 450 inches of rain each year. That amount equates to more 37 feet. The neighboring town of Cherrapunji receives nearly as much rain. Both rank among the rainiest places in the world. Use the internet, an encyclopedia, or another resource to learn why so much rain falls on these places. On notebook paper or a computer, write a brief report detailing your findings.

Save your Asia outline map to use with Activity 32.

Activities

Name _____ Date _____ Class _____

Unit 7: *Asia*

ACTIVITY 32: *Regions of Asia: East Asia, Central Asia, North Asia*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries of East Asia and Central Asia and locate them on an outline map of Asia.
2. **identify** major bodies of water and rivers of East Asia and Central Asia and locate them on an outline map of Asia.
3. **identify** major mountain ranges and plateaus of East Asia and Central Asia locate them on an outline map of Asia.
4. **identify** major cities of East Asia and Central Asia and locate them on an outline map of Asia.

MATERIALS

- Rand McNally *Atlas of World Geography*, Asia Outline Map saved from activities 30 and 31

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 32, continued

Place Names Vocabulary

COUNTRIES

East Asia:

China
Japan
Mongolia
North Korea
South Korea
Taiwan

Central Asia:

Armenia
Azerbaijan
Georgia
Kazakhstan
Kyrgyzstan
Tajikistan
Turkmenistan
Uzbekistan

BODIES OF WATER AND RIVERS

East Asia:

East China Sea
Pacific Ocean
Sea of Japan
South China Sea
Yangtze River

Central Asia:

Aral Sea
Caspian Sea

MOUNTAINS

East Asia:

Altun Shan
Himalayas
Kunlun Shan
Tien Shan

PLATEAUS

East Asia:

Plateau of Tibet

CITIES

East Asia:

Beijing
Busan
Chongqing
Guangzhou
Hong Kong (Xianggang)
Nanjing
Osaka
Seoul
Shanghai
Shenyang
Taipei
Tianjin
Tokyo
Wuhan

Central Asia:

Almaty
Baku
Tashkent

EAST ASIA

A. Locating East Asia

1. Although there is no formal definition of East Asia, it is often defined as the region comprised of China, Japan, Mongolia, North Korea, South Korea, and Taiwan. Locate these countries on maps in the atlas.

On the copy of the Asia outline map you saved from activities 30 and 31, draw a line following national boundaries that encloses the countries of East Asia. Label the region "East Asia". Label each of the countries in this region.

2. Which of these countries are island nations?

Activities

Activity 32, continued

B. Locating Bodies of Water and Rivers

1. On maps in the atlas, locate the East Asian bodies of water and river listed in the Place Names Vocabulary. Label these features on your copy of the Asia outline map.
2. The Yangtze is China's longest and most important river. In fact, it is the longest river in all of Asia. From its source high up on the Plateau of Tibet, it flows toward the southeast, then the northeast, and finally the east before emptying into the East China Sea just north of Shanghai. Trace the Yangtze on the Asia Political Map. Name three large cities located on the Yangtze west of Shanghai.

3. Nearly half of the crops grown in China are dependent on the waters of the Yangtze and its tributaries. Although the river is considered the lifeblood of China, it is sometimes called "China's Sorrow." Use the internet, an encyclopedia, or another resource to learn the reasons for this nickname. Then, on notebook paper or a computer, write a short report summarizing what you have learned.

C. Locating Mountains and Plateaus

1. On maps in the atlas, locate the East Asian mountains and plateau listed in the Place Names Vocabulary. Label the mountains and plateau on your copy of the Asia outline map.
2. Locate the Plateau of Tibet on the World Physical Map. Why do you think the plateau is known as "the Roof of the World" ?

D. Locating Cities

1. The Place Names Vocabulary lists some of East Asia's most populous cities. Locate these cities on atlas maps. Add symbols and labels for the cities to your Asia outline map. Underline the names of national capitals.
2. a. According to information list on the first page of the atlas's Asia section, what is the name of the continent's most populous metropolitan area? What is the population of this area?

b. Locate this metropolitan area on the Eastern Asia map. What two cities with populations of 1 million or more are found in this urbanized area?

3. Which of the East Asian cities listed in the Place Names Vocabulary is the northernmost? The southernmost? The easternmost? The westernmost?

4. What do the cities of Tokyo, Hong Kong, and Shanghai all have in common in terms of their locations?

Activities

Activity 32, continued

CENTRAL ASIA

E. Locating Central Asia

1. As with other regions that have been discussed in this guide, Central Asia has no formal boundaries. One way of defining the region is to say that it is comprised of the countries listed in the Place Names Vocabulary.

Locate these Central Asian countries on atlas maps. Label these countries on your copy of the Asia outline map.

2. What similarity in name do many of the countries share? Hypothesize possible meanings of this similarity.

F. Locating Bodies of Water

1. On maps in the atlas, locate the Central Asian bodies of water listed in the Place Names Vocabulary. Label these features on your outline map.

G. Locating Cities

1. The Place Names Vocabulary lists some of Central Asia's most populous cities. Locate these cities on maps in the atlas. Add symbols and labels for these cities to your outline map. Underline national capitals.

H. Applying Map Skills

1. On the World Political Map, using other maps for reference, locate the 100° west longitude line in the United States and the 100° east longitude line in China. Then determine the approximate locations of these lines on the World Climate, Population, and Environments maps.
2. Complete the following tables using information from the World Climate, Population, and Environments maps.

China

	EAST OF 100° E	WEST OF 100° E
Climate		
Population		
Environments		

Activities

Activity 32, continued

United States

	EAST OF 100° E	WEST OF 100° E
Climate		
Population		
Environments		

NORTH ASIA

North Asia is comprised of the part of Russia that lies in Asia. You will study Russia in Activity 33.

3. On the notebook paper write a comparison of the two countries based on the information in your tables.
4. Locate the Chinese cities of Shanghai and Yining. Imagine that you are taking a trip by car or train between the two cities. Write a narrative describing the experience, including the landforms, types of land cover, and elevation changes along the route. Use the internet and the atlas's physical and thematic maps for reference. Share your narrative orally with your classmates or publish it on the internet and share it with them electronically.

Activities

Name _____ Date _____ Class _____

Unit 8: *Connecting Europe and Asia*

ACTIVITY 33: *Russia and Ukraine*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major physical features of Russia and locate them on an outline map of Northern Eurasia.
2. **identify** major cities of Russia and Ukraine and locate them on an outline map of Northern Eurasia.
3. **identify** the general climate patterns of Russia and Ukraine.
4. **compare** the United States and Russia in petroleum production and reserves and in energy production and consumption.

MATERIALS

- Rand McNally *Atlas of World Geography*, Northern Eurasia outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 33, continued

Place Names Vocabulary

PHYSICAL FEATURES

Caucasus Mountains
Kamchatka Peninsula
Lake Baikal
Ural Mountains
West Siberian Plain

COUNTRIES

Russia
Ukraine

CITIES

Donets'k
Kharkiv
Kiev
Moscow
Nizhniy Novgorod
Novosibirsk
St. Petersburg
Samara
Volgograd
Yekaterinburg

A. Locating Physical Features of Russia

1. On maps in the atlas, locate the physical features listed in the Place Names Vocabulary. Label these features on a copy of the Northern Eurasia outline map.
2. What is the name of the highest peak in the Caucasus Mountains, and how high is it?

3. What is the name of the highest peak in the Ural Mountains, and how high is it?

4. Find the West Siberian Plain on the Asia Land Cover map. Name three types of land cover found on this plain.

5. According to the article titled "Asia and the Ring of Fire," one of the most volcanically active areas of the world is located in Russia. What is the name of this area?

6. According to the tables on page 21, Lake Baikal ranks first among the world's lakes in what category? Where does it rank in the other two categories?

B. Locating Countries and Cities

1. On maps in the atlas, locate the two countries listed in the Place Names Vocabulary. Label the countries on your copy of the Northern Eurasia map.
2. The Place Names Vocabulary lists some of the most populous cities in Russia and Ukraine. Locate these cities on atlas maps, then add symbols and labels for the cities to your copy of the Northern Eurasia outline map. Underline the names of national capitals.

Activities

Activity 33, contintued

C. Climate

1. Use the World Climates Map to complete the following table. Use the 60° east longitude line as the approximate dividing line between European and Asian Russia.

Russia and Ukraine

	UKRAINE	EUROPEAN RUSSIA	ASIAN RUSSIA
Climate zones			

2. Compare Ukraine, European Russia, and Asian Russia on World Climates Map and the World Population Density Map. Which two climate zones have the lowest population densities?

- b. How do Russia and the United States compare in natural gas reserves and production?

D. Economics and Energy

1. Use the graphs on page 37 to answer the following.

- a. Why is Russia represented in the graphs by orange and purple stripes instead of a solid color like other countries?

E. Applying Map Skills

1. On the Northern Asia map, locate St. Petersburg, Russia. Finger-trace the line representing 60° north latitude across Russia all the way to the city of Magadan near the country's eastern edge. What is the approximate distance between St. Petersburg and Magadan when measured along the 60° line?

Activities

Activity 33, continued

F. Extend Your Knowledge

1. For much of the 20th century, Russia, Ukraine, and other now-independent countries in Eurasia were part of a larger country called the Union of Soviet Socialist Republics, or the Soviet Union for short. Use the internet and/or other resources to learn more about the Soviet Union. Write a brief report telling when the country came into existence, what type of government it had, when it broke up, and what present-day countries were part of it. Publish the report on the internet, incorporating visual elements such as photos and a map. Share the report with your classmates.

Activities

Name _____ Date _____ Class _____

Unit 9: *Africa*

ACTIVITY 34: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the major deserts of Africa and locate them on an outline map.
2. **identify** the major mountain ranges of Africa and locate them on an outline map.
3. **identify** the major bodies of water in and around Africa and locate them on an outline map.
4. **identify** the major rivers of Africa and locate them on an outline map.
5. **identify** general climate and vegetation regions of Africa.

MATERIALS

- Rand McNally *Atlas of World Geography*, Africa outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 34, continued

Place Names Vocabulary

DESERTS

Kalahari Desert
Libyan Desert
Sahara

MOUNTAINS

Atlas Mountains
Drakensberg

BODIES OF WATER

Atlantic Ocean
Indian Ocean
Lake Nyasa
Lake Tanganyika
Lake Victoria
Mediterranean Sea
Red Sea

RIVERS

Congo
Niger
Nile
Zambezi

A. Locating Deserts

1. On maps in the atlas, locate the deserts listed in the Place Names Vocabulary. Label these deserts on a copy of the Africa outline map.
2. What is the largest desert in Africa?

3. The Libyan Desert is part of what larger desert?

4. The Kalahari Desert is divided between what three countries?

B. Locating Mountains

1. On maps in the atlas, locate the mountain ranges listed in the Place Names Vocabulary. Label these mountain ranges on a copy of the Africa outline map.
2. According to the Principal Mountains of the World table on page 18:
 - a. What is the highest peak in Africa? How high is it?

 - b. Use the index to locate Africa's highest mountain on a map. In what country is it located? What are its latitude/longitude coordinates? What country lies immediately to the north?

 - c. What is the second-highest mountain in Africa? How high is it?

Activities

Activity 34, continued

- d. Use the index to locate Africa's second-highest mountain on a map. In what country is it located? Roughly how far is it from Africa's highest mountain?

3. Add symbols, labels, and elevations for the two highest mountain peaks in Africa to your copy of the Africa outline map.

C. Locating Bodies of Water

1. On maps in the atlas, locate the bodies of water listed in the Place Names Vocabulary. Label these bodies of water on your copy of the Africa outline map.

2. According to the tables on page 21:

- a. What three African lakes rank among the world's ten largest lakes in surface area?

- b. What three African lakes rank among the ten lakes with the greatest volume of water?

- c. What two African lakes rank among the world's ten deepest lakes? How many lakes in the world reach a greater depth than Africa's deepest lake?

D. Locating Rivers

1. On maps in the atlas, locate the rivers listed in the Place Names Vocabulary. Label these rivers on the Africa outline map.

2. According to the tables on page 22, what African river ranks as the longest river in the world? How long is this river?

3. What river in Africa has the greatest volume of water? How does the volume of this river compare with that of the world's top-ranking river?

4. What information from the Africa Climate and Population maps might help explain why the world's longest river does not even rank in the top 10 in volume?

Activities

Activity 34, continued

E. Vegetation and Climate

1. Refer to the World Environments map and the Africa Climate map to answer the following.

2. What are the three most prevalent types of environment in Africa?

3. On the World Environments map, use your thumb and forefinger to compare Africa's Sahara desert to the contiguous United States. Is the United States:
a) much larger than the Sahara; b) much smaller; or c) about the same size?

4. In addition to desert, what types of environment are found along the Nile River in Sudan and Egypt?

5. Most of the forested areas of Africa are found in what type(s) of climate?

6. Locate Cairo and Johannesburg on the Climate map, then study the climate graphs for these cities. Why do you think they experience their warmest temperatures at different times of the year?

F. Applying Map Skills

1. Compare the landforms maps for all the continents. What type of landform that is extensive in the other continents is found only in narrow strips in Africa?

2. Refer to the World Climates Map. What parts of the world have extensive climate regions similar to the largest climate region of Africa?

3. Compare the Africa Physical Map and the Plate Tectonics map on pages 14–15. The line of volcanoes in Africa follows what natural physical feature?

G. Extend Your Knowledge

1. The South America section of this atlas includes an article about destruction of the Amazonian rain forest. Are Africa's rain forests also threatened by deforestation? Use the internet, an encyclopedia, or another resource to find out. Write a report discussing your findings. Incorporate visual elements such as photos, graphs, and maps. Finish the report with a concluding statement. Publish your report on the internet and share it with your classmates.

Activities

Name _____ Date _____ Class _____

Unit 9: *Africa*

ACTIVITY 35: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the countries of Africa and locate them on an outline map.
2. **identify** major African cities and locate them on an outline map.
3. **identify** general population patterns in Africa.
4. **assess** population growth rates across Africa.
5. **assess** the legacy of European colonial rule in Africa.

MATERIALS

- Rand McNally *Atlas of World Geography*, Africa outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.9-10.5, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 35, continued

Place Names Vocabulary

CITIES

Abidjan
Addis Ababa
Alexandria
Algiers
Cairo
Casablanca
Johannesburg
Kinshasa
Lagos
Nairobi

A. Locating Countries

1. Study the countries of Africa on the Africa Political Map and the World Political Map. Label all of Africa's countries on a copy of the Africa outline map. Be sure to include the island countries of Cabo Verde, Comoros, Madagascar, Mauritius, Sao Tome and Principe, and Seychelles.

B. Locating Cities

1. The Place Names Vocabulary lists ten of Africa's most populous cities. Locate the cities on maps in the atlas. Add symbols and labels for the cities to your copy of the Africa outline map. Underline the names of national capitals.
2. Write the correct country after each city in the following table.

Major Cities of Africa

CITY	COUNTRY
Abidjan	
Addis Ababa	
Alexandria	
Algiers	
Cairo	
Casablanca	
Johannesburg	
Kinshasa	
Lagos	
Nairobi	

3. According to the "Africa at a glance" section, what is the most populous metropolitan area in Africa? What is its population?

C. Population

1. According to the Africa Population map, what is the location of the largest area with a population density of 1,250 or more people per square mile?

2. What type of climate is found in most of the areas of Africa in which the population density is under 2.5 persons per square mile?

3. Use the Population graphs on page 32 to answer the following.

- a. What African country ranked among the world's 10 most populous countries in 2015? What was its rank?

- b. What is the projected rank of this country in 2050? Roughly how much is its population projected to grow?

Activities

Activity 35, continued

- c. Summarize Africa's changing percentage of the world's population between 1950 and projections for 2050.

4. Use the thematic maps on page 33 to answer the following.

- a. Compared to other continents, was Africa's population growth rate between 1950 and 2015 relatively low, average, or relatively high?

- b. Name five African countries with population growth rates over 5.0%.

- c. What African countries had net migration rates under -5.0 percent in 2015?

D. Land Cover and Land Use

1. According to the Africa Land Cover map, what types of land cover form a buffer between the desert lands of northern Africa and the wooded grasslands to the south.

E. Legacy of Colonial Rule

1. Use the European Control in 1950 map on page 137 to answer the following.

- a. In 1950, how many African countries were independent? Name the countries.

- b. How many African countries gained their independence in 1960?

- c. Which of the colonizing European countries controlled the smallest area of Africa in 1950?

- d. Which African country gained its independence most recently? In what year did this happen?

Activities

Activity 35, continued

2. Use the Ethno-linguistic Groups map on page 137 to answer the following.

a. What is the major ethno-linguistic group in the area of Africa covered by the Sahara?

b. What is the major ethno-linguistic group in the southern half of Africa?

3. Use the Predominant Religions map on page 137 to answer the following.

a. What is the predominant religion in the area of Africa covered by the Sahara?

F. Applying Map Skills

1. Many of Africa's greatest rivers begin deep in the continent's interior. Large ships, however, cannot reach the interior on these rivers. Why might this be? Study the Africa Landforms map and the Africa Physical Map and then write a hypothesis.

G. Extend Your Knowledge

1. Use the internet, an encyclopedia, and/or other resources to learn more about one of the major African cities included in the Place Names Vocabulary. Write a report that provides an overview of the city. Include information about the city's location, population, climate, and economy. Incorporate visual elements such as photos, graphs, and maps. Present your report orally to your classmates or publish it on the internet and share it with them electronically.

Activities

Name _____ Date _____ Class _____

Unit 9: *Africa*

ACTIVITY 36: *Regions of Africa*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** important physical features, human features, and climate patterns of Northern Africa.
2. **identify** important physical features, human features, and climate patterns of Southern Africa.
3. **assess** the legacy of European colonial rule in Northern and Southern Africa.
4. **compare** and contrast Northern and Southern Africa in terms of landforms, climate, population, and land use and land cover.

MATERIALS

- Rand McNally *Atlas of World Geography*, Africa outline map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.2, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.9-10.5, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.1, CCSS.ELA-Literacy.WHST.9-10.2, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.2, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.1, CCSS.ELA-Literacy.WHST.11-12.2, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 36, continued

Place Names Vocabulary

Aswan High Dam
Nile River
Rift Valley
Suez Canal

NORTHERN AFRICA

Consider Northern Africa to be the part of Africa that lies north of approximately 5° north latitude.

A. Important Waterways

1. Use the atlas index to locate the Suez Canal. The Suez Canal connects what two major bodies of water?

2. On notebook paper, describe the general routes of ship traffic between Western Europe and India prior to and after the opening of the Suez Canal. Use the World Political map on pages 42–43 for reference

3. Use the index to locate the Nile River on an atlas map. Trace the Nile from its mouth to the point where the Blue Nile and White Nile join to form the Nile. What countries does the Nile traverse?

4. What cities with populations of 1 million or more are located near the mouth of the Nile?

5. What national capital is located at the confluence of the Blue Nile and the White Nile?

6. On the Northeastern Africa map, locate the Aswan High Dam on the Nile River. This dam creates one of the largest artificial lakes in the world. What is the name of this lake?

B. Climate

1. If you were to travel across Northern Africa along the Tropic of Cancer, how many climate zones would you pass through? Describe it/them.

C. Legacy of Colonial Rule

1. In 1950, what European country controlled the largest part of northern and northwestern Africa?

SOUTHERN AFRICA

Consider Southern Africa to be the part of Africa that lies south of approximately 5° north latitude.

D. The Rift Valley

1. Locate the Rift Valley on the Central Africa and Southern Africa maps. Note that this 4,000-mile-long depression is labeled in two places on the Central Africa map. Name the two largest lakes that are found in the Rift Valley.

Activities

Activity 36, continued

E. Climate, Land Cover, and Land Use

1. a. What countries in Southern Africa have climate zones not found anywhere else in Africa?

- b. Describe these climate zones.

2. According to the World Climates Map, in what way are the equatorial areas of Africa and South America similar in terms of climate?

3. Locate the Kalahari and Namib deserts on the Africa Land Cover map. Which desert appears to be drier? How can you tell?

F. Growth of Independence

1. What four European countries controlled most of Southern Africa in 1950?

Activities

Activity 36, continued

G. Applying Map Skills

1. Study Northern Africa and Southern Africa on the Africa Landforms, Climate, Population, and Land Cover maps as well as the World Climates Map. Then, in the following table, identify general similarities and differences between the two regions.

Northern and Southern Africa

	SIMILARITIES	DIFFERENCES
Landforms		
Climate		
Population		
Land use and land cover		

H. Expand Your Knowledge

1. Choose one of the topics below and then use the internet or other resources to research that topic. Write a report summarizing your learnings. Incorporate visual elements such as photos, graphs, and maps. Present your report orally to your classmates or publish it on the internet and share it with them electronically.
 - 1) The Aswan High Dam
 - 2) The "Scramble for Africa" by European powers
 - 3) Wildlife of the Serengeti Plain
 - 4) Wildlife of the Kalahari
 - 5) South Sudan, Africa's newest country
 - 6) The Rift Valley

Activities

Name _____ Date _____ Class _____

Unit 10: *Oceania: Australia, New Zealand, and Papua New Guinea*

ACTIVITY 37: *Physical Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** major deserts of Australia and locate them on an outline map.
2. **identify** major islands of Australia, New Zealand, and Papua New Guinea and locate them on an outline map.
3. **identify** major mountain ranges of Australia and New Zealand and label them on an outline map.
4. **identify** major bodies of water surrounding Australia, New Zealand, and Papua New Guinea and label them on an outline map.
5. **identify** the general climate patterns of Australia, New Zealand, and New Guinea.

MATERIALS

- Rand McNally *Atlas of World Geography*, Australia and New Zealand outline map.

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.9-10.5, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.2, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.SL.11-12.5, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, S.ELA-Literacy.WHST.11-12.10

Activities

Activity 37, continued

Place Names Vocabulary

DESERTS

- Gibson Desert
- Great Sandy Desert
- Great Victoria Desert

ISLANDS

- New Guinea
- North Island
- South Island
- Tasmania

MOUNTAIN RANGES

- Great Dividing Range
- Southern Alps

BODIES OF WATER

- Arafura Sea
- Coral Sea
- Great Australian Bight
- Gulf of Carpentaria
- Indian Ocean
- Pacific Ocean
- Tasman Sea
- Timor Sea

A. Locating Deserts

1. On the Australia and New Zealand Physical Map, locate the deserts listed in the Place Names Vocabulary. Label these deserts on a copy of the Australia and New Zealand outline map.
2. All of these deserts are found in what country?

B. Locating Islands

1. On maps in the atlas, locate the islands listed in the Place Names Vocabulary. Label these islands on your copy of the Australia and New Zealand outline map. (Note: The outline map only shows part of New Guinea.)
2. List the correct country or countries for the following islands.

Islands

ISLAND	COUNTRY OR COUNTRIES
New Guinea	
North Island	
South Island	
Tasmania	

3. a. According to the table on page 17, where does New Guinea rank among the world's 15 largest islands? How does it compare to the world's largest island?

Activities

Activity 37, continued

- b. Which other islands listed in the table above rank among the world's 15 largest islands? What are their rankings?

4. a. What water passage separates Tasmania from the continent of Australia?

- b. Is this water passage wider or narrow than the water passage separating New Guinea from the continent of Australia?

C. Locating Mountain Ranges

1. On the Australia and New Zealand Physical Map, locate the mountain ranges listed in the Place Names Vocabulary. Label these mountain ranges on your copy of the Australia and New Zealand outline map.

2. Describe the general location of the Great Dividing Range.

3. Describe the general location of the Southern Alps.

D. Locating Bodies of Water

1. On the Australia and New Zealand Physical Map, locate the bodies of water listed in the Place Names Vocabulary. Label these bodies of water on your copy of the Australia and New Zealand outline map.

2. The western coast of Australia is on what major body of water?

3. The Coral Sea and the Tasman Sea are part of what larger body of water?

E. Climate

1. What one word best describes the climate of the majority of Australia?

2. According to the World Climates Map, New Zealand has the same type of climate as what part of the United States?

F. Applying Map Skills

1. On the Australia and New Zealand Physical Map, locate Lake Mackay and Lake Eyre North. What type of lake are they?

Activities

Activity 37, continued

2. On the Australia and New Zealand Physical Map, locate the Great Australian Bight and the Canterbury Bight. Based on these features, what do you think the definition of “bight” is?

3. What type of climate is found across most of Papua New Guinea?

4. During which three-month period does Papua New Guinea receive more rain: January–March or June–August?

5. Based on the World Climates Map, what areas of North America have the same type of climate as the northern part of Australia’s Cape York Peninsula?

G. Extend Your Knowledge

1. Choose one of the topics below and then use the internet or other resources to research that topic. Write a report summarizing your learnings. Incorporate visual elements such as photos, graphs, and maps. Present your report orally to your classmates or publish it on the internet and share it with them electronically.

- 1) The Great Barrier Reef
- 2) The Australian Outback
- 3) Uluru (Ayers Rock)
- 4) The wildlife of Australia
- 5) The fjords of New Zealand
- 6) The wildlife of Papua New Guinea

Activities

Name _____ Date _____ Class _____

Unit 10: *Oceania: Australia, New Zealand, and Papua New Guinea*

ACTIVITY 38: *Human Environments*

OBJECTIVES

As a result of completing this activity, you should be able to:

1. **identify** the major countries of Oceania and label them on an outline map.
2. **identify** the states and territories of Australia and label them on an outline map.
3. **identify** major cities of Australia and New Zealand and label them on an outline map.
4. **identify** population and climate patterns of Australia, New Zealand, and Papua New Guinea and assess the relationships between them.
5. **identify** major types of land cover in Australia, New Zealand, and Papua New Guinea.
6. **identify** the landforms, climate, and land cover of one of Australia's largest Aboriginal reserves.

MATERIALS

- Rand McNally *Atlas of World Geography*, Australia and New Zealand Outline Map

Common Core Standards

Grades 9–10: CCSS.ELA-Literacy.RI.9-10.1, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.6, CCSS.ELA-Literacy.W.9-10.7, CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.W.9-10.9, CCSS.ELA-Literacy.W.9-10.10, CCSS.ELA-Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.3, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.2, CCSS.ELA-Literacy.L.9-10.4, CCSS.ELA-Literacy.L.9-10.6, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RH.9-10.10, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RST.9-10.7, CCSS.ELA-Literacy.RST.9-10.10, CCSS.ELA-Literacy.WHST.9-10.4, CCSS.ELA-Literacy.WHST.9-10.6, CCSS.ELA-Literacy.WHST.9-10.7, CCSS.ELA-Literacy.WHST.9-10.9, CCSS.ELA-Literacy.WHST.9-10.10

Grades 11–12: CCSS.ELA-Literacy.RI.11-12.1, CCSS.ELA-Literacy.W.11-12.3, CCSS.ELA-Literacy.W.11-12.4, CCSS.ELA-Literacy.W.11-12.6, CCSS.ELA-Literacy.W.11-12.7, CCSS.ELA-Literacy.W.11-12.8, CCSS.ELA-Literacy.W.11-12.9, CCSS.ELA-Literacy.W.11-12.10, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.SL.11-12.3, CCSS.ELA-Literacy.SL.11-12.4, CCSS.ELA-Literacy.L.11-12.1, CCSS.ELA-Literacy.L.11-12.2, CCSS.ELA-Literacy.L.11-12.4, CCSS.ELA-Literacy.L.11-12.6, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RH.11-12.10, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4, CCSS.ELA-Literacy.RST.11-12.7, CCSS.ELA-Literacy.RST.11-12.10, CCSS.ELA-Literacy.WHST.11-12.4, CCSS.ELA-Literacy.WHST.11-12.6, CCSS.ELA-Literacy.WHST.11-12.7, CCSS.ELA-Literacy.WHST.11-12.9, CCSS.ELA-Literacy.WHST.11-12.10

Activities

Activity 38, continued

Place Names Vocabulary

COUNTRIES

Australia
New Zealand
Papua New Guinea

STATES AND TERRITORIES

Australian Capital Territory (Austl. Cap. Ter.)
New South Wales
Northern Territory
Queensland
South Australia
Tasmania
Victoria
Western Australia

CITIES

Adelaide
Auckland
Brisbane
Christchurch
Melbourne
Perth
Sydney
Canberra
Darwin
Hobart
Wellington

A. Locating Countries

1. On maps in the atlas, locate the countries listed in the Place Names Vocabulary. Label the countries on a copy of the Australia and New Zealand outline map.

B. Locating States and Territories

1. Australia's major political divisions are called states and territories. On maps in the atlas, locate Australia's states and territories, which are listed in the Place Names Vocabulary. Label the states and territories on your copy of the Australia and New Zealand outline map.
2. Which Australian territory is similar in function to the District of Columbia in the United States?

C. Locating Cities

1. The Place Names Vocabulary lists some of the most populous and important cities in Australia and New Zealand. Locate these cities on maps in the atlas. Add symbols and labels for the cities to your copy of the Australia and New Zealand outline map.
2. Write the names of cities listed in the Place Names Vocabulary in the correct cells in the table below.

Cities

COUNTRY	NATIONAL CAPITAL
Australia	
New Zealand	
STATE/ TERRITORY	STATE/ TERRITORIAL CAPITAL
New South Wales	
Northern Territory	
Queensland	
South Australia	
Tasmania	
Victoria	
Western Australia	

Activities

Activity 38, continued

3. What cities listed in the Place Names Vocabulary are left out of this table? Describe the location of these cities.

D. Population

1. Describe the general pattern of population distribution in Australia.

2. Compare the Climate and Population maps of Australia. On notebook paper or a computer, write a paragraph discussing how the continent's climate patterns might affect its population patterns.

3. According to the Countries and Flags section, which country has the largest population: Australia, New Zealand, or Papua New Guinea? Which country has the highest population density?

E. Land Cover and Land Use

Use the Land Cover map on page 152 to answer the following.

1. What is the major type of land cover in central and western Australia?

2. Where is most of Australia's cropland found?

3. What is the dominant type of land cover in Papua New Guinea?

F. Aborigines

1. On the map showing the lands of Australia's Aborigines, locate the large Aboriginal reserve in South Australia. Locate the same area on the Landforms, Climate, and Land Cover maps. Describe the reserve in terms of landforms, climate, and land cover.

Activities

Activity 38, continued

G. Applying Map Skills

1. Locate Papua New Guinea on the Southeastern Asia map. Based on this map, what can you conclude about the number and size of cities in that country?

2. Locate Papua New Guinea on the Oceania Landforms and Population maps. What type of landform is found in the area that has the highest population density?

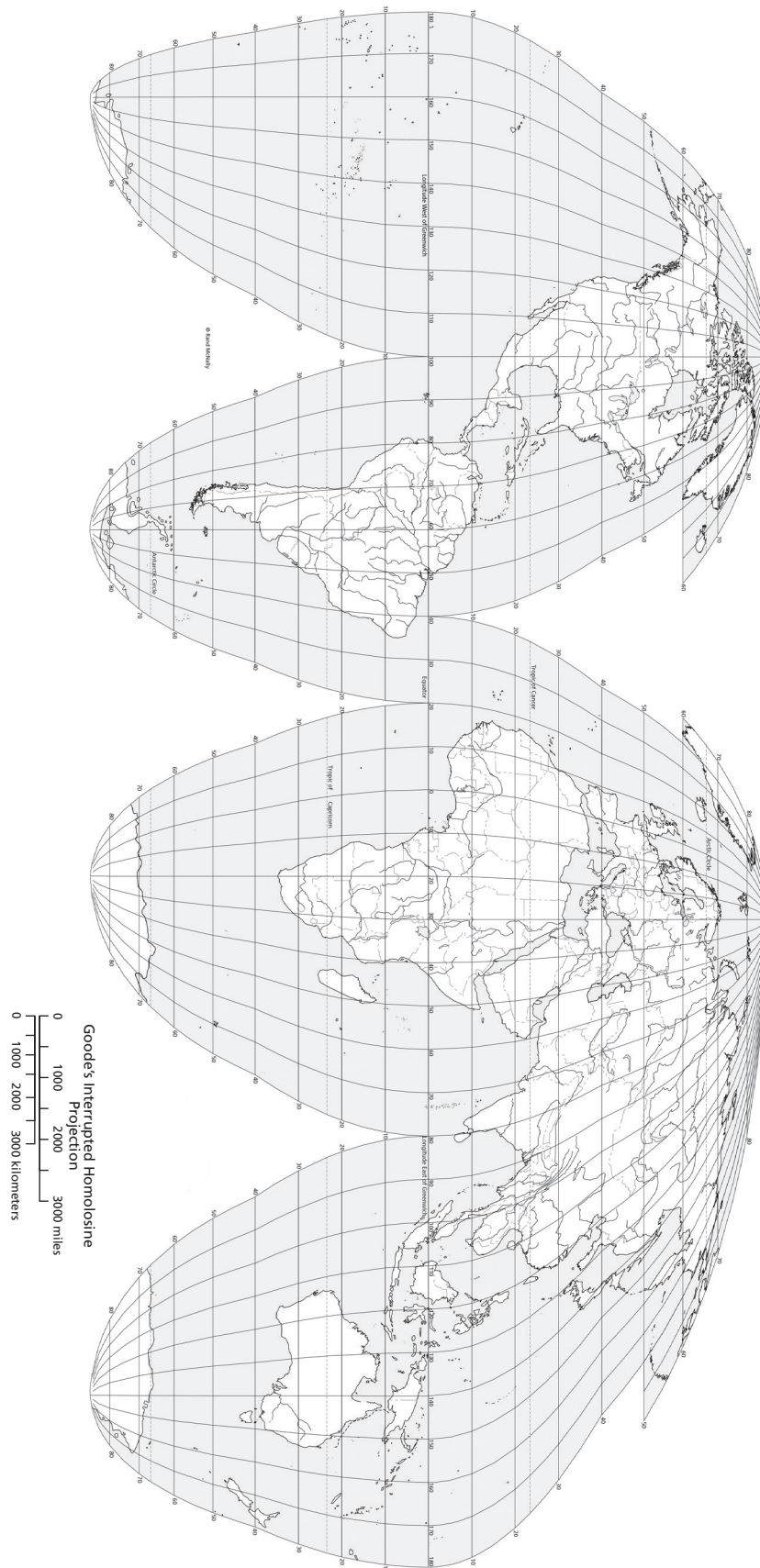
H. Talking It Over

1. Use the internet and/or other resources to learn more about Australia's Aborigines and New Zealand's Maoris. After this preparation, participate in a class discussion about these peoples, focusing on questions such as: What problems do they face? What actions should the governments of Australia and New Zealand take to mitigate these problems? In what ways are the problems similar to those faced by Native Americans?

I. In Your Own Words

1. Imagine that you are visiting one of the cities listed in the Places Names Vocabulary. Do research to learn more about the city and then write a narrative about your imagined visit. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the city. Read your narrative to the class or publish it on the internet and share it with your classmates electronically.

World Outline Map



North America Outline Map



United States Outline Map



Middle America Outline Map



South America Outline Map



Europe Outline Map

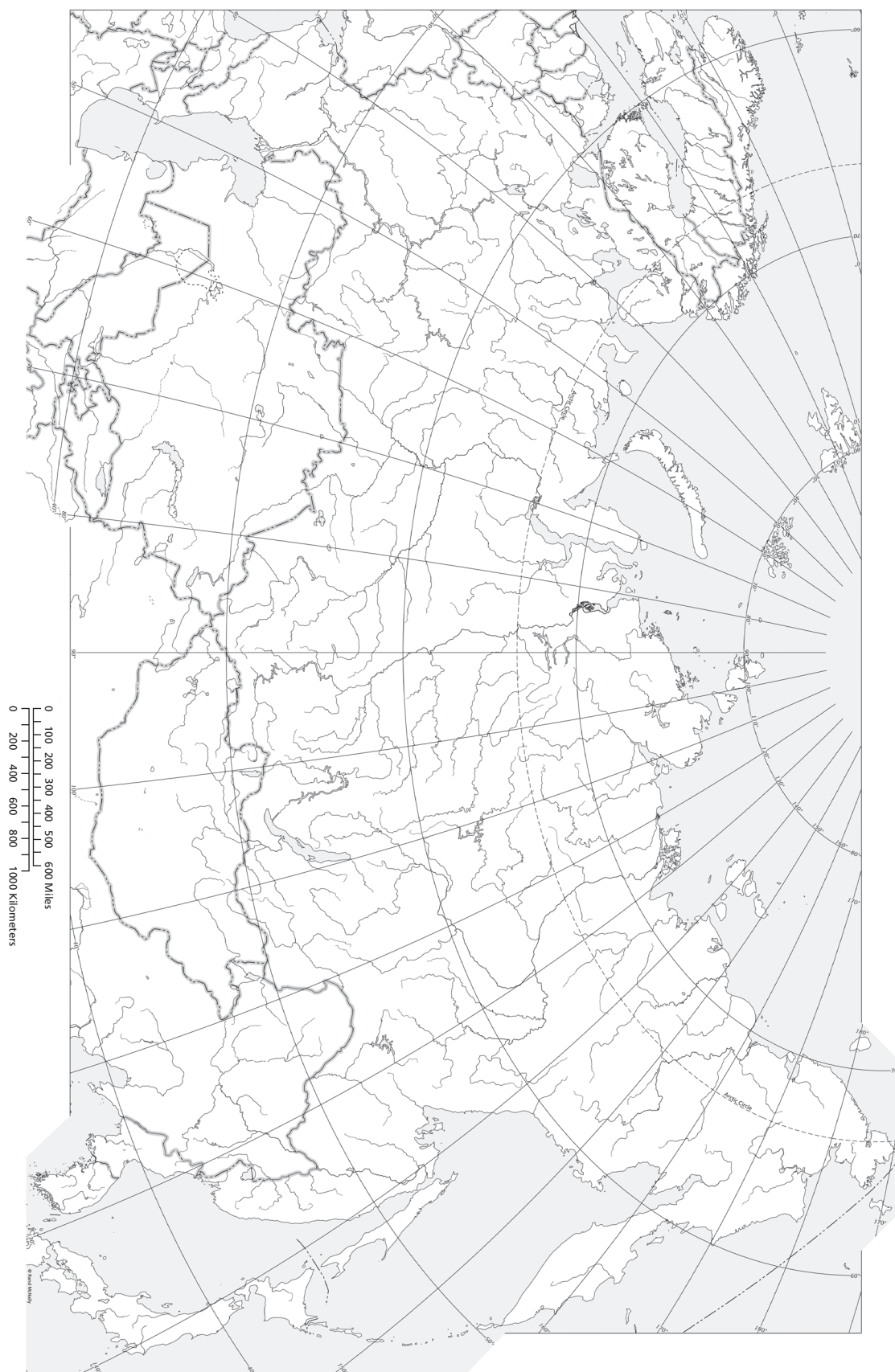


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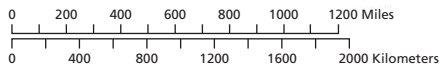
Asia Outline Map



Northern Eurasia Outline Map



Africa Outline Map



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Australia and New Zealand Outline Map



