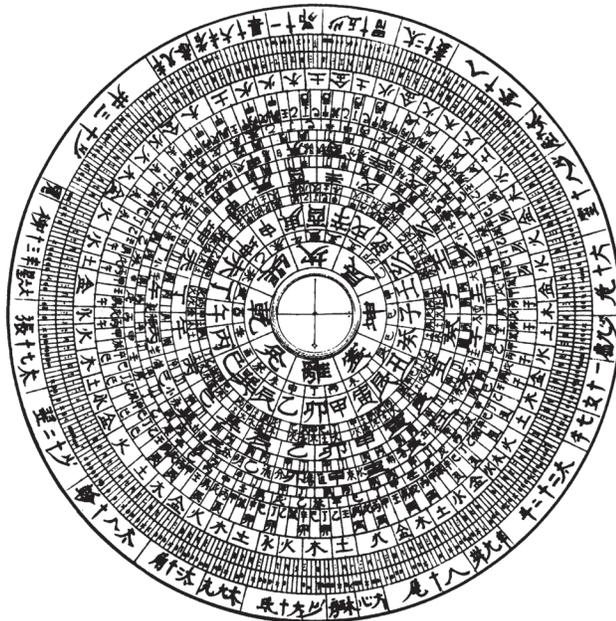


Classroom
Atlas



Included Digital Resources

This Teacher's guide includes access to a library of digital resources including outline maps, worksheets and guides. It also includes a license for a free digital copy of this guide. Simply enter the link below in a browser to access all the resources.

<http://www.randmcnally.com/EDU01025>

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INTRODUCTION

Using the Rand McNally *Classroom Atlas* Every Day

How can I use the Rand McNally Classroom Atlas in my classroom every day?

The Rand McNally *Classroom Atlas* is designed to be a resource for you throughout your curriculum. Here are some suggestions for incorporating the Rand McNally *Classroom Atlas* into your daily instruction.

Question of the Day

Many teachers begin their day or class period by writing an intriguing geography question on the board. Several resources in the Rand McNally *Classroom Atlas* and the the Rand McNally *Classroom Atlas Teacher's Guide* can provide a question of the day.

- Pages 9 through 12 in this guide include 45 geography questions and answers. Students can find answers by using the Rand McNally *Classroom Atlas*. These questions and answers also are a great source for geography bees.
- Select questions that best fit with your curriculum from any student activity page in this teacher's guide.

By the way, do you know what an erg is? (See the Rand McNally Classroom Atlas, page 160.)

Cross-Curricular Activities

The Teacher Resources section for each activity in this guide provides a specific cross-curricular, interdisciplinary activity. Extension and Assessment activities in the Teacher Resources sections also often incorporate writing, math, science, art, and other curricular areas.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Creative Writing	•	•	•	•					•			•		•	•		•	•				•		•		•	•		•	•		•		
Literature	•	•	•													•				•								•						
Math		•			•			•	•		•		•			•			•	•				•	•									
Science						•	•			•		•				•		•		•					•		•		•	•		•	•	•
Art							•			•								•	•		•	•	•				•	•			•			
Social Studies													•		•	•		•		•	•				•	•	•		•					

Critical Thinking

Will the Rand McNally Classroom Atlas help with critical thinking skills?

Information throughout the Rand McNally *Classroom Atlas* will stimulate students' critical thinking processes. The Rand McNally *Classroom Atlas* is designed to motivate students to learn more about their world in all its complexity. The following are examples of **thought-provoking opportunities** from each continent section in the Rand McNally *Classroom Atlas*.

North America: Mexico and Middle America, pages 138 and 139. Population and Economies graphs. Use the graphs to hypothesize about the relationship between large rural populations and low per capita income.

South America, page 145. Population map and photos. These provide dramatic visualizations of the uneven distribution of population in South America. Students can compare this information with Climate, Economic Activities, and Environments maps to hypothesize about cause and effect among these factors.

Europe, page 147. Map of European Union members. Have students compare this map with the map of Economic Activities on page 153. Members in Western Europe have more manufacturing than those in Eastern Europe, which joined more recently. The differences in standards of living pose a major challenge to the European Union.

Africa, page 162. Graph of life expectancy. Have the class consider the economic implications of short life spans, for example, that children need schools and health care, but many adults do not have very many working years. Children may be left orphaned if their parents die young.

Asia, page 179. Mineral Fuel Deposits Map. Compare this map with the map of World Energy Consumption (page 37) and the map of economic activities of Asia (page 176). Note that Japan is a large consumer of energy but has few deposits of mineral fuels. Japan imports energy and raw materials and exports the manufactured goods that it makes with them.

Australia, page 180. Introduction. The text raises that most confusing fact about Australia — the farther north you go, the warmer it gets!

Antarctica, page 189. Discuss with the class why, besides scientific research, countries claim land in Antarctica. Point out that they may be interested in finding resources and in enhancing their national pride.

In addition to all the critical thinking opportunities in the Rand McNally *Classroom Atlas*, every activity in this teacher's guide emphasizes critical thinking.

Critical Thinking Opportunities in the Rand McNally Classroom Atlas Teacher's Guide

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Analyzing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Comparing & Contrasting	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					•		•		
Predicting & Checking								•						•		•			•					•								•		•	
Seeing Similarities & Differences												•			•				•			•	•	•	•	•	•	•	•	•	•	•	•	•	
Classifying	•																																		
Identifying Problems & Solutions				•		•								•				•							•		•		•		•		•		
Hypothesizing	•	•	•			•	•		•				•		•	•					•						•	•	•						
Synthesizing	•	•				•			•		•			•		•			•		•			•							•	•	•	•	•
Drawing Conclusions	•	•	•	•	•	•					•	•	•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Reading for Information/Assessment

Can the Rand McNally Classroom Atlas help develop students' reading skills?

The Rand McNally *Classroom Atlas* is an excellent source for developing reading for information skills. Throughout the Rand McNally *Classroom Atlas*, students are learning to read and gather information from the following sources:

- maps
- charts
- graphs
- photos and photo captions
- timelines
- text

Because of the relatively limited amount of text and the high interest of its content, the Rand McNally *Classroom Atlas* is ideal for use as a reading tool in compensatory education programs, such as Title I.

How will I evaluate what students have learned?

There are several ways to assess students' learning. Each activity in this guide has an optional assessment opportunity. Also, the "For Fun!" and "Putting It All Together" features on the student activity sheets, and the Cross-Curricular, Extension, and Assessment sections of the Teaching Resources pages, often require students to create their own "products." Specifically, students will have the opportunity to create the following. (Numbers in parentheses indicate how many opportunities there are to develop each type of product.)

Articles (2)
Bar graph (1)
Charts (2)
Commercials (3)
Diagram (1)
Flashcards (2)
Folk tale (1)
Game show (1)
Home page (1)

Itineraries (2)
Illustrations (4)
Journal entry (1)
Letter (1)
Maps (18)
Haiku poetry (1)
Postcards (2)
Posters (2)
Presentation (1)

Proposal (1)
Quiz (1)
Scale drawing (1)
Set of clues (1)
Stories (2)
Tests (2)
Travelogue (1)
Venn diagram (1)

How can I get parents involved?

Encourage students to share completed activity sheets with their parents and discuss what they have done. Parents and students together could make a list of maps they have at home and discuss how they are used. Ask students to make a list of similarities and differences between their home maps and the maps in the Rand McNally *Classroom Atlas*. Students could keep a journal about how they use maps out of school over a period of several months.

Geography Standards

Does the Rand McNally Classroom Atlas support the National Geography Standards?

The Rand McNally *Classroom Atlas* and the the Rand McNally *Classroom Atlas Teacher's Guide* are based on the 18 National Geography Standards. These standards provide a framework for developing geographically literate citizens with a better understanding of their community, their country, and their world. The Teaching Resources section for each activity highlights the key standards addressed in the lesson. This chart provides a complete overview of standards in the Rand McNally *Classroom Atlas Teacher's Guide*.

The Geography Standards in the Rand McNally Classroom Atlas Teacher's Guide

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
1 How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
2 How to use mental maps to organize information about people, places, and environments in a spatial context	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
3 How to analyze the spatial organization of people, places, and environments on Earth's surface			•				•			•					•								•	•		•									
4 The physical and human characteristics of places		•					•			•	•	•		•	•		•	•	•		•		•		•				•						
5 That people create regions to interpret Earth's complexity										•				•					•					•	•	•					•	•	•		
6 How culture and experience influence people's perceptions of places and regions							•			•	•	•		•	•	•						•										•			
7 The physical processes that shape the patterns of Earth's surface							•			•																					•	•		•	
8 The characteristics and spatial distribution of ecosystems on Earth's surface								•							•					•		•							•						
9 The characteristics, distribution, and migration of human populations on Earth's surface							•	•			•								•									•							
10 The characteristics, distribution, and complexity of Earth's cultural mosaics											•										•		•								•				
11 The patterns and networks of economic interdependence on Earth's surface											•																								
12 The processes, patterns, and functions of human settlement														•	•				•		•		•												
13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface																							•				•								
14 How human actions modify the physical environment		•														•				•			•				•								
15 How physical systems affect human systems											•		•	•	•	•			•		•		•					•			•	•	•		
16 The changes that occur in the meaning, use, distribution, and importance of resources											•								•																
17 How to apply geography to interpret the past													•	•								•													
18 How to apply geography to interpret the present and plan for the future								•																				•							

GEOGRAPHY QUESTIONS AND ANSWERS

There are several ways you might use these questions and answers in your classroom.

- Put a question a day on the board for your students to solve. As students search through the Rand McNally *Classroom Atlas* to answer the questions, they will become more and more familiar with maps and their uses.
- Use the questions for a class, grade level, or school-wide “geography bee.”
- Use the questions as a springboard for students to create their own geography bee questions.

NORTH AMERICA

What is the difference between Central America and Middle America?

Central America refers to the countries of Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. Middle America consists of Central America, Mexico, and all the Caribbean countries.

What is the southernmost U.S. state? The northernmost? The westernmost? The easternmost?

Hawaii is the southernmost state. Alaska is both the northernmost and the westernmost. The answer to which state is easternmost is a bit of a problem. Usually, Maine is considered to be the easternmost. However, Alaska is technically the easternmost. The Aleutian Islands cross the 180° longitude line which divides the globe into Eastern and Western hemispheres. Some of the Aleutian Islands sit at the eastern edge of the Eastern Hemisphere.

Where does North America rank in size of continents?

Third.

What is the highest mountain peak in North America?

Denali in Alaska.

What two U.S. states share borders with the most other states?

Missouri and Tennessee, which border eight other states. Missouri borders Arkansas, Iowa, Illinois, Kentucky, Tennessee, Oklahoma, Kansas, and Nebraska. Tennessee borders Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, Arkansas, and Missouri.

How many U.S. states border only one other state?

One: Maine, which borders only New Hampshire. Two states, Alaska and Hawaii, border no others.

What is the largest island in the Caribbean Sea?

Cuba, the world's 15th largest island.

What is Canada's smallest province? Its largest?

Prince Edward Island is Canada's smallest province at 2,185 square miles (5,660 sq. km). Canada's largest province is Quebec, which covers 594,860 square miles (1,540,680 sq. km). In addition to its 10 provinces, Canada has three territories: Northwest Territories, Yukon, and Nunavut. The largest of these is Nunavut, which covers 808,185 square miles (2,093,190 sq. km).

What is the only Great Lake that lies entirely within the United States?

Lake Michigan.

Is the city of Vancouver, British Columbia, Canada located on Vancouver Island?

No. Vancouver, the largest city in British Columbia, is situated on the mainland of the province. The city of Victoria, on Vancouver Island, is the provincial capital of British Columbia.

The town of Churchill, in northeastern Manitoba, Canada, is well-known for what animal?

Polar bears.

GEOGRAPHY QUESTIONS AND ANSWERS

SOUTH AMERICA

If you flew due south from Chicago, Illinois, what South American country would you fly over first?

You wouldn't fly over any South American countries. A straight line south from Chicago passes through the Gulf of Mexico, Central America, and the Pacific Ocean. Punta Paranas, Peru, the westernmost point of mainland South America, is about 500 miles (800 km) east of this line.

Where are the Falkland Islands?

In the Atlantic Ocean, about 275 miles (440 km) off the coast of Argentina. The Falklands are a dependency of the United Kingdom.

What South American country is longest when measured from north to south?

Brazil. The country measures 2,725 miles (4,395 km) from north to south. The second longest country is Chile, with a length of 2,647 miles (4,270 km). In contrast to its great length, Chile measures only 235 miles (380 km) east to west at its widest point.

What South American city is the world's highest national capital?

La Paz, Bolivia. La Paz sits high in the Andes at an elevation of 12,000 feet (3,658 m). This is approximately the same height as the summit of Japan's Mt. Fuji.

EUROPE

Which independent European countries are smaller than Rhode Island, the smallest U.S. state?

Seven independent European countries cover a smaller area than Rhode Island's 1,545 square miles (4,002 sq. km): Vatican City, Monaco, San Marino, Liechtenstein, Malta, Andorra, and Luxembourg.

Is there really a Transylvania, made famous by the story of Dracula?

Yes. Transylvania is a region in Romania, bounded by the Carpathian Mountains in the north and east, the Transylvanian Alps in the south, and by Romania's borders with Hungary and Serbia in the west.

Where is Lapland?

In northern Scandinavia. Lapland is home to the Lapps, a nomadic people who traditionally have engaged in hunting, fishing, and reindeer herding. Today there are approximately 42,000 Lapps living in northern Norway, Sweden, Finland, and northwestern Russia.

What European country has the shortest coastline of any country in the world?

Monaco, whose Mediterranean coastline is only three-and-a-half miles (5.6 km) long.

Which of the following countries are peninsulas: Ireland, Denmark, Bulgaria, Italy?

Denmark and Italy are both pieces of land nearly surrounded by water.

What independent countries were once part of Yugoslavia?

In 1991-92, four of Yugoslavia's six republics — Croatia, Slovenia, Macedonia, and Bosnia and Herzegovina — declared their independence. In 2003, the two remaining republics changed the name of the country to Serbia and Montenegro, and the name Yugoslavia disappeared from the map. In 2006, Montenegro split from Serbia and became its own independent country. In 2008, the province of Kosovo declared its independence from Serbia, but many of the world's countries have refused to recognize it as an independent country.

GEOGRAPHY QUESTIONS AND ANSWERS

AFRICA

What is the Serengeti? Where is it?

The Serengeti is a vast plain located in northern Tanzania. The Serengeti National Park covers an area of the plain about the size of Connecticut. The park is home to one of the last great concentrations of African wildlife, including antelope, buffalo, cheetahs, elephants, gazelles, giraffes, hyenas, leopards, lions, black rhinoceroses, wildebeests, and zebras.

What is important about the location of Khartoum, Sudan?

Khartoum, the capital of Sudan, is located where the White Nile and Blue Nile Rivers meet to form the Nile.

In what country would you find Africa's northernmost point?

Tunisia. Parts of five European countries — Greece, Italy, Malta, Portugal, and Spain — actually lie farther south than the northernmost point in Tunisia.

What is the Sahel?

The Sahel is the semiarid area just south of the Sahara Desert. The area experienced severe droughts in the twentieth century.

What African country is completely surrounded by another African country?

Lesotho, which is surrounded entirely by South Africa.

What historic event occurred in South Africa in 1994?

The policy of apartheid officially ended. Nelson Mandela assumed power.

What is the deepest lake in Africa?

Lake Tanganyika

ASIA

What is one of the natural features that forms the physical boundary between Europe and Asia?

Europe and Asia share the same huge landmass, which is known as Eurasia. Three major features that form the boundary between the two continents are the Ural Mountains to the north, the Ural River farther south, and the Caucasus mountains in the southwest.

How many countries are partially within Europe and also partially within Asia?

Four: Azerbaijan, Kazakhstan, Russia, and Turkey.

What country was Pakistan part of before it became independent?

India. Pakistan was created as a separate state in 1947. It was originally two areas, West Pakistan and East Pakistan, which were separated by about 1,000 miles (1,600 km). In 1971, East Pakistan declared its independence and changed its name to Bangladesh.

What are the two most populous countries in the world?

China and India. The combined population of the two countries is more than 2 billion people.

What are tsunamis? How are they caused?

Tsunamis are huge ocean waves caused by underwater earthquakes or volcanoes. Most tsunamis occur in the Pacific Ocean.

What Asian country has the greatest concentration of nuclear energy plants?

Japan. It also has one of the highest incidences of earthquakes of any country in the world.

GEOGRAPHY QUESTIONS AND ANSWERS

AUSTRALIA, NEW ZEALAND, AND OCEANIA

What is Oceania?

Oceania refers to the scattered islands in a vast area of the south and central Pacific Ocean. New Zealand usually is considered as part of Oceania. The continent of Australia is sometimes considered part of Oceania.

What is the "Outback?"

This nickname refers to Australia's huge, largely uninhabited interior. However, its exact boundaries are undefined.

What is Australia's only island state?

Tasmania, which lies about 150 miles (240 km) south of the mainland.

What was the first country in the world to give women the right to vote?

New Zealand, in 1893.

What is the Aboriginal name for Ayers Rock?

Uluru. One of the largest monoliths in the world, Uluru is actually the summit of a massive sandstone hill, most of which is hidden underground. Aborigines consider Uluru sacred.

What is the Great Barrier Reef?

The Great Barrier Reef, off the northeastern coast of Australia, is the largest group of coral reefs and islands in the world.

THE WORLD

What is the longest mountain system in the world?

The Andes, in South America, stretch about 4,500 miles (7,250 km) from north to south. The second longest mountain system is the Rocky Mountain system of North America.

Of the six inhabited continents, which has the lowest population density?

Australia, with only about 6 people per square mile (2.4 per sq. km), has the lowest population density. Asia, which has a population density of about 198 people per square mile (76 per sq. km), has the highest.

Which continent has the most countries?

Africa, with 54 independent countries, has the most.

What is the Ring of Fire?

The Ring of Fire is the name given to the band of volcanoes encircling the Pacific Ocean. More than half of the Ring's active volcanoes are in its Asian portion.

About what percent of Earth's surface is water?

About 75% of Earth's surface is water. Of all water on earth, only about 3% is fresh water.

Introduction to Your Atlas

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information

Critical Thinking Skills

Analyzing, comparing and contrasting, classifying, hypothesizing, synthesizing, drawing conclusions

Student Products

- Commercial about the Rand McNally *Classroom Atlas*
- Story about a photograph and facts about the place it represents
- Quiz questions about the Atlas

Introducing the Activity

Direct students to read the information on pages 6–7. Then have them close their atlases and answer the following questions: What kind of map shows countries, states, provinces, territories, and cities? (Political) What kind of map gives information about a specific topic, such as climate? (Thematic) What kind of map shows land elevation? (Physical) Have students locate one example of each kind of map in their Atlas.



Cross-Curricular Connection: Creative Writing

Ask students to browse through their atlases, looking at photographs. Tell them to select one picture and write a story about it. Examples: an adventure set in the Amazon rain forest (p. 144); a day in the life of a shepherd from the Sahel (p. 157); a story about a trip on a canal boat (p. 154).



Extension

Have students locate on a map the place represented in the photograph they chose for their story. Based on the physical, political, and/or thematic maps, have them write five facts about the place.



Assessment

Divide students into seven groups and assign each group one of the following sections of the atlas: World, North America, South America, Europe, Africa, Asia, or Australia. Instruct group members to write five questions about their assigned topic, based on information in the atlas. Then have groups exchange questions, write the answers, and return the quiz to the original group to be corrected. Conclude with a class discussion about the kinds of information students discovered in the atlas.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use the continent maps in the Rand McNally *Classroom Atlas* as a guide to trace continent boundaries and label continents on the World Desk Map.

ACTIVITY

1

Answers

1. South America
2. 128–133
3. Inside front and back covers; outside back cover
4. page 191
5. Both show South America, its countries, and its rivers. The physical map on p. 142 shows land elevation and names major physical features. The political map on p. 143 shows the countries in different colors and includes more cities.
6. 164-165; the timeline (“A Historical Look at Asia”); possible answers include landforms, agriculture, and environments.
7. 152-155; climate, population, environments, economic activities, natural hazards, transportation, energy plants, and mineral fuel deposits
8. The graphs help you compare the amount of coal, petroleum, and uranium produced in different countries.
9. Possible answers include the following: Maps help you locate places, determine distances between places, find out about physical features, compare places; they help you learn about climate, where people live, how they earn a living. Photographs help you learn about different cultures and environments. Time lines help you learn about important events in the history of a place. Graphs help you compare information.

For Fun! This activity helps students synthesize information about the Rand McNally *Classroom Atlas*. You might have students work in small groups to prepare their commercials and present them to the class. Perhaps the class could vote for the best commercial.

Introduction to Your Atlas

ACTIVITY

1

Use the Table of Contents to answer these questions.

1. What continent is featured on pages 140-145? _____
2. On what pages of the atlas will you find maps of Canada? _____
3. Where in the atlas can you find World Facts and Comparisons? _____
Where can you find Continent Facts? _____
4. Where can you find an index of thematic content in the atlas? _____
5. Compare the maps on pages 142 and 143. How are these maps alike? _____

How are they different? _____
6. On what pages can you find the introduction to Asia? _____
Turn to those pages. What feature in the introduction tells of important events in Asia's history?

What kinds of information can you learn from the photographs of Asia?

7. On what pages can you find the Europe thematic maps? _____
Turn to those pages. What kinds of information do these maps show about Europe?

8. How do the graphs on page 36 help you understand the information shown on the maps?

9. How do you think the maps and other special features of the the Rand McNally *Classroom Atlas* will help you understand more about the world?

**FOR!
FUN!**

Rand McNally wants to use "real people" instead of actors to advertise its Rand McNally *Classroom Atlas*. Prepare a one-minute TV commercial that will convince the company to hire you. Include as much information as possible about the Rand McNally *Classroom Atlas*.

Legend and Scale

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information
3. How to analyze the spatial organization of places on Earth's surface

Critical Thinking Skills

Analyzing, comparing and contrasting, identifying problems and solutions, drawing conclusions

Student Products

- Scale drawing
- Map of classroom

Introducing the Activity

Refer to the world map on pages 24–25. Explain how scale helps us understand the relative sizes of continents and oceans. Trace the route Columbus sailed from Spain to the Caribbean islands. Remind students that Columbus thought he had reached Asia. Inaccurate scale on early maps led Columbus to believe the world was much smaller than it actually is.



Cross-Curricular Connection: Math

Make photocopies of a simple outline drawing or picture from a magazine and distribute to students. Have students superimpose a grid on their picture by drawing vertical and horizontal lines to form one-inch (2.5 cm) squares. Then have them copy the picture onto graph paper with one-half-inch (1 cm) squares. Demonstrate how to duplicate the part of the picture in each square so that the scale drawing is an accurate representation of the picture.



Extension

Work with the class to create a legend using colors to represent the heights of various objects. For example, yellow represents 1 in.–5 in. (2.5 cm–12.5 cm). Then have students measure objects, such as a desk, chair, and bookshelf. Have students draw symbols for the objects and color them appropriately to indicate their height.



Assessment

Have students work in small groups to create a map of the classroom. Maps should be drawn to scale and include a scale bar and a legend. The legend should explain symbols used for objects in the classroom. Students might also color code the symbols according to height and provide a legend showing what each color represents.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students compare the scale on the World Desk Map with the scales on the world physical and political maps in the Rand McNally *Classroom Atlas*.

ACTIVITY 2

Answers

1. Land elevations and ocean depths
2. Size of population and whether or not the towns are national capitals
3. To show how much smaller a map is than the real place it represents
4. 200; 400
5. Number of people per sq mi or sq km; northern, northeastern
6. About 1,000 miles (1,600 km); the actual highway mileage is greater because highways must go around features on the earth's surface.
7. The world map; the Europe map shows more detail because an inch (cm) represents fewer miles (km) than it does on the world map.

For Fun! This activity provides students with a practical application of elevation and distance on maps. Have students note the elevation of Mount Olympus (9,570 ft; 2,917 m) and Grassglockner (12,461 ft; 3,798 m). Then guide them in using a ruler and the scale bar to determine which peak is within 150 miles (240 km) of Gibraltar. They should conclude that they will climb the 11,424 ft. (3,482 m) Mulhacen. Students might use elevation and distance to make up clues for other peaks shown on the map.

Legend and Scale

ACTIVITY 2

Use the Europe Physical Map on pages 148-149 and the Europe Political Map on pages 150-151 to answer questions 1-4.

1. What do the colors in the physical map legend represent? _____

2. What do the “National capitals” and “Towns” symbols in the political map legend tell you about the towns they represent? _____

3. What is the purpose of a scale bar? _____

4. Place your ruler on the scale bar on the political map legend.
1 $\frac{3}{4}$ inches represents about how many miles? _____
2.5 centimeters represents about how many kilometers? _____
5. Look at the population density map on page 152.
What does the map legend show? _____
What parts of Europe have the lowest population density? _____
6. Find Boston, Massachusetts (E-13) and Atlanta, Georgia (F-12) on the map on page 45.
Use your ruler and the scale bar to find out the distance between the two cities. _____
Do you think the actual highway mileage between Boston and Atlanta is the same as the distance you measured? Why or why not?

7. Compare the scale bar on the World Political Map (pages 26-27) with the scale bar on the Europe Political Map.
On which map does 1 inch (1 cm) represent more miles (kilometers)? _____
Which map shows greater detail? Why? _____

For Fun!

Harry Surefoot, a world famous mountain climber, has invited you to climb one of the peaks in Europe. He has given you two clues: the peak is higher than Mount Olympus (C-6) but not as high as Grassglockner (C-5). It is about 150 miles (240 km) from Gibraltar.

What mountain will you and Harry climb? _____

Geographical Terms

ACTIVITY 3

Geography Standards

- 4. The physical and human characteristics of places
- 14. How human actions modify the physical environment

Critical Thinking Skills

Analyzing, hypothesizing, synthesizing, drawing conclusions

Student Products

- List of “world’s greatest” geographical features
- Outline map labeled with geographical features
- Class chart of geographical features on each continent

Introducing the Activity

Refer students to the illustration on pages 20–21. Ask them to identify which of the geographical features shown on these pages are found in the area where they live. Discuss how the geographical features in your area affect the way people live. For example, plains may make an area good for farming; mountains may make it good for tourism. Then have students hypothesize about ways their life would be different if they lived, for example, on an island, or in a desert, or near a harbor.

Putting It All Together

Have students work individually or in small groups to plan world tours based on geographical features. Provide outline maps of the world and have students label each place their tour would visit.

Cross-Curricular Connection: Literature

Many folktales involve an explanation of how geographical features were formed. For example, Paul Bunyan supposedly scooped out the Great Lakes to provide drinking water for Babe, his giant blue ox. Read aloud the story of Paul Bunyan or of Pecos Bill and see if students can locate the geographical features mentioned in the stories.

Extension

Assign other folktales or myths about geographical features for students to read and share with the class. Or, have students create their own story, explaining how a geographical feature was formed.

Assessment

Copy the matrix (right) on the board. Use the features listed here or have students choose six geographical features. Direct students to use their Atlas to find an example of each feature on every continent. Call on volunteers to fill in the information on the chart.

	Mountain	River	Lake	Desert	Peninsula	Island
N. America						
S. America						
Europe						
Africa						
Asia						
Australia						

Answers

1. a narrow piece of land that joins two larger sections of land
2. A canyon is a deep, narrow valley with high, steep sides; a valley is low land between mountains or hills that doesn't have the steep sides that a canyon has.
3. A gulf is smaller than a sea, larger than a bay.
4. a piece of land that is nearly surrounded by water
5. Some possible answers include dam, canal, power plant, tunnel, irrigated land, locks, railroad, airport, highway, bridge, pier, town, city, and seaport.
6. a. Aleutian Islands; b. Red Sea; c. Hudson Bay
7. Almost all cities are located near a river or other body of water.
8. possible answers: Geographical features influence how people use the land; what kind of transportation they use; how they get the things they need; where they build cities.

For Fun! This activity guides students to locate facts about geographical features in their Atlas. Suggest that they use the index to find pages on which the features are located. Then have them skim the pages to find information about the features. Answers: Mount Everest — world's tallest mountain; Sahara — largest desert; Amazon — greatest amount of water in any river. Challenge students to identify other geographical features that belong in the category “world’s greatest.”

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students circle ten features on the Geographical Terms desk map that are not defined on pages 20 and 21 of the Rand McNally *Classroom Atlas*. (Ocean, crater, and iceberg are three examples.) Have them circle the definitions of these features on the back of the Geographical Terms Desk Map.

Geographical Terms

ACTIVITY 3

Use the information on pages 20 and 21 to answer these questions.

1. What is an isthmus? _____
2. How is a canyon different from a valley? _____

3. How is a gulf different from a sea or a bay? _____

4. Locate the peninsula on the map. Write your definition for peninsula. _____

5. List five features on this map that show how people have changed the Earth's land or water.

6. Look at the World Physical Map on pages 24-25. Name each of the following geographical features:
 - a. an archipelago off the coast of Alaska (C-2) _____
 - b. a sea between the Arabian Peninsula and the coast of Africa (E-15) _____
 - c. a bay in northern Canada (B-7) _____
7. Look at the Canada Political Map on pages 130-131. How are the locations of cities related to geographical features? _____
8. In what ways do you think geographical features affect the way the world's people live?

**For
Fun!**

You are on the awards committee for the world's greatest geographical features. Use your atlas to find out why each of the following geographical features deserves an award:

Mount Everest: _____

the Sahara Desert: _____

the Amazon River: _____

**Putting it
all together**

You work for a travel agency that plans world tours for people who want to study geographical features. Choose one of the features on pages 20-21. Then use the maps in your atlas to plan a tour for someone who would like to study that feature in different parts of the world. Try to include one stop on each continent.

Latitude and Longitude

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information

Critical Thinking Skills

Analyzing, identifying problems and solutions, drawing conclusions

Student Products

- Trip itinerary and map
- List of latitude and longitude coordinates

Introducing the Activity

Refer to the World Political Map on pages 26-27. Ask students to find Zambia. After a short time, discuss what method students used to locate the country. Ask what might make locating a place easier. (Knowing what it is near; referring to a grid.)

Then introduce or review the following facts about latitude and longitude:

- Lines of latitude run east and west around the globe. They measure distances north and south of the Equator.
- Lines of longitude run from the North Pole to the South Pole. They measure distances east and west of the Prime Meridian.
- The grid system of latitude and longitude is used to determine the absolute location of any place on Earth.

Write the following coordinates on the chalkboard and read them to students: 15° S, 30° E. (Fifteen degrees south latitude, thirty degrees east longitude.) Help students find the location on the world map. (Zambia.)



Cross-Curricular Connection: Creative Writing

Have students work individually or in small groups to plan a trip itinerary. They should refer to their atlas maps and use latitude and longitude coordinates to identify each place they will visit. Then have students exchange their itineraries and use their atlas maps to identify the places.



Extension

Have students plot their trip itinerary on a map, using one of the blackline masters in this guide.



Assessment

Have students write the letters of their first or last name (five or six letters total) vertically on a sheet of paper. Then have them refer to one of the world maps in their atlas and list a country that starts with each of the letters. Finally, have them identify latitude and longitude coordinates for locating each country.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students plot their trip itineraries on the World Desk Map.

ACTIVITY 4

Answers

1. The Equator
2. Countries in Europe and Africa
3. Three; Chile, Argentina, New Zealand
4. 45° north latitude; 75° west longitude
5. a - 4, b - 3, c - 5, d - 1, e - 2
6. You would have to take a ship between Hawaii and Anchorage, Alaska.
7. Tropic of Cancer; Tropic of Capricorn; Regions between these latitudes have hot climates.

For Fun! This activity provides a purpose for practicing location skills. You might have students work in pairs or small groups to identify one of the locations. Then have the class work together to crack the code.

- a. Turkey
- b. Egypt
- c. Namibia
- d. Argentina
- e. Mexico
- f. Mongolia
- g. Oman
- h. Nicaragua
- i. Denmark
- j. Antarctica
- k. Yemen

(10:00 A.M. Monday)

Latitude and Longitude

ACTIVITY 4

Use the World Political Map on pages 26-27 to answer these questions.

- The 0° line of latitude is the starting place for measuring latitude. What is the name of that line?

- Find the 0° line of longitude. This is called the prime meridian.
Name several countries that it crosses. _____

- If you took a journey along 45° south latitude, how many countries would you cross? _____
Name the countries. _____
- Identify the latitude and longitude of Ottawa, Ontario, in Canada. _____
- Match each of the following cities with its location. In the second list, latitude is shown first, then longitude.

_____ a. Mumbai (Bombay), India	(1) 31° N, 121° E	
_____ b. Sydney, Australia	(2) 23° S, 43° W	
_____ c. London, United Kingdom	(3) 34° S, 151° E	
_____ d. Shanghai, China	(4) 19° N, 72° E	
_____ e. Rio de Janeiro, Brazil	(5) 51° N, 0°	
- You are traveling between two places in the United States. One is located at 21° N, 158° W; the other is located at 61° N, 149° W. Due to a strike, all airline flights are canceled.
What other form of transportation could you use? _____
- Some special lines of latitude are shown as dashed lines on the map. Identify each of the following latitudes:
about 23° north latitude _____ about 23° south latitude _____
Look at the World Climate Map on pages 28-29. How are these lines of latitude related to hot climates? _____

For Fun!

An alien invasion is scheduled for sometime next week. But the experts cannot crack the code to find out the day and time. Help them out. Use any map in your atlas to locate the following countries. The first letter of each place name will tell you when to expect the invasion.

- | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|
| a. 40° N, 30° E _____ | e. 25° N, 105° W _____ | i. 57° N, 10° E _____ |
| b. 30° N, 30° E _____ | f. 45° N, 105° E _____ | j. 75° S, 0° _____ |
| c. 20° S, 15° E _____ | g. 20° N, 55° E _____ | k. 15° N, 45° E _____ |
| d. 30° S, 60° W _____ | h. 12° N, 85° W _____ | |

Alphanumeric Grid

ACTIVITY 5

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information

Critical Thinking Skills

Analyzing, comparing and contrasting, drawing conclusions

Student Products

- Geometric figure plotted on alphanumeric graph
- Matching test based on grid locations

Answers

1. Letters; numbers
2. 100° and 110°
3. 50° and 60°
4. Saskatchewan and Manitoba
5. a - 3, b - 1, c - 4, d - 2
6. A-8, A-9, A-10, A-11, A-12, B-9, B-10, B-11
7. 16° S, 6° W; H-12; 16° S, 6° W; G-3; Latitude and longitude are the same on both maps.

Introducing the Activity

Refer students to the explanation of the alphanumeric, or letter-number, grid system on page 13. Have them practice using the alphanumeric grid on the political map of Canada.

Have students turn to the index on pages 194-208. Point out that the index also uses the alphanumeric system to indicate the location of a place on a specific map. Make sure students understand that the alphanumeric location of a place may differ from one map to another. To demonstrate this concept, have students identify the alphanumeric location of Chicago on each of the following maps: World Political on pages 26-27 (D-7), North America Political on p. 45 (E-12), United States Political on page 56-57 (C-8). Note that the latitude and longitude of the city remain the same on all maps.

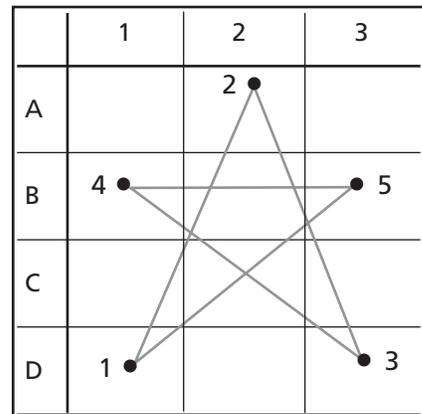
Tell students that cartographers sometimes call alphanumeric grids “bingo keys.” Ask students why they use this term.

For Fun! This activity provides practice in analyzing areas based on the alphanumeric grid system. The jewel thief will be caught in H-8, which includes parts of Peru, Bolivia, Paraguay, Argentina, Chile, and the Pacific Ocean. Students might make up similar scenarios, based on the alphanumeric grid, for their classmates to solve.

Cross-Curricular Connection: Math

Provide copies of a blank grid like the one at right. Have students work individually or in teams to carry out the following directions:

- Place dot #1 in D-1
- Place dot #2 in A-2
- Place dot #3 in D-3
- Place dot #4 in B-1
- Place dot #5 in B-3
- Connect the dots in the following order: 1 and 2; 2 and 3; 3 and 4; 4 and 5; 5 and 1. What figure have you created? (A star)



Extension

Challenge students to make up a set of directions for creating another figure on a blank grid.

Assessment

Have each student make up a matching test, consisting of eight places and their alphanumeric grid locations. Make sure students specify which map they used as the basis for their test. Then have students exchange their test with a partner. Partners should match the places and grid locations, then work together to verify the answers.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students create an alphanumeric grid system for the Geographical Terms map. Have them add the alphanumeric locations to at least five terms on the back of the Geographical Terms map.

Alphanumeric Grid

ACTIVITY 5

Use the Canada Political Map on pages 130–131 to answer questions 1–4.

1. Complete this statement: The alphanumeric grid is made up of _____ running down both sides of the map and _____ running across the top and bottom of the map.
2. What two lines of longitude lie on either side of the number 7 on this map? _____
3. What two lines of latitude lie on either side of the letter C on this map? _____
4. What provinces of Canada are located in the C-7 grid section? _____

Use the World Physical Map on pages 24–25 to answer questions 5–7.

5. Match each of the following islands with its grid location.

_____ a. Galapagos Islands	(1) G-16
_____ b. Seychelles	(2) I-22
_____ c. Hawai'ian Islands	(3) G-6
_____ d. Tasmania	(4) E-2
6. The island of Greenland is located between 60° and 90° north latitude and between 15° and 75° west longitude. Locate this island on the World Physical Map.
Name the grid sections in which Greenland is located. _____
7. Locate St. Helena island in the Atlantic Ocean, between the coasts of South America and Africa.
Identify its approximate latitude and longitude location _____ and its alphanumeric grid location _____.
Find St. Helena island on the Africa Physical Map on page 158.
Identify its latitude and longitude location _____ and its alphanumeric grid location _____.
Which location is the same on both maps? _____

**For!
Fun!**

You are tracking down an international jewel thief. Use the World Political Map on pages 26–27 to locate her next target. She is in a grid section that includes parts of five countries and an ocean.

In which of the following locations will you catch the thief: B-17, C-4, E-13, F-17, or H-8? _____

Directions

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information

Critical Thinking Skills

Analyzing, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

- Magnetic compass
- Set of clues to the location of a place on the World Political Map

Introducing the Activity

Draw and label a compass rose on the board. Review cardinal (north, south, east, west) and intermediate (northeast, northwest, southeast, southwest) directions. On a map, north on the compass rose points toward the North Pole. South on the compass rose points toward the South Pole. On maps, north is often toward the top of the map, and south is toward the bottom of the map. However, this is not always so.

Have students identify north in the classroom. Have students sit in rows facing north. Ask them to identify the person sitting east (southwest, northeast, etc.) of them. Then have students face east and repeat the activity. Point out that the answers are the same even though students face a different direction.



Putting It All Together

This activity provides an opportunity for students to utilize the skills taught in activities 3–6. You may need to review these skills if students have difficulty with this question. The treasure is buried on the island of Java (G-20).



Cross-Curricular Connection: Science

Have students work individually or in small groups to make a magnetic compass. First, magnetize a sewing needle by stroking it with a magnet several times in the same direction. Push the needle through a cork. Float the cork in a jar lid or shallow dish filled with water. The needle will point in a north-south direction. Then make a paper compass rose to fit under the lid or dish. Orient the compass rose so that the needle points north.



Extension

Have students do research to find out why a compass needle points north. Ask them to explain declination, or the difference between true north and the direction the needle points on a compass.



Assessment

Have each student choose a place on the World Political Map. Instruct students to write a set of clues, describing the location of their chosen place in the following ways: latitude and longitude, alphanumeric grid section, distance and direction from another place. Assign partners. Have students exchange their clues and identify the places. Then have them check with their partner to verify the answers.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students examine the North and South Pole maps on the World Desk Map. Discuss that north is not toward the tops of these maps, and why it is not.

ACTIVITY

6

Answers

1. North
2. Atlantic Ocean
3. Libya
4. South
5. Southeast; United States, Venezuela, Brazil, Bolivia, Paraguay, Uruguay (Canada and Argentina could also be included in the list.)
6. Sri Lanka
7. Shanghai; Both cities are at the same latitude.
8. Possible answer: North is toward the North Pole. Therefore, it is at the top of this map, so you would know that west is toward the left side of the map.

For Fun! This activity provides practice in determining direction. The route would be as follows: Washington, D.C. southwest to Mexico City, southeast to Lima, northeast to Rome, northeast to Moscow, southeast to Tokyo. Have students figure out the direction their friends would travel to get from Tokyo to Washington, D.C. (Possible answers: east or west.)

Directions

ACTIVITY 6

Use the World Political Map on pages 26–27 to answer these questions.

1. What direction is at the top of the map? _____
2. What body of water borders the United States to the east? _____
3. What country borders Egypt (E-14) on the west? _____
4. What direction is Mexico from the United States? _____
5. If you traveled in a straight line from Ottawa, Canada, (C-7) to Buenos Aires, Argentina, (I-9), what direction would you go? _____ Name the countries you would cross. _____
6. Identify the island that is located southeast of India (F-18). _____
7. If you traveled directly west from Houston, Texas (D-4), what city in China would you reach? _____

What does this tell you about the latitude of the two cities? _____

8. If this map did not have a compass rose, explain how you could determine which direction is west of Houston. _____



Your friends are touring the following national capitals in order: Washington, D.C., U.S.A.; Mexico City, Mexico; Lima, Peru; Rome, Italy; Moscow, Russia; Tokyo, Japan. Trace their route on the World Political Map on pages 26–27. Tell what direction your friends will travel to reach each city.



The diary of a pirate contains the following clues to the location of a hidden treasure. Use the map on pages 26–27 to find out where the treasure is buried. It is on an island southeast of India. It is about 2,000 miles (3200 km) from Perth, Australia. It is between 105° and 120° east longitude. It is south of the Equator.

What is the alphanumeric grid location of the island? _____

What is the name of the island? _____

WORLD Physical Map

Geography Standards

4. The physical and human characteristics of places
7. The physical processes that shape the patterns of Earth's surface

Critical Thinking Skills

Analyzing, comparing and contrasting, drawing conclusions

Student Products

- Three-dimensional maps of continents, showing land elevation

Answers

1. North America, South America, Europe, Asia, Africa, Australia, Antarctica
2. Atlantic, Pacific, Indian, Arctic, Southern
3. Mississippi
4. Ural Mountains
5. Rocky Mountains; Compare the colors on the map with the land elevation key.
6. Andes along the western coast
7. North; the land in central Africa is higher than the land along the Mediterranean coast.
8. Highlands climate
9. The most densely populated areas are on plains near coastlines and along rivers or lakes. Desert and mountain regions are sparsely populated.

For Fun! This activity helps students use physical features to identify a place. The astronaut is over the Mediterranean Sea. Students might make up clues, using physical features as landmarks, and have classmates try to identify the place.

Introducing the Activity

Refer students to the World Physical Map on pages 24–25. Introduce or review the following understandings:

- Earth's surface is about 75% water, most of which is in five large oceans.
- The seven largest landmasses on Earth are called continents.
- A map projection is a way of showing the earth's curved surface on a flat piece of paper.

Have students compare the map projection in their atlas with a globe. Discuss reasons why flat maps distort areas near the poles. (A curved surface must be stretched out of shape to be shown on a flat surface.)



Cross-Curricular Connection: Science

Explain, or have students research, the theory that all continents once were part of a huge landmass called Pangaea. Some scientists believe that about 200 million years ago the landmass broke into pieces that drifted apart and became the seven continents.

Provide students with outline maps of the world. Have them work in groups to cut out the continents and discover how the landmasses might have fit together as part of Pangaea.



Extension

Use the Plate Tectonics Map on pages 38–39. Discuss how the movement of the earth's surface helps explain the location of mountains and volcanoes and the occurrence of earthquakes.



Assessment

Divide students into six groups and assign each group one of the continents, excluding Antarctica. Have groups draw the outline of their continent on a poster board, then use clay to create its major landforms. Students should paint the map to indicate land elevation. Make sure they include a legend on their map.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use the Plate Tectonics Map on pages 38–39 as a guide to trace the boundaries of major plates and label them on the World Desk Map. Have them include the arrows that show directions of plate movements. Ask them to compare the position and movement of plates relative to the world's mountains.

WORLD Physical Map

ACTIVITY

7

Use the World Physical Map on pages 24–25 to answer these questions.

- Name the seven continents. _____

 - Name the five oceans. _____

 - What river in North America empties into the Gulf of Mexico at 30° N, 90° W? _____
 - Part of the boundary between Europe and Asia lies along 60° E longitude. What mountain range separates the two continents here? _____
 - Which are higher — the Appalachian Mountains (D-7) or the Rocky Mountains (D-5)?

How can you tell? _____
 - Which part of South America has the highest land elevation? _____
 - Rivers flow from higher elevations to lower elevations. Locate the Nile River in eastern Africa (E-15). What direction do you think it flows? _____
Why? _____

 - Compare the World Physical Map with the World Climate Map on pages 28–29.
What kind of climate do the highest mountains have? _____
 - Compare the World Physical Map with the World Population Density Map on pages 32–33. What can you discover about the relationship between physical features and population density?

- (Hint: What geographical features are found in densely populated areas? in sparsely populated areas?)*

For Fun!

You are visiting Mission Control when a confused astronaut sends the following message from a space capsule circling the Earth. "I am over a large body of water. I can see several peninsulas. One looks like a boot. There are mountains to the north and there is desert to the south.

Where in the world am I?" _____

Use the World Physical Map to identify the astronaut's location.

WORLD Political Map

Geography Standards

3. How to analyze the spatial organization of places on Earth's surface

Critical Thinking Skills

Analyzing, comparing and contrasting, predicting and checking, hypothesizing

Student Products

- Comparisons of sizes of countries
- Descriptions of locations based on political and physical features

Answers

1. Australia
2. Chile
3. Madagascar
4. Russia
5. Canada and the United States; Arctic, Atlantic, Pacific
6. Morocco and Western Sahara
7. Mediterranean Sea; south
8. Scandinavia
9. A political map changes because boundaries change, new countries are formed, or one country takes over another country. Earth's physical features remain the same for very long periods of time.

For Fun! This activity provides practice in stating location in different ways. The Himalayas are located in southern Asia. They extend through parts of northern India, Nepal, Bhutan, and southern China. The Himalayas are located about 30° north latitude, 90° east longitude. Students might also talk about "Bigfoot" sightings in the United States and Canada.

Introducing the Activity

Refer students to the World Political Map on pages 26–27. Discuss similarities and differences between this map and the World Physical Map. (Both show country boundaries, rivers, and oceans; countries are labeled and shown in different colors on the political map. On the physical map, continents are named and major physical features are labeled. The physical map has fewer cities than the political map.)

Ask students what they can learn about the world from the political map (names of countries, sizes of countries, relative locations of countries). Then ask what students might learn about a country by using both the physical and political maps. (Physical features within a country; relationship between physical features and political boundaries.)



Cross-Curricular Connection: Math

Ask students to estimate the relative sizes of countries, based on the World Political Map. For example, they might guess which of two countries is bigger, or which small countries could fit inside one large country. Have students write their estimates on a sheet of paper. Then provide them with an outline map that they can cut apart so they can compare the countries to verify their guesses.



Extension

Some students might look up the actual areas of the countries and determine the difference in their areas in number of square miles or square kilometers.



Assessment

Prepare slips of paper with the name of a different country written on each one. Have each student choose a slip of paper. Then have students locate their country on the World Political Map and write clues to its location. Clues might include latitude and longitude, bordering countries, and physical features.

Then have the class play "Name that Country." One student reads clues and calls on a classmate to identify the country. The students who answers correctly then reads clues. Continue until all have had a turn.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use information from the World Population Density Map on pages 32 and 33 to create four new political divisions that have a more equal distribution of population than the continents currently have. Have them outline these four political divisions on the World Desk Map.

WORLD Political Map

ACTIVITY

8

Use the World Political Map on pages 26–27 to answer these questions.

1. Compare the World Political Map with the World Physical Map (pages 24–25).

Which country is also a continent? _____

2. Which country is closer to Antarctica — Chile (J-8) or New Zealand (J-24)? _____

3. What large island is directly west from Australia? _____

4. What is the world's largest country in area? _____

5. What two countries in North America have coastlines on three different oceans?

Name the oceans. _____

6. Which countries on the west coast of Africa are located at the same latitude as Florida

(25°–30° north latitude)? _____

7. What body of water would you cross to get from Turkey (D-15) to Egypt? _____

What direction would you be going? _____

8. Locate Norway and Sweden (B-13). Use the World Physical Map on pages 24–25 to find the name of the region in which they are located.

9. Which kind of world map is more likely to change — a physical map or a political map?

Why?

For! Fun!

Some people think they may have sighted the Abominable Snowman in the Himalayas (see E-18 on the World Physical Map). You must send a camera crew to try to capture the beast on film. Use the World Political Map to direct the crew to the location. Include the names of countries, physical features, latitude and longitude.

WORLD Thematic Maps

ACTIVITY 9

Geography Standards

8. The characteristics and spatial distribution of ecosystems on Earth's surface
18. How to apply geography to interpret the present and plan for the future

Critical Thinking Skills

Analyzing, comparing and contrasting, synthesizing

Student Products

- Article and pictures about a country
- Travel itinerary for trip around the world;
- Identification of places represented in pictures

Answers

1. Regions near the North and South Poles
2. Six
3. Mostly forests and grasslands
4. Asia
5. About 500,000,000
6. Stock raising, agriculture, manufacturing/commerce, nomadic herding, and hunting/forestry/subsistence farming
7. Deserts, grasslands, and tundra
8. Answers will vary. Stockholm has short, cool summers; Cairo has a hot, dry climate. Stockholm is in a crop and woodland environment; Cairo is in a desert. Cairo is more densely populated than Stockholm; but manufacturing and commerce are important economic activities in both cities.

For Fun! This activity provides practice in reading a climate map. A jacket would be useful in Montreal's cool, humid summer. Have students identify cities that have the same climate as Los Angeles in summer.

Introducing the Activity

Divide students into four groups and assign each group one of the following thematic maps: World Climate, World Environments, World Population Density, or World Economic Activities. Instruct group members to read the information about their assigned map and prepare to teach the rest of the class about it.

As groups prepare their presentations, circulate around the class to answer questions. Make sure that students understand new vocabulary and how to use the legends to interpret the maps. Provide time for each group to teach the class how to use its assigned thematic map.



Putting It All Together

Have students work in pairs or small groups to write articles about a country they choose or one you assign to them. If possible, have students “publish” their articles and pictures in a magazine format.



Cross-Curricular Connection: Creative Writing

Have students plan a trip around the world. They may visit six places before returning home. Students should prepare the following three things: (1) a travel itinerary, listing their destinations and the route they will follow; (2) an outline map of the world on which they label each place they will visit; (3) a list of the kinds of clothing and/or equipment they will need to take, based on the climate and environments they will visit.



Extension

Students may choose to calculate distances, time differences, and/or cost of traveling between the places they have chosen.



Assessment

Display several pictures depicting different environments, climates, or economic activities. Old travel magazines or calendars are possible sources. Number the pictures for reference. Then instruct students to use their atlas to identify at least two places each picture might represent. For example, a picture of forests might represent Canada or Russia. Conclude by discussing student responses and locating places on the World Political Map.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use the outline side of the World Desk Map and information from the World Climate Map, pages 28–29. Challenge them to create a different color scheme to represent climate regions on the outline map. Be sure students use nonpermanent colored markers. Have them explain reasons for their choices.

WORLD Thematic Maps

ACTIVITY 9

Use the maps on pages 28–37 to answer these questions.

- Look at the World Climate Map and graphs on pages 28–29.
Which parts of the world have the coldest climates? _____
- How many climate regions are found in Canada? _____
- Look at the World Environments Map on pages 30–31.
What environments are found along the Equator? _____
- Look at the World Population Density Map on pages 32–33 and the World Physical Map on pages 24–25.
On which continent do most of the world's people live? _____
- Look at the World Population Growth graph on page 32.
How many more people lived in the world in 1900 than in 1800? _____
- Look at the World Economic Activities Map on pages 34–35 and the World Physical Map on pages 24–25.
Name three important economic activities in Australia. _____

- Compare the World Economic Activities Map with the World Environments Map.
In what environments is nomadic herding an important economic activity? _____

- Locate Cairo, Egypt (30° N, 31° E) and Stockholm, Sweden (59° N, 18° E) on each of the world thematic maps. Based on climate, environment, population, and economic activities, in which city would you prefer to live?

Why? _____

For Fun!

Your brother, who plays hockey for a high school team in Los Angeles, California, is going to a summer hockey camp in Montreal, Quebec. He plans to go sightseeing while he is there. Your mother tells him to take a jacket. He doesn't think he'll need one.

Who is right? _____

(Hint: Look at the World Climate Map on pages 28–29).

Putting it all together

You are a magazine writer. You must write an article about the physical features, climate, environment, and economic activities of another country, but you don't have time to visit there. Choose a country you want to write about and use the world maps in your atlas to gather the information you need. Draw the pictures to go with your article.

NORTH AMERICA

Physical and Political Maps

ACTIVITY 10

Geography Standards

1. How to use maps and other geographic tools to acquire, process and report information
3. How to analyze the spatial organization of places on Earth's surface
4. The physical and human characteristics of places

Critical Thinking Skills

Analyzing, comparing and contrasting, hypothesizing, drawing conclusions

Student Products

- List and map of North America's animals
- Freehand map of North America with countries labeled

Answers

1. Canada, United States, Mexico
2. Rocky Mountains
3. Haiti and the Dominican Republic
4. Belize and El Salvador
5. a. Belmopan
b. San José
c. Havana
d. Kingston
e. Managua
6. Bering Strait
7. 6; 11; The greater number of time zones indicates Asia is a much larger continent than North America.

For Fun! Help students use a ruler and the map scale to determine that the United States, Cuba, the Bahamas, Honduras, Guatemala, Belize, and Mexico are within a 1,000-mile radius of New Orleans. This activity helps students gain an understanding of the spatial organization of places in North America and provides practice in using a distance scale. You might have students determine which countries are within a 1,000-mile radius of Havana.

Introducing the Activity

Without referring to the atlas, ask students to identify the continent they live on and the country or countries with which they share borders. Then point out that although Canada, the United States, and Mexico make up most of North America, the continent includes many other countries.

Have students read the first three paragraphs of the North America introduction on page 42. Then turn to the political map on page 45 and have them identify and locate the following regions: Middle America, Central America, Caribbean countries. Explain that Puerto Rico is a United States commonwealth and that there are several other tiny independent countries in the Caribbean.

**Cross-Curricular Connection: Science**

Have students use references to make a list of North America's animals. Hold a contest and award points for the most animals in a particular category, such as mammals or reptiles. You might also award a bonus to students who identify the animals found only in North America — coyotes and pronghorns.

**Extension**

Have students work in groups to find or draw pictures of North America's animals and place them in appropriate locations on a large map.

**Assessment**

Refer to the political map of North America on page 45. Ask students to suggest aids for remembering the shape of the land and the locations of countries relative to one another. Then have them close their atlas and draw, freehand from memory, an outline map of North America. Ask them to label as many countries as they can remember. As an alternative, have students label the countries on the blackline master outline map of North America.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use information from the World Time Zones map on pages 40–41 to draw and label time zone divisions on North America on the World Desk Map.

NORTH AMERICA

Physical and Political Maps

ACTIVITY 10

Use the maps on pages 44–45 to answer these questions.

- What are the three largest countries in North America? _____

- What mountain range extends through the western part of Canada and the United States?

- Which two Caribbean countries share the same island? _____

- Almost all North American countries have at least two coastlines.
Name two countries in Central America that have only one coast. _____

- Name the capitals of the following countries:

a. Belize _____	d. Jamaica _____
b. Costa Rica _____	e. Nicaragua _____
c. Cuba _____	
- People migrated from Asia to North America thousands of years ago. The part of North America that is closest to Asia is between 60° and 70° north latitude.
What body of water separates the two continents today? _____
- Look at the World Time Zones Map on pages 40–41.
How many standard time zones does North America (not including Greenland) have? _____
How many does Asia have? _____
What could the differences in number of time zones tell you about these two continents?

For Fun!

Congratulations! You have won an all-expense-paid vacation of your dreams. You will fly to New Orleans, Louisiana (G-11). From there, you can travel by air, land, or water 1,000 miles (1600 km) in any direction. You want to visit as many countries as possible. Use the map scale to determine which countries you can visit. Name them. Write your answer on the back of this sheet.

NORTH AMERICA Thematic Maps

ACTIVITY 11

Geography Standards

4. The physical and human characteristics of places
9. Characteristics and distribution of human populations on Earth's surface
15. How physical systems affect human systems

Critical Thinking Skills

Analyzing, comparing and contrasting, synthesizing, drawing conclusions

Student Products

- List of characteristics of a city in North America
- Chart comparing two cities in North America

Answers

1. Los Angeles
2. 357 feet (109 meters)
3. Southeastern
4. Most of Canada has short or very short summers and forests; the northern regions are tundra.
5. West side: tsunamis, earthquakes, volcanoes; east side: tsunamis, tropical storms
6. No mineral fuel deposits; limited economic activities
7. Possible answers: You would need warmer clothes, have different kinds of activities, different jobs. Housing and transportation might also be different.
8. Manufacturing, commerce; Most densely populated areas have similar economic activities because there is a large labor force.

Introducing the Activity

Discuss with the class what natural resources are (natural substances for which people have a use). Refer to the timeline and discuss how resources influenced settlement of North America. (Hunters followed animals to North America; Indians cultivated corn and irrigated crops.) Ask students how resources affect their lives today. (Possible answers: Some jobs depend on resources; soil and climate affect quantities and prices of food.)



Putting It All Together

Model appropriate questions, such as: Is the city located on a coast? Does it have a dry summer? Allow students to refer to their atlas during the game. Appoint a score keeper to tally questions and signal “stop” if a city has not been identified after 20 questions.



Cross-Curricular Connection: Math

Have students plan a trip around the world. They may visit six places before returning home. Students should prepare the following three things: (1) a travel itinerary, listing their destinations and the route they will follow; (2) an outline map of the world on which they label each place they will visit; (3) a list of the kinds of clothing and/or equipment they will need to take, based on the climate and environments they will visit.



Extension

Based on the population figures and the thematic maps, have students answer the following question: Since Mexico has fewer people than the United States, why is it more crowded? (Mexico is a much smaller country than the United States; much of its land is mountainous, so people live in coastal regions and in Mexico City, which are very crowded.)



Assessment

Have students choose two cities from the thematic maps and create a chart comparing climates, environments, populations, economic activities, and natural hazards. Then have them write a paragraph summarizing the similarities and differences between the two cities.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Ask students what features from the Geographical Terms Desk Map might be found in the manufacturing and commerce areas of the World Economic Activities Map. (Transportation features such as highways, railroads, and airports are probably associated with manufacturing and commerce. Features such as wharves and piers could be associated with manufacturing and commerce along water.)

For Fun! This activity provides an opportunity for students to synthesize information from the thematic maps. You might have students work in teams and compete to list the most facts within the ten-minute time period. Answers include: located on Gulf coast of U.S.; long, rainy summers; cropland; urban center; manufacturing, commerce; tropical storms; nuclear energy plant; coal, petroleum, natural gas.

NORTH AMERICA Thematic Maps

ACTIVITY 11

Use the maps on pages 46–49 to answer these questions.

1. Which of the following cities in the United States has a moderate climate with dry summers — Chicago, New York, Houston, or Los Angeles? _____
2. How much higher is Lake Superior than Lake Ontario? _____

3. Which part of Canada is most densely populated? _____
4. Based on the climate and environment maps, explain why few people live in other parts of Canada.

5. What natural hazards might you face if you lived on the west side of Central America?

On the east side? _____
6. Compare the Economic Activities Map with the world Mineral Fuel Deposits Map on page 36. List two reasons why Central America and the Caribbean countries generally are poorer than other North American countries.

7. How would your life change if you moved from Montreal, Quebec, Canada (45° N, 73° W) to Barrow, Alaska (71° N, 156° W)? Use information from the Climate, Population, and Economic Activities Maps to help you answer the question.

8. Compare the Population Density Map and the Economic Activities Map. What is the major economic activity in the most densely populated parts of North America?

For Fun!

You are a TV reporter assigned to do a story on Houston, Texas. Your boss wants you to list as many facts about Houston as you can. You will be on the air in 10 minutes. Use your North America thematic maps and see how many facts you can list about Houston.

Putting it all together

Your class is going to compete on a local TV show called “20 Questions.” To practice for the show, choose a North American city from the map on page 45. Use the thematic maps to list facts about your city. Have others try to identify your city by asking you questions that can be answered by “yes” or “no.”

TEACHING RESOURCES

UNITED STATES

Physical and Political Maps

Geography Standards

2. How to use mental maps to organize information about places in a spatial context
4. The physical and human characteristics of places

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, drawing conclusions

Student Products

- Diagram illustrating the relationship between physical features and climate
- U.S. map with states labeled

Introducing the Activity

Ask students to close their eyes and picture a mental map of the United States. Ask them to think of the states that border the Pacific Ocean. Ask them to picture the state that is a peninsula in the southeast United States. Ask them to think of at least three states that border Canada.

Next, ask students to write the answers based on their mental map. Finally, have them open their atlas to pages 56–57 and check their answers.



Cross-Curricular Connection: Science

Have students investigate the relationship between physical features and climate. For example, ask them to find out why the western side of the Rocky Mountains receives more rain than the eastern side. (Warm air from the ocean cools as it rises and loses its moisture on the windward side.) Students might also find out why areas near oceans or large lakes are cooler in summer than areas farther inland. (Land heats faster than water; cool breezes blow from the water to the shore.) Ask students to draw diagrams explaining what they learned.



Extension

Have students collect weather maps from the daily newspaper for one week. Then ask them to make generalizations about weather patterns in the United States.



Assessment

Direct students' attention to the United States Political Map. Have students imagine a figure named "Mimal" — a person wearing a tall hat and boots, who stands along the Mississippi River. His name provides a way to remember the states from north to south: Minnesota, Iowa, Missouri, Arkansas, Louisiana. Ask students to think of other aids to remembering state locations. Distribute outline maps of the United States. Ask students to label as many states as they can remember without referring to the atlas.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

On the picture side of the desk map, have students circle all the features they have seen. Ask them to write a short description of one of the features they have circled, including its name and location.

ACTIVITY 12

Answers

1. Florida, Alabama, Mississippi, Louisiana, Texas
2. Michigan; Superior, Michigan, Huron, Erie
3. Colorado River
4. Mississippi and Wabash rivers; Lake Michigan; Ohio River
5. Winnipeg
6. Minneapolis, Minnesota, 93° W; St. Paul, Minnesota, 93° W; Salem, Oregon, 123° W; Wausau, Wisconsin, 89° W
7. Alaska: Denali; Hawaii: Mauna Kea; Mt. Whitney is higher than Mauna Kea but not as high as Denali.
8. Possible answers include: The West is higher in elevation and has more mountains than the East; the East has a longer coastline, more lakes, and a larger river system than the West; generally, states in the West are larger than states in the East.

For Fun! Answer: *Della wore a New Jersey*. This activity provides an opportunity to study state names. Challenge students to create their own riddles, based on state names, for classmates to solve.

UNITED STATES

Physical and Political Maps

ACTIVITY 12

Use the maps on pages 52–57 to answer these questions.

- Name five states that border the Gulf of Mexico. _____

- Which state is bordered by four of the Great Lakes? _____

Name the lakes. _____

- What geographic feature forms the border between Arizona and California (E-3)?

- Name three bodies of water that form parts of the borders of Illinois. _____

- Which is farther from St. Louis, Missouri (D-7) — Winnipeg, Manitoba (B-6) or Toronto, Ontario (C-10)?

- The 45° north latitude line is halfway between the Equator and the North Pole.
Name two cities at that latitude. _____
What is the longitude of each city? _____
- Look at the Alaska and Hawaii Physical Map on page 54. What is the highest point in each state?

Compare these peaks with Mount Whitney (D-2 on the United States Physical Map). _____

- Use 100° west longitude as a dividing line between the eastern and western United States. Based on the physical map, list differences between the two parts of the United States.

For Fun!

Your local newspaper is running a contest to promote geography awareness. Each week it publishes a riddle based on state names. Last week the riddle was: What did Tenna see? (Answer: She saw what Arkan saw). Can you solve this week's riddle?

What did Della wear? _____

UNITED STATES Thematic Maps

ACTIVITY 13

Geography Standards

- 15. How physical systems affect human systems
- 17. How to apply geography to interpret the past

Critical Thinking Skills

Analyzing, comparing and contrasting, predicting and checking, identifying problems and solutions, synthesizing, drawing conclusions

Student Products

- Map showing results of presidential election
- Map and description of route between cities represented on page 58

Answers

1. The west
2. Navajo and Hopi
3. Florida and Hawaii; Alaska
4. The eastern United States receives more rainfall than the western part.
5. Forestry is more important in Canada because Canada has more forests than the United States.
6. Possible answers: A person from the Philippines comes from a tropical, forested, densely populated island where earthquakes and volcanoes are common and fishing, agriculture, and forestry are important economic activities. He or she is moving to a moderate climate where manufacturing and agriculture are important.

Introducing the Activity

Direct students' attention to the United States thematic maps on pages 55–59. Discuss the kinds of information they provide about the United States. (Location of Indian reservations, climate, economic activities, population, environments, highways.)

Divide students into groups and assign one of the thematic maps to each group. Instruct students to locate the community they live in (or one you have chosen) on the assigned map. Have them write a statement about the community based on the information on the map. Conclude by having groups share their statements.



Cross-Curricular Connection: Math

Explain to students that the number of representatives each state sends to the House of Representatives is based on the state's population. Ask students to compare the United States Population Map with the United States Political Map to determine which three states have the most representatives (California, New York, Texas). Then ask them to determine which states have the fewest representatives (Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming).

For Fun! This activity helps students match states and nicknames, based on physical features, climate, environments, or history.

Answers: a - 3, b - 4, c - 1, d - 5, e - 2. Students might determine the relationship between other states and their nicknames.



Extension

Based on the most recent presidential election, have students color an outline map of the United States (p. 56–57) to show which states voted for each candidate.



Assessment

Discuss and identify the city landmarks pictured on page 58. Then provide students with outline maps of the United States. Have them locate and label each of the cities and include the route they would take if they drove from their home to the cities they labeled. Finally, have them write a paragraph explaining what direction they would travel and how the environment and/or climate might change from one place to another.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use information from the United States Climate Map on page 46 to develop an outdoor recreation map of the United States. Have them create this map on the World Desk Map to see how topography as well as climate will affect their choices.

UNITED STATES Thematic Maps

ACTIVITY 13

Use the maps on pages 55–59 to answer these questions.

- Look at the map at the bottom of page 55. Which part of the United States has the most Indian reservations? _____
- Locate the largest Indian reservation on the map on page 55. What Indian groups live there?

- Compare the Climate Map on page 46 with the physical map on pages 52–53.
Name two states that have a tropical climate. _____
Name one that has a polar climate. _____
- Compare the Climate Map and the Economic Activities Map. Divide the eastern and western United States along 100° west longitude. Why do you think more farming takes place in the eastern part of the country than the western part?

- Compare the Environments Map of the United States (p. 59) with the Environments Map of Canada (p. 60). Do you think forestry is a more important economic activity in the United States or in Canada? Why?

- Locate the Philippines (E-21) on the World Political Map on pages 26–27. Use the world thematic maps and the United States thematic maps to describe ways life might change for a person who immigrated from the Philippines to Ohio.

For Fun!

You find an old book about the United States in your school library. It lists all the states and their nicknames. But some of the pages are torn and dirty, so you can't read some of the the information. Use information from the United States Physical Map on pages 52–53 and the thematic maps to match each of the following states with its nickname:

- | | |
|------------------------|----------------------------|
| _____ a. Arizona | (1) The Sunshine State |
| _____ b. Colorado | (2) The Mountain State |
| _____ c. Florida | (3) The Grand Canyon State |
| _____ d. Washington | (4) The Highest State |
| _____ e. West Virginia | (5) The Evergreen State |

UNITED STATES Regions

ACTIVITY 14

Geography Standards

- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, identifying problems and solutions, synthesizing, drawing conclusions

Student Products

- Outline maps of United States regions
- State flash cards

Answers

- The Northeast, the Southeast, and the North Central regions (all have seven states; the Mid-Atlantic Region has six states plus the District of Columbia)
- The Northeast Region
- Great Plains, Rocky Mountains, Pacific, Mid-Atlantic
- Midwest and Great Plains; agriculture
- British Columbia, Alberta, and Yukon; also accept Northwest Territories
- Moderate—Humid summer

For Fun! This activity provides an opportunity for students to identify regions based on characteristics. Possible answer: the Northeast Region. Have students suggest other kinds of “job seekers” and identify the region in which they might find work.

Introducing the Activity

Ask students to define regions (parts of the earth that share common characteristics). Then direct students' attention to the maps on page 60. Discuss different ways of dividing the United States into regions. Have students identify the region in which they live, or one that you specify. What common characteristics do the states in the region share?

Divide the class into eight groups and assign one region from Map 1 to each group. Have students read the information about their assigned region. Then provide time for groups to share what they learned.



Cross-Curricular Connection: Creative Writing

Have students make up “Did You Know?” or “Can You Believe?” features for United States regions. Review the kinds of information that should be included. Students might write their questions on notecards and post them on a bulletin board. Hold a contest to see who can answer the most questions by the end of the week.



Extension

Some students might also write “What if?” features, which include a critical thinking question about United States regions. Use these questions for extra credit.



Assessment

Have students review the United States Regions Map 2 on page 60. Then have them close their atlas. Provide them with outline maps of the United States and instruct them to color and label the ten regions.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students create new regions for the United States on the World Desk Map. They should name at least five regions. (They might base their regions on sports, food, fun places, history, etc.)

UNITED STATES Regions

ACTIVITY 14

Use the maps on pages 46–60 to answer these questions.

- Based on Map 2 on page 60, which regions have the greatest number of states?

- Which region includes the exact same states on Map 1 and Map 2?

- Which four regions on Map 1 are named for physical features? _____

- Compare Map 1 on page 60 with the Environments Map on page 59.
Which two regions have the most cropland? _____

- Predict which economic activity is important in these two regions. _____

- Compare Map 1 on page 60 with the Canada Physical Map on pages 128–129. If Canada had a “Rocky Mountains” region, which province(s) and/or territory(ies) do you think would be part of it?

- Compare Map 2 on page 60 with the U.S. Climate Map on page 46. What type of climate is found in most of the Southeast Region?

**For
Fun!**

You work for an employment agency that helps people find jobs all over the United States. Your client wants a job in manufacturing in a place where it is cold enough to ski in winter.

In what region would you try to find her a job? _____

**Putting it
all together**

Your school district is developing new materials. Your class has been asked to create a set of flash cards about the states. Divide up the work. Draw the outline of each state on one side of a card. On the other side, write the state name and five facts about the state. How many different ways can you think of to use the flash cards?

CANADA

Physical and Political Maps

Geography Standards

4. The physical and human characteristics of places
12. The processes, patterns, and functions of human settlement

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, hypothesizing, drawing conclusions

Student Products

- Venn diagram comparing Canada and the United States; story about place names in Canada
- Map of provinces and territories

Introducing the Activity

Create a Venn diagram on the board, labeling one circle Canada and the other circle United States. Have students fill in the intersecting parts of the circles with similarities between the two countries. Possible answers include: same continent, same language (however, point out to students that most people in the Canadian province of Quebec speak French), share Rocky Mountains and Great Lakes, teams from both countries are in same hockey league and baseball league.

Then ask students to fill in the other parts of the diagram with ways in which Canada and the United States differ. Examples: Canada — provinces and territories, more forests, colder climate, farther north; U.S. — states, more people, borders Mexico. Ask students to copy the diagram and add to it as they study the maps of Canada.

**Cross-Curricular Connection: Creative Writing**

Have students make a list of interesting place names in Canada. (Examples: Yellowknife, Whitehorse, Moose Jaw, Red Deer, Thunder Bay, Medicine Hat) Have them write a story explaining how they think one or more of these places got its name.

**Extension**

Have students research the history of place names in Canada to discover what groups of people settled there.

**Assessment**

Provide time for students to study the Canada Political Map on pages 130–131. Discuss aids for remembering names and location of provinces and territories. Then have student close their atlas. Distribute outline maps of Canada and have students label as many provinces and territories as they can remember.

Optional Materials Activity: Rand McNally Geographical Terms Desk Chart

Have students compare the Canada Physical Map with the Geographical Terms Desk Chart. Challenge them to find examples of ten physical features from the Geographical Terms Chart on the Canada Physical Map.

ACTIVITY **15****Answers**

1. Hudson Bay
2. Mount Logan; Yukon
3. Great Bear Lake, Great Slave Lake
4. Prince Edward Island
5. British Columbia
6. a - 4; b - 1; c - 5; d - 3; e - 2
7. Answers will vary but should indicate that environments, climates, landforms, and economic activities are similar.
8. Russia, Finland, Sweden, Norway, Greenland, United States (Alaska); possible similarities: climate, environment, sparse population; possible differences: economic activities, based on size of country and resources

For Fun! This activity provides practice in using different methods of locating a place. Answer: Lake Athabasca in Saskatchewan and Alberta. Students might make up similar clues to the location of other lakes in Canada.

CANADA

Physical and Political Maps

ACTIVITY 15

Use the maps on pages 128–131 to answer these questions.

1. What large body of water is surrounded by some of the lowest land in Canada? _____
2. Locate the highest point in Canada (B-3/B-4). What is the name of the peak? _____
In what territory is it located? _____
3. Name two large lakes in the Northwest Territories. _____

4. What is the smallest province in area? _____
5. Which province borders the Pacific Ocean? _____
6. Match each of the following provinces with its capital city.

_____ a. Alberta	(1) Victoria
_____ b. British Columbia	(2) Halifax
_____ c. Manitoba	(3) St. John's
_____ d. Newfoundland and Labrador	(4) Edmonton
_____ e. Nova Scotia	(5) Winnipeg
7. Do you think life in southwestern Canada is different from life in the northwestern United States?
Why or why not? _____

8. Look at the World Political Map on pages 26–27.
What countries, other than Canada, extend north of the Arctic Circle? _____
In what ways do you think these countries are like Canada? _____

How do you think they are different? _____

For Fun!

You entered a contest at a local sporting goods store and won a day of fishing with Andy Angler, one of Canada's best fishing guides. To claim your prize, you must follow these clues to find your guide: He is at a lake that lies in two provinces, between 50° and 60° north latitude. It is about 250 miles (400 km) from Yellowknife.

On what lake will you and Andy go fishing? _____

CANADA Thematic Maps

Geography Standards

8. The characteristics and spatial distribution of ecosystems on Earth's surface
15. How physical systems affect human systems

Critical Thinking Skills

Analyzing, comparing and contrasting, predicting and checking, hypothesizing, synthesizing

Student Products

- Commercial to promote tourism in Canada
- Illustration or diorama showing adaptations to Canada's northern environment
- Test about Canada

Introducing the Activity

Have students look at the Canada Political Map on pages 130–131. Explain that Canada, like the United States, could be divided into regions in different ways. Quebec, Ontario, and British Columbia could make up three of six regions. Ask students to identify the following regions: Prairie Provinces (Alberta, Saskatchewan, Manitoba); Atlantic Provinces (Newfoundland and Labrador, New Brunswick, Nova Scotia, Prince Edward Island); Territories (Yukon, Northwest Territories, Nunavut). Then ask what characteristics these regions share (culture, economy). Point out that New Brunswick, Nova Scotia, and Prince Edward Island are also called the Maritime Provinces.



Putting It All Together

Have students work in groups to develop scripts for their television commercials. They might also find pictures from travel magazines or calendars to illustrate the scenes.



Cross-Curricular Connection: Science

Have students investigate ways that people and animals adapt to the environment in northern Canada. They might work in groups to create dioramas or illustrations showing traditional ways of life of the Inuit (Eskimos) or animals that live in the Canadian wilderness.



Extension

Have students research and report on the Inuit in Canada today.



Assessment

Have students work in groups to make up a test about Canada that includes 20 questions based on the maps in their atlas. Questions may be matching, multiple choice, or fill-ins.

Collect the tests and redistribute them to other groups. Students must work together to answer the questions. Then have the group that created each test correct it and discuss the answers with the group that took the test.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students trace 45° N latitude on the World Desk Map, and note that almost all of Canada lies north of this latitude. Ask them what other very large country lies north of 45° N latitude (Russia). Ask them what other similarities they notice between the two countries. (Examples: Both extend into the Arctic Ocean, both have large areas of low-lying land)

ACTIVITY 16

Answers

1. In the south
2. Ontario and Quebec
3. Forest
4. Possible answers: hunting, forestry, subsistence farming; nomadic herding
5. West, south, and southeast; possible answers: airplane, snowmobile, dogsled, boat
6. The land is flat, and most of Canada's grain is grown there.
7. Possible answers: The eastern part of Canada has more people; the western part has more grazing land and grassland.
8. Russia, Finland, Sweden, and Norway have climates similar to that of Canada. Climates are generally colder in latitudes farthest from the Equator.

For Fun! This activity provides practice in calculating distance. The brother is correct. Using the map scale to measure the distance along a straight line between the two cities produces a measurement of approximately 2,700 miles (4,350 km). At the speed of 400 miles per hour, the flight would take nearly seven hours. Students might calculate distances between other Canadian cities.

CANADA Thematic Maps

ACTIVITY 16

Use the maps and graphs on pages 130–133 to answer these questions.

1. In which part of Canada do most people live? _____
2. Compare the Population Density Map on page 132 with the Canada Political Map on pages 130–131. Which two provinces have areas where the population density is over 250 per square mile (over 100 per square km)?

3. Look at the Environments Map on page 132. What environment covers most of Canada?

4. Compare the Environments Map with the Political Map on pages 130–131. Based on environments, what economic activities do you think are important in the Northwest Territories, Nunavut, and Yukon?

5. Look at the Transportation Map on page 133. Which parts of Canada are linked by a highway network?

How might people travel in other parts of Canada? _____
6. Look at the photographs on page 133. Why do you think Alberta, Saskatchewan, and Manitoba are called the Breadbasket of Canada?

7. Use 100° west longitude as a dividing line between eastern and western Canada. Based on the thematic maps, list differences between these two parts of Canada.

8. Look at the World Climate Map on pages 28–29 and the World Political Map on pages 26–27. What other countries have climates similar to that of Canada?

Based on your observations, how do you think climates are related to latitude? _____

For Fun!

You bet your brother that an airplane could fly between Vancouver, British Columbia, and Halifax, Nova Scotia in less than five hours, assuming an average speed of 400 miles (640 km) per hour. Your brother says that the flight will take closer to seven hours.

Based on the map and map scale on pages 130–131, who is right? _____

Putting it all together

Canada's Bureau of Tourism has asked you to produce a one-minute television commercial that will attract visitors to Canada. Write the script for the commercial. Describe the scenes you will show.

MEXICO AND MIDDLE AMERICA

Physical and Political Maps

ACTIVITY 17

Geography Standards

- How to analyze the spatial organization of places on Earth's surface
- The physical and human characteristics of places

Critical Thinking Skills

Comparing and contrasting, analyzing, drawing conclusions

Student Products

- Paragraph and illustration about literature from Middle America
- Map with selected countries labeled

Introducing the Activity

Refer students to the political map on pages 136–137. Review the three regions that make up Middle America — Mexico, Central America, and the Caribbean countries. Ask students to name the Central American countries and to suggest aids to remember the locations of these countries.

Point out the abbreviations in parentheses next to the names of several Caribbean islands. Ask students what they think these abbreviations mean. (They stand for the countries to which the islands belong.)



Cross-Curricular Connection: Literature

Have students work individually or in small groups to sample the literature of Middle America. Suggested books include the following: *The Cay*, by Theodore Taylor (Caribbean island); *Magic Dogs of the Volcanoes*, by Manlio Argueta (El Salvador); *The Most Beautiful Place in the World*, by Ann Cameron (Guatemala); *A Quetzalcoatl Tale of Corn*, by Marilyn Parke (Mexico); *Uncle Nacho's Hat*, by Harriet Rohmer (Nicaragua).



Extension

Have students write a paragraph explaining how the story they read was related to the physical geography of Middle America. Students might also illustrate the setting of the story.



Assessment

List the following places on the board: Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, Haiti, Dominican Republic, Puerto Rico, Jamaica. Have students study the political map on pages 136–137, noting the locations of places on the list.

Provide outline maps of Middle America. Have students close their atlas and label as many places as possible from the list on the chalkboard.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use information from the Rand McNally *Classroom Atlas* and the World Desk Map to create three regions in Mexico and Middle America. Ask them to write a paragraph of explanation for each region.

Answers

- The Rio Grande
- Mountains
- Along coasts; the Yucatán Peninsula
- Cuba
- Guatemala and Belize
- France
- Similarities include location between the U.S. and South America; most are between 10° and 30° north latitude; all are smaller than the U.S.; most have two coastlines. Countries differ in size, many are islands, some border the Pacific.
- Port-au-Prince, Haiti
- The Pacific Ocean and the Atlantic Ocean (also accept the Caribbean Sea); if there were no Canal de Panamá, ships would have to travel all the way around South America to get from one ocean to the other.

For Fun! This activity helps students make comparisons based on location and physical features. Possible answers include the following differences: distance and direction from San Juan; size of islands; latitude and longitude; Aruba is near the Netherlands Antilles, Barbuda is part of the West Indies.

MEXICO AND MIDDLE AMERICA

Physical and Political Maps

ACTIVITY 17

Use the maps on pages 134–137 to answer these questions.

1. What river forms part of the boundary between Mexico and the United States? _____
2. What physical feature makes up most of Mexico's land? _____

3. Which parts of Mexico have the lowest elevation? _____

4. What is the largest island in Middle America? _____
5. What two countries border Mexico's Yucatán Peninsula (C-4)? _____

6. Locate the islands of Guadeloupe and Martinique (C-6). To what country do they belong?

7. Compare Mexico with the other countries of Middle America.
In what ways are all these countries alike? _____
How are they different? _____
8. Look at the map of North America on page 45. Which of the following cities is at about the same longitude as Montreal, Quebec, in Canada: Mexico City, Mexico; Port-au-Prince, Haiti; or Havana, Cuba?

9. Locate the Canal de Panamá (D-5) on the Mexico and Middle America Physical Map.
What two major bodies of water does it connect? _____
Now look at the World Political Map on pages 26–27.
Explain how the Canal de Panamá shortens trips for ships by 7,000 miles (11,270 km). _____

For Fun!

While visiting San Juan, Puerto Rico (C-6), you charter a boat to Barbuda. The captain heads southwest. You discover that he is taking you to Aruba. When you protest, the captain says, "Barbuda, Aruba; what's the difference?" Find the islands on the maps of Mexico and Middle America.

How many differences can you list? _____

MEXICO AND MIDDLE AMERICA

Thematic Maps

ACTIVITY 18

Geography Standards

- The physical and human characteristics of places
- How physical systems affect human systems

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, synthesizing, drawing conclusions

Student Products

- Poster about a place in Middle America
- Proposal for the location of a new resort
- Map showing flow of Gulf Stream
- Matching test

Introducing the Activity

Refer students to pages 138–139. Discuss the kinds of information the maps, graphs, timeline, and photos provide about Mexico and Middle America. Define per capita income (the average income per person). Point out that Haiti is one of the poorest nations in the Western Hemisphere. Most of its people are farmers who own barely enough land to grow food for their families.



Putting It All Together

Students should consider the following factors when choosing a location for a resort: climate and environment, distance from a major city, kinds of transportation available. They might also research the government, economy, and culture of the proposed site. Call on volunteers to read their proposals. Then have the class choose the best location for a resort.



Cross-Curricular Connection: Science

Have students find out how the Gulf Stream — a warm ocean current that originates in the western Caribbean — influences weather patterns along the east coast of the United States.



Extension

Students might use the outline map of the world to indicate the flow of the Gulf Stream and/or other ocean currents.



Assessment

Divide students into three groups and ask each group to make up a matching test about Mexico and Middle America. Assign one of the following topics to each group: countries and capital cities; map locations and countries; or countries and facts. Each test should consist of 10 questions. Use an overhead projector or photocopy the tests so that each student may answer the 20 questions prepared by other groups.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

The Mexico Transportation map shows major highways in Mexico. Ask students to find and circle at least four features on the Geographical Terms Desk Map that are associated with transportation. (Road, highway, bridge, airport, railroad. Some students might identify locks).

Answers

- Cuba
- 40 years
- Few people live in northern Mexico; few cities are located there.
- Haiti; Haiti; possible answer: Countries with largely rural populations have lower per capita income than those with largely urban populations.
- Possible answers: Climate and environment attract tourists; islands have limited land and resources for other economic activities.
- Parts of both borders follow rivers; the border between Mexico and the U.S. is much shorter than the border between Canada and the U.S.
- Mexico City is located in an area where the Cocos Plate and the Caribbean Plate come together. Earthquakes often occur where the earth's plates collide or grind past each other.

For Fun! This activity provides an opportunity for students to find out more about Middle America. Students might work in groups to make posters about one of the places. Be sure to have students locate each place on the map on pages 134–135. Challenge students to find other places to include in the museum exhibits.

MEXICO AND MIDDLE AMERICA

Thematic Maps

ACTIVITY 18

Use the information on pages 136–139 to answer these questions.

1. Compare the Population Density Map on page 138 with the Political Map on pages 136–137.

Which of the following Caribbean countries has an area with a population density of 2.5 people per square mile: Cuba, the Dominican Republic, or Haiti? _____

2. Look at the timeline. How many years did it take for the population of Mexico City to increase from 7 million to 18 million? _____

3. Compare the Transportation map on page 139 with the Political Density Map on page 138.

Why are there fewer highways in northern Mexico than in central Mexico? _____

4. According to the graph on page 139, which has the lower per capita income, Mexico or Haiti?

Find the pie graphs for these two countries on page 138.

Which country has a greater percentage of its people living in rural areas? _____

What conclusion might you draw based on a comparison of these two graphs? _____

5. Why do you think tourism is an important economic activity in the Caribbean countries? _____

6. Look at the North America Political Map on page 45. Compare the border between Mexico and the United States with the border between Canada and the United States.

How are they alike? _____

How are they different? _____

7. Use the timeline on page 138 and the Plate Tectonics Map on pages 38–39 to explain what happened to Mexico City in 1985.

For Fun!

You have been asked to prepare exhibits for a Middle America Museum. Here are some places the museum director wants to include: Mexico City (North America's largest city), Canal de Panamá (one of the world's busiest canals), Yucatán Peninsula (home of ancient Mayan civilization), Chihuahua (home of the world's smallest breed of dog). Make a poster about one of the places to exhibit in the museum.

Putting it all together

The Sun 'n Sea Resort Development Company has hired you as a consultant. The company wants to build a new resort in Middle America. Choose a location for the resort. Write a proposal convincing the company to build there.

SOUTH AMERICA

Physical and Political Maps

ACTIVITY 19

Geography Standards

4. The physical and human characteristics of places
9. Characteristics and distribution of human populations on Earth's surface

Critical Thinking Skills

Predicting and checking, comparing and contrasting, drawing conclusions

Student Products

- Bar graph showing populations of South American cities
- “Save the Rain Forest” tee shirt designs

Answers

1. Brazil; Brasília
2. Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina
3. Paraguay and Bolivia
4. Santiago; São Paulo, because you wouldn't have to cross the Andes
5. Lima, Peru
6. Ecuador
7. Possible answers: South America extends farther south than any other continent, excluding Antarctica; the world is round.

For Fun! This activity tests students' knowledge of location and characteristics of cities. Have students disprove the statements by comparing the locations of the cities on the South America physical and political maps. The traveler has La Paz confused with Rio de Janeiro. Montevideo is not located in a rain forest.

Introducing the Activity

Have students read the South America Introduction on pages 140–141. Ask them to relate each photograph and time line entry to a location on the physical or political maps on pages 142–143.

Discuss the causes and effects of the disappearance of the Amazon rain forest (causes: deforestation due to mining, farming, and building; effects: loss of habitat for animals, destruction of plants that provide life-saving drugs) Have students work in groups to design tee shirts urging people to save the rain forest. You might have a contest to choose the best design.

**Cross-Curricular Connection: Math**

Have students consult an almanac or other reference to find current population figures for major cities in South America. Then have them create a bar graph comparing the populations.

**Extension**

Have students find out how many South American cities rank among the world's 50 largest cities.

**Assessment**

Divide students into groups of three. In each group, two of the students should prepare erroneous statements about South American geography. The other should prepare a true statement. Then have each group challenge the rest of the class to find out which member is telling the truth.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students trace the Amazon River and all its tributaries on the World Desk Map. Ask them to compare the area drained by this system with the area drained by the Mississippi River system in the United States.

SOUTH AMERICA

Physical and Political Maps

ACTIVITY 19

Use the maps on pages 142–143 to answer these questions.

1. What is South America's largest country in land area? _____
What is the capital of that country? _____
2. Name the countries you would visit if you traveled along the entire length of the Andes Mountains.

3. Which two countries in South America are landlocked, or surrounded by other countries instead of having a coastline?

4. Which city is closer to Buenos Aires, Argentina (G-5) — Santiago, Chile (G-3) or São Paulo, Brazil (F-6)?

If you were traveling by car from Buenos Aires, which city would be easier to reach? Why?

5. Look at the World Time Zone Map on pages 40–41. Which of the following cities in South America is in the same time zone as Montreal, Quebec, in Canada — Rio de Janeiro, Brazil; Lima, Peru; or Caracas, Venezuela?

6. Locate the Galapagos Islands (D-1) on the Physical Map on page 142. To what country do they belong?

7. Look at the World Physical Map on pages 24–25. Locate Cape Horn at the southern tip of South America. What could you discover about the Earth by sailing straight west from Cape Horn?

For! Fun!

You and your aunt are chatting with another traveler while waiting for your flight at the airport. The traveler says, "I just returned from South America. La Paz is fabulous. It has some of the world's best beaches! I love Rio de Janeiro. It's high in the Andes and only a short distance from Lake Titicaca. Montevideo is my favorite city. I really like the rain forest environment." Your aunt seems impressed, but you doubt that the traveler ever went to South America. Why?

SOUTH AMERICA Thematic Maps

ACTIVITY 20

Geography Standards

8. The characteristics and spatial distribution of ecosystems on Earth's surface
15. How physical systems affect human systems

Critical Thinking Skills

Analyzing, comparing and contrasting, hypothesizing, synthesizing, drawing conclusions

Student Products

- Illustrations or dioramas depicting South American environments
- Flash cards about South American countries

Answers

1. The western part
2. Tropical with rain all year
3. Stock raising
4. Forest, desert, barren
5. Argentina; possible answers: Argentina is larger, and it has stock raising and more agriculture than Chile. Much of Chile has little or no economic activity.
6. Possible answer: Different climates in Canada and Brazil produce different kinds of trees.
7. Possible answers: Democratic Republic of the Congo, Costa Rica, Malaysia, Indonesia. These countries are in tropical regions along the Equator.

For Fun! This activity provides practice in using a distance scale. The distance traveled is approximately 4000 miles (6400 km). Students should analyze the climates and environments of South America when deciding what to pack for the trip.

Introducing the Activity

Direct students' attention to the South America maps and graphs on pages 144–145. Discuss Gross Domestic Product (GDP) — the total value of goods and services a country produces in a year. Explain that GDP provides one means of comparing the economic activities of different countries.



Putting It All Together

Llamas are found in the Andes Mountains; penguins live in the southern regions nearest Antarctica, but they can be found as far north as the Galapagos Islands, where the Galapagos tortoises live; toucans are found in the rain forests. Have students find or draw pictures of these animals and place them in appropriate locations on the outline map of South America.



Cross-Curricular Connection: Science

Divide students into groups and assign one of the following environments to each group: rain forest, desert, grasslands, mountains. Have members of each group create illustrations or make a diorama depicting their assigned environment in South America. Students should include vegetation and animals of each environment. Have groups share their work by indicating where in South America each environment is found.



Extension

Ask students to investigate how people live in each of South America's environments.



Assessment

Have students work in groups to create flash cards about South American countries. Assign one or more countries to each group. Provide each group with blank cards and an outline map of South America. Students should cut out the map of the country and paste it on one side of the card. On the other side, they should list facts about the country. Then provide each student with a blank outline map of South America. Select five flash cards. When you hold up a card, students must label that country on their map. Award extra credit points to students who can write one fact about each country.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students use information from the Rain Forests map on page 141 to draw the boundaries of the Amazon rain forest on the World Desk Map. Challenge them to find a country of similar size using the World Desk Map.

SOUTH AMERICA Thematic Maps**ACTIVITY 20**

Use the maps and information on pages 144–145 to answer these questions.

1. Which part of South America is most likely to experience earthquakes, volcanoes, and tsunamis?

2. Describe the climate in the northwestern part of South America.

3. Compare the Environments Map with the Economic Activities Map.

What economic activity is important in the grasslands of South America? _____

4. Compare the Population Density Map with the Environments Map.

What environments are found in the sparsely populated areas of South America?

5. Look at the economic activities graphs on page 145.

Which country has a higher GDP — Argentina or Chile? _____

Look at the Economic Activities Map on page 145 and the Political Map on page 143 to explain why.

6. Both Canada and Brazil have large forests. Locate these countries on the World Political Map on pages 26–27. Do you think the same kinds of trees grow in both countries? Why or why not? _____

7. Look at the World Environments Map on pages 30–31 and the World Political Map on pages 26–27. Name two other countries in the world besides Brazil that could have tropical rain forests.

How are these countries like Brazil? _____

For!
Fun!

You are going on a tour of some South American capitals. From Brasília, you will fly to Buenos Aires, then to Santiago, and finally to Lima.

About how many miles (kilometers) will you travel in South America? _____

What kinds of clothing will you need to pack?

Putting it
all together

You are a nature photographer. You want to make a film about the following birds and animals: llama, penguin, toucan, Galapagos tortoise. Where in South America could you photograph each of the animals on the list?

EUROPE Physical and Political Maps

ACTIVITY 21

Geography Standards

4. The physical and human characteristics of places
17. How to apply geography to interpret the past

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences

Student Products

- Political map of Europe divided into regions
- Illustrations for European folktale

Answers

1. The United Kingdom
2. Gora El'brus; 18,510 ft (5,642 m); Caucasus
3. The Pyrenees
4. The Strait of Gibraltar
5. a. Vienna
b. Madrid
c. Rome
d. Oslo
e. Warsaw
6. Southeastern Europe has more peninsulas and islands.
7. Possible answers: Most of North America consists of three large countries; Europe consists of many countries. Travel and business might be more difficult in Europe than in North America because each of the many countries has its own language and some have their own kinds of money.

Introducing the Activity

Have students read the Europe Introduction on pages 146–147. Discuss changes in Europe during the 1990s. How might these changes have affected the people who live there? (Possible answers: new governments, new laws, wars)

Ask students to suggest reasons why the buildings shown in the photographs are so much older than buildings in the United States. Then have them examine the time line to discover that Europe's history is much longer than that of the United States.



Cross-Curricular Connection: Literature

Have students examine European folktales. You might provide anthologies and assign a folktale from a different country to groups of students. Have each group practice its story and then tell it to the class. Students should draw pictures to illustrate the stories. Be sure that they also indicate on the Europe Political Map the country where their story originated.



Extension

Some students might research biographies of Jakob and Wilhelm Grimm and Hans Christian Andersen. Ask them to explain how these Europeans contributed literature that is known worldwide.



Assessment

Point out that dividing countries into regions makes it easier to remember them. Provide each student with a blank outline map of Europe. Have students color regions as follows: Northern (British Isles, Norway, Sweden, Finland, Denmark); Western (France, Germany, Belgium, Netherlands, Luxembourg, Switzerland, Austria); Southern (Portugal, Spain, Italy, Greece); Eastern (all other countries on Europe Political Map).

Ask students to keep the regions in mind as they study the political map of Europe. Then have them close their atlas and label as many countries as possible in each region on their color-coded map.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students outline Europe's boundaries on the World Desk Map, then measure the approximate distance from north to south and east to west. Have them measure an area with equal dimensions in North America. Discuss the relative size and number of countries in Europe and in North America.

For Fun! This activity helps student learn the locations of European countries. It also emphasizes that Scandinavia is a peninsula. A possible land route from Oslo to Naples might cross Russia, Belarus, Poland, Czech Republic, and Austria. Students might compare the distance of this trip with the straight line distance between Oslo and Naples.

EUROPE Physical and Political Maps**ACTIVITY 21**

Use the maps on pages 148–151 to answer these questions.

1. What island nation is separated from mainland Europe by the English Channel and the North Sea?

2. The tallest mountain in Europe is located between the Black Sea (C-7) and the Caspian Sea (C-8).
What is the name of the mountain? _____
How tall is it? _____ In what mountain range is it located? _____
3. What mountain range forms the border between France and Spain? _____
4. Name the water passage that connects the Mediterranean Sea with the Atlantic Ocean.

5. Identify the capital city of each of the following countries:
 - a. Austria _____
 - b. Spain _____
 - c. Italy _____
 - d. Norway _____
 - e. Poland _____
6. What differences do you see in the physical features of southwestern Europe and southeastern Europe?

7. Use the World Political Map on pages 26–27 to compare North America and Europe.
What are some differences between the two continents? _____

How could these differences affect the lives of the people of the two continents?

**For
Fun!**

You and your family are planning a European trip. You want to drive from Oslo, Norway (A-5) to Naples, Italy (C-5). You do not want to ride on any ferries because you get terribly seasick.

Without crossing any seas, what is the fewest number of countries you can drive through to get from Oslo to Naples? _____

Name the countries. _____

EUROPE Thematic Maps

ACTIVITY 22

Geography Standards

8. The characteristics and spatial distribution of ecosystems on Earth's surface
15. How physical systems affect human systems

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

- Home page for World Wide Web for a European country
- Postcard from a European country
- Travelogue

Answers

1. Europe
2. Paris, France
3. Possible answers: France, Italy, Belgium, Netherlands, Germany, Austria, United Kingdom
4. The northern parts: Norway, Sweden, Finland, Russia
5. Heavily forested areas are generally sparsely populated.
6. Possible answer: Canada has colder winters than England and France have.
7. Possible answers: the western coast of North America, southwest South America, southeast Africa, New Zealand; some aspects of life in similar climates would be the same, but many other factors besides climate influence the way people live.

For Fun! This activity helps students identify places based on physical and human characteristics. Uncle Travlin is in Greece. Have students explain how they used the clues to identify the country.

Introducing the Activity

Have students look at the maps, graphs, and photographs on pages 152–155. Discuss the kinds of information each page presents about Europe. Ask students to work in groups to make up one question for each of those pages. Then have groups take turns asking questions for their classmates to answer.



Putting It All Together

Have students work in groups to design a home page for a country they choose or one you assign. Display the completed pages.



Cross-Curricular Connection: Creative Writing

Have each student create a postcard from some place in Europe. They may find or draw a picture for one side of the card. On the other side, they should write a message that provides clues to the location without identifying it. Have students “deliver” their postcard to a classmate who will try to identify the country from which it was sent.



Extension

Have students work in groups. Distribute several postcards to each group. Have students use an outline map of Europe to plan a route for visiting each country represented by the postcards.



Assessment

Have students work with a partner to create a travelogue for a European country. They might prepare several pictures, showing places to visit. They should also prepare a script explaining the pictures. Provide time for each pair to share their presentation with the class.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

The Geographical Terms Desk Map illustrates many of the features listed in the Environments Map legend, although different terms are sometimes used. Have students copy and complete the following chart by listing the Geographical Terms Desk Map features that correspond to the Environments Map legend entries.

Environments Map Legend	Geographical Terms Desk Map
Forest	(<i>Forest</i>)
Swamp	(<i>Marsh</i>)
Cropland	(<i>Cultivated land</i>)
Desert	(<i>Desert</i>)
Urban	(<i>City</i>)

EUROPE Thematic Maps

ACTIVITY 22

Use the maps on pages 150–153 to answer these questions.

- Which region has warmer weather, eastern Europe or western Europe? _____
- Which city gets more rain in the summer — Rome, Italy, or Paris, France? _____
- Compare the Population Density Map on page 152 with the Political Map on pages 150–151.
Name three countries that contain the most densely populated areas in Europe. _____

- Which parts of Europe are least densely populated? _____

- Compare the Population Density Map with the Environments Map. What do you notice about population density in areas of Europe that are heavily forested?

- During the 1600s, people from France and England settled in Canada. Compare the World Climate Map and graphs on pages 28–29 with the World Political Map on pages 26–27. What differences do you think the European settlers found in their new home?

- Compare the World Climate Map on pages 28–29 with the World Physical Map on pages 24–25.
Name two places that have a climate similar to that of western Europe.

Do you think the way of life in those places is similar to that in western Europe? Why or why not?

For Fun!

Your uncle, Travlin Mann, sent you the following postcard from Europe:
“Today I went sailing in the Aegean Sea. Tomorrow I’ll climb Mt. Olympus. Before I return home, I hope to visit several of the islands of this beautiful Mediterranean country.” The picture on the post card shows the city of Athens.

What country is Uncle Travlin visiting? _____

Putting it all together

Design a home page on the internet for one European country. Include a map and important facts about climate, environment, economic activities, and cities. You might also include small pictures of interesting places to visit.

AFRICA Physical and Political Maps

ACTIVITY 23

Geography Standards

4. The physical and human characteristics of places
10. The characteristics, distribution, and complexity of Earth's cultural mosaics

Critical Thinking Skills

Comparing and contrasting, seeing similarities and differences, drawing conclusions

Student Products

- Illustrated African folktale
- Outline map of Africa

Introducing the Activity

Before referring to the atlas, ask students what they think Africa is like. Record responses on the board. Then have students read the Africa introduction on pages 156–157. Ask students to verify or revise their ideas, based on the information they have read.

Refer to the maps of African Independence. How might gaining independence have affected people who live in those countries? (Possible answer: Gaining self-government may have improved life for people; economic activities may have suffered without support from another government.)

Suggest that students bring in recent newspaper articles about African countries to post on a bulletin board.



Cross-Curricular Connection: Literature

Read aloud to students the West African folktale “Why Mosquitos Buzz in People’s Ears.” Students might work in groups to illustrate the story.



Extension

Have students find other African folktales to share with the class. Some students may want to make up their own stories about animals found in Africa.



Assessment

Have students study the Africa Physical Map on page 158, noting the size and shape of the continent and the bodies of water that surround it. Then have students close their atlases and draw, freehand from memory, the outline of Africa. Have them label the Atlantic Ocean, Mediterranean Sea, Indian Ocean, and Red Sea. Finally, have students compare their work with the map in their atlas and make corrections, if necessary.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students trace the Tropics of Cancer and Capricorn on the World Desk Map. Discuss climate conditions between these latitudes. Have students compare the amounts of land in Africa and in North America that fall within the tropics. Brainstorm a list of possible differences in lifestyles on the two continents, based on differences in climate.

Answers

1. The Mediterranean Sea
2. **Possible answers:** Lake Victoria, Lake Tanganyika, Lake Nyasa, Lake Rudolf
3. Kilimanjaro; Tanzania
4. a - 4, b - 1, c - 5, d - 2, e - 3
5. South Africa
6. Gabon, Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia
7. Much of northern Africa is desert; parts of northern Canada are tundra.
8. The Mediterranean Sea and the Red Sea; it shortened the routes by many thousands of miles because ships no longer had to go around Africa when traveling between India and Europe.

For Fun! This activity tests students’ general knowledge of Africa. Answers: More of Africa is north of the Equator than south of it. No African countries are governed by Britain or France anymore. Africans speak more than 800 different languages. Africa has many different environments and many large cities. Have students use information from their atlas to correct the mistakes.

AFRICA Physical and Political Maps

ACTIVITY 23

Use the maps on pages 158–159 to answer these questions.

1. What body of water separates Africa from Europe? _____
2. Name three large lakes in eastern Africa. _____

3. Locate the highest peak in Africa (F-7).
What is the name of the mountain? _____
In what country is it located? _____
4. Match each of the following countries with its capital.

_____ a. Kenya	(1) Kinshasa
_____ b. Democratic Republic of the Congo	(2) Tripoli
_____ c. Egypt	(3) Addis Ababa
_____ d. Libya	(4) Nairobi
_____ e. Ethiopia	(5) Cairo
5. What country completely surrounds Lesotho? _____
6. Which countries does the Equator cross? _____

7. Compare the Africa Physical Map with the North America Physical Map on page 44. How do the physical features of northern Africa differ from those of northern Canada?

8. The Suez Canal extends northward from the city of Suez (C-7 on page 159) to the coast.
What seas does it connect? _____
Now look at the World Political Map on pages 26–27. How did the opening of this canal affect trade routes between England and India?

**For!
Fun!**

You are the copy editor for a magazine that is publishing the following article about Africa. How many mistakes can you find? "Most of Africa lies south of the Equator. Many of its countries are governed by Britain and France. Although Africa has many different ethnic groups, all Africans speak the same language. Africa is covered by jungles, and it has no large cities."

AFRICA Thematic Maps

ACTIVITY 24

Geography Standards

- How to analyze the spatial organization of places on Earth's surface
- That people create regions to interpret Earth's complexity

Critical Thinking Skills

Predicting, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

- Plan for a wild animal park
- Pen pal letters
- Chart comparing regions of Africa

Answers

- Desertification; droughts, overgrazing, and overcutting of trees and shrubs
- Desert regions in northern Africa, eastern Africa, and southwestern Africa
- Along the Nile River; fertile land and water
- Possible answers: Snowmobiles or dog sleds might be used in northern Canada; camels or utility vehicles might be used in desert regions of Africa.
- South Africa has agriculture and stock raising; most other countries have only nomadic herding or hunting and subsistence farming.
- Possible answers: the Middle East, Australia, China, western U.S., western and southern South America; all deserts are dry regions, but temperatures and landforms may differ.

Introducing the Activity

Divide students into four groups and assign each group one of the following pages in the atlas: 160, 161, 162, or 163. Instruct group members to study their assigned page and summarize the information. Each group should also prepare 3–5 questions about the material on the assigned page.

Provide time for groups to share their summaries with the class and ask their questions to test understanding.



Putting It All Together

The prairie environment of Kansas is similar to that of Africa's savanna. Animals of the savanna are pictured on page 161. Have students work in groups to design a wild animal park. They should draw their plans on posters to share with the class.



Cross-Curricular Connection: Creative Writing

Have students work in pairs to research ways of life in an African country. Then one partner should play the role of a person who lives in the chosen country; the other partner should portray himself or herself. The partners should exchange pen pal letters, asking and answering questions that will provide information about African and American cultures.



Extension

Ask students to identify ways that African cultures have influenced American culture. Examples include music, foods, and styles.



Assessment

Tell students that many geographers divide Africa into two regions — North Africa and Africa South of the Sahara. Make a chart on the board with those two headings. Have students fill in information, comparing the two regions on such bases as climates, environments, economic activities, physical features, countries, and major cities.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students use information from the Africa Physical Map, page 158, and Environments Map, page 88, to determine what geographical features they would most likely find in northern Africa. Have them circle these features on the Geographical Terms map.

For Fun! This activity helps students identify countries based on physical characteristics. Answers may vary: erg — desert countries in northern Africa; jungle — rain forest countries in western and central Africa; snow-capped mountains — eastern Africa; savanna — eastern Africa south of Sahara. Students might find pictures of African landscapes to display around a map.

AFRICA Thematic Maps

ACTIVITY 24

Use the information on pages 159–163 to answer these questions.

1. What is the most widespread natural hazard facing Africa? _____
What causes this hazard? _____
2. Based on the Climate Map, predict which parts of Africa will have the fewest people.

3. Compare the Population Density Map with the Political Map on page 159.
Which part of northeastern Africa is most densely populated? _____
Why? _____
4. Compare the Africa Transportation map with the Canada Transportation map on page 133. How might forms of transportation in areas with few highways differ in Africa and Canada?

5. Compare the Economic Activities Map on page 163 and the Political Map on page 159 with the graph showing per capital income. How does the Economic Activities Map help explain why South Africa has a higher per capita income than other African countries?

6. Look at the World Environments Map on pages 30–31 and the World Political Map on pages 26–27. Name two other places besides Africa that have large deserts.

In what way do you think all three places are alike? _____

In what ways might they differ? _____

For Fun!

You are trying to sort the photographs from your trip to Africa, but you forgot where you took some of the pictures. Use your atlas to identify a country in which each of the following pictures might have been taken: erg, jungle, savanna.

Putting it all together

A wealthy relative has left you hundreds of acres of land in Kansas. The relative wanted you to use the land to create a wild animal park to exhibit animals from Africa. Which animals could live in that environment? How would you design the park?

ASIA Physical and Political Maps

ACTIVITY 25

Geography Standards

3. How to analyze the spatial organization of places on the Earth's surface
4. The physical and human characteristics of places

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, drawing conclusions

Student Products

- Presentations and questions about a region of Asia
- Distance chart of major cities in Asia
- Trip itinerary

Answers

1. The Bay of Bengal, the Arabian Sea, and the Indian Ocean
2. Mountains and desert
3. The Sea of Japan
4. a. New Delhi
b. Jakarta
c. Islamabad
d. Manila
e. Bangkok
5. Possible answers: Mongolia, Laos, Bhutan, Nepal, Afghanistan, Tajikistan, Kyrgyzstan, Turkmenistan, Uzbekistan, Kazakhstan, Azerbaijan, Armenia
6. The Himalayas
7. Canada; Russia; both countries have lowlands and mountains.
8. It is 9:00 A.M. Saturday in Tokyo; possible answer: People in the U.S. must make calls during business hours in Asia. They might use fax machines and computers.

Introducing the Activity

Have students read the Asia Introduction on pages 164–165. Discuss reasons why Asia has many different environments and many different cultures. Refer to the Regions of Asia map on page 165. Divide students into five groups and assign one of the following regions to each group: Central Asia, North Asia, East Asia, Southeast Asia, South Asia. (Southwest Asia is covered in Activity 26.) Instruct groups to prepare a presentation for the class about their assigned region. Presentations should include a map with countries and important cities labeled; information about physical features; interesting facts about the region; five questions about the region.

Cross-Curricular Connection: Math

List several major cities in Asia on the board. Have students create a distance chart by determining the straight-line distance between cities. Distance should be listed in miles and kilometers. The chart should be organized like the one at right:

	Yangon	Seoul	Mumbai	Ōsaka	T'aipei
Yangon					
Seoul					
Mumbai					
Ōsaka					
T'aipei					

Extension

Have students work in groups to plan a tour of cities listed on the distance chart. Their itinerary should include the route they would take and the physical features they would see.

Assessment

Have each of the five groups present information about its assigned region of Asia. Then have students answer the five questions about each region.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students compare the physical map of Asia, pages 166–167, with the Geographical Terms Desk Chart. Ask them to circle all the pictured geographical features that appear on the Asia Physical Map. Ask them to write down the names of their examples of physical features from the Asia map as they identify them.

For Fun! This activity provides practice in using the Index and in stating absolute and relative location. Sri Lanka is at the southern tip of India. It is located about 10° north latitude and 80° east longitude.

ASIA Physical and Political Maps

ACTIVITY 25

Use the maps on pages 165–169 to answer these questions.

1. Name three bodies of water that border India. _____

2. What physical features make up most of Mongolia? _____
3. What body of water separates Japan and Korea? _____
4. Identify the capital city of each of the following countries:
 - a. India _____
 - b. Indonesia _____
 - c. Pakistan _____
 - d. Philippines _____
 - e. Thailand _____
5. Name four landlocked countries in Asia.

6. Compare the Regions of Asia map on page 165 with the Asia Physical Map on pages 166–167.
What natural barrier divides South Asia from Central Asia? _____
7. Look at the World Physical Map on pages 24–25 and the World Political Map on pages 26–27.
What country in North America lies between 50° and 70° north latitude? _____
What Asian country lies between those latitudes? _____
How are the physical features of these countries alike? _____

8. Look at the World Time Zones Map on pages 40–41.
If it is 4:00 P.M. Friday in Los Angeles, California, what time and day is it in Tokyo, Japan? _____
Many companies in the United States do business with companies in Asia. How do you think they avoid problems caused by the time difference?

For!
Fun!

Your local radio station is offering concert tickets to the caller who can locate Sri Lanka. Use your atlas Index to help you find Sri Lanka.

How would you explain the location to the radio announcer? _____

MIDDLE EAST Political Map

ACTIVITY 26

Geography Standards

- How to use mental maps to organize information about places in a spatial context
- That people create regions to interpret the Earth's complexity

Critical Thinking Skills

Analyzing, seeing similarities and differences, identifying problems and solutions, drawing conclusions

Student Products

- Labeled map of the Middle East

Answers

- Libya, Sudan, Israel
- Black Sea, Aegean Sea, Mediterranean Sea
- Iran, Iraq, Kuwait, Saudi Arabia, Bahrain, Qatar, and United Arab Emirates
- Iraq
- Syria; Israel
- a - 4, b - 3, c - 1, d - 5, e - 2
- Agriculture and nomadic herding
- 2 P.M. Possible answers include different climate, environment, language, customs.

Introducing the Activity

Have students read the paragraph on page 171. Review the definition of regions — parts of the earth that share certain characteristics. Then have students refer to the world thematic maps on pages 28–37. What shared characteristics make the Middle East a region? (Possible answers: hot, dry climate; mostly desert; same economic activities) Why is the region called the Middle East? (Possible answer: It is located where Europe, Asia, and Africa come together)



Cross-Curricular Connection: Math

The Middle East is the homeland of many of the world's Arabs. These people have made significant contributions to mathematics. For example, the symbols we use for mathematical calculations are called Arabic numerals. Have students explain place value in this system (Example: 376 represents 3 hundreds + 7 tens + 6 ones). An Arab mathematician also invented algebra.



Extension

Students might investigate Arab contributions to chemistry, medicine, and astronomy.



Assessment

Have students study the map of the Middle East, noting the shapes and relative locations of countries and seas. Then have them close their atlas. Provide blank outline maps. Work with students to label the following: Mediterranean Sea, Black Sea, Caspian Sea, Persian Gulf, Arabian Sea, Red Sea. Then ask students to label as many of the countries as they can remember. Students might then compare their maps with the one in their atlas. Have them make any corrections on their map in red.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students study the Middle East map, then draw boundaries of the Middle East on the World Desk Map (Discuss that there are no official boundaries for the “Middle East.”) Have them measure the approximate north-south and east-west distances of the Middle East boundaries they have outlined, and draw boundaries of similar size in North America. They should include their state or province in this area. This activity will help students understand the relative size of this very volatile area of the world.

For Fun! This activity provides practice in stating absolute and relative location. Qatar is located on a peninsula in the Persian Gulf. It borders Saudi Arabia on the south. It is located about 25° north latitude and 51° east longitude. Students might also state distance between Qatar's capital and other major cities in the region. Some students might research information about Qatar for a television broadcast.

MIDDLE EAST Political Map**ACTIVITY 26**

Use the maps on pages 170–171 to answer these questions.

1. What three countries border Egypt? _____
2. What three seas border Turkey? _____
3. Name the countries that border the Persian Gulf. _____

4. Scientists believe that the world's first civilization began between the Tigris and Euphrates rivers.
In what country are these rivers located? _____
5. Locate the Golan Heights (f-10) on the map on page 171.
In what country is it located? _____
What country occupies it? _____
6. Match each of the following countries with its capital.

_____ a. Iran	(1) Jerusalem
_____ b. Iraq	(2) Riyadh
_____ c. Israel	(3) Baghdād
_____ d. Jordan	(4) Tehrān
_____ e. Saudi Arabia	(5) 'Ammān
7. Look at the World Economic Activities Map on pages 34–35. What two economic activities are widespread in the Middle East?

8. Look at the World Time Zones Map on pages 40–41. A traveler flew from Edmonton, Alberta, in Canada to Cairo, Egypt, in the Middle East. According to her watch (Edmonton time), she arrived at 5:00 A.M.
What time was it in Cairo? _____
In addition to the time difference, what other differences might the Canadian traveler find between her home and the Middle East?

**For!
Fun!**

You are a television reporter assigned to the Middle East. You will be broadcasting from Qatar — one of the world's richest countries. Most Americans are not familiar with the geography of the Middle East.

How will you describe your location to your television audience? _____

NORTHERN EURASIA Political Map

ACTIVITY 27

Geography Standards

- How to analyze the spatial organization of places on Earth's surface
- How human actions modify the physical environment

Critical Thinking Skills

Analyzing, seeing similarities and differences, hypothesizing, drawing conclusions

Student Products

- Paragraphs about environmental problems around the Aral Sea

Answers

- The Black Sea
- The Kamchatka Peninsula
- About 4,000 miles (6,450 km)
- a - 4, b - 5, c - 1, d - 2, e - 3
- Possible answer: Siberia is a very cold, rugged region.
- Both regions are north of the Arctic Circle. Canada's northern region includes many islands, and the land is higher in elevation than that in Russia.

For Fun! Answers:

- Moldova
 - Lake Balkhash
 - Lithuania
 - St. Petersburg.
- Students might make up other matching items for the class.

Introducing the Activity

Briefly explain the political background of the region shown on the map on pages 172–173. In 1945, the Soviet Union consisted of the 15 republics shown on the map. Many people became dissatisfied with the government. Between 1990 and 1992, each of the republics became independent. Today, the Soviet Union no longer exists. Many of the new countries still struggle with economic and political problems.

Have students identify the republics that are in Europe and those that are in Asia. To help students recognize the vast size of this region, have them determine how many degrees of longitude it covers and how many degrees of latitude it covers. Then have them compare its size with that of other regions they have studied.

**Cross-Curricular Connection: Science**

Direct students' attention to the Aral Sea, located between Kazakhstan and Uzbekistan. Point out that this large inland saltwater lake has shrunk to about a third of the size it once was. Have students locate the two rivers that flow into the Aral Sea—the Amu Darya and the Syr Darya. Explain that in the 1960s large dams were built across these rivers to divert the water for irrigation. As a result, the water level in the sea dropped and its salt content increased. Ask students to hypothesize how the shrinking of the Aral Sea affected the region. (Possible answers: destroyed habitat of fish and plants; decreased fishing industry; changed weather patterns)

**Extension**

Ask students to find newspaper or magazine articles about the Aral Sea to post on a bulletin board. Ask them to write a paragraph suggesting ways of solving the environmental problems of this region.

**Assessment**

Have students study the map on pages 172–173. On the board write a numbered list of the 15 countries shown on the map. Then have students close their atlas. Provide outline maps. Instruct students to label their map by writing the number of each republic listed on the board in the appropriate place on the map.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students trace the borders of Russia on the World Desk Map. Ask them to compare its size to that of their own country.

NORTHERN EURASIA Political Map**ACTIVITY 27**

Use the map on pages 172–173 to answer these questions.

1. What body of water borders Ukraine on the south? _____
2. What large peninsula in eastern Russia is bordered by the Sea of Okhotsk and the Pacific Ocean?

3. The Trans-Siberian Railroad runs between Moscow (D-3) and Vladivostok (E-13).
About how far apart are these two cities? _____
4. Match each of the following capital cities with its country

_____ a. Astana	(1) Ukraine
_____ b. Minsk	(2) Georgia
_____ c. Kiev	(3) Latvia
_____ d. Tbilisi	(4) Kazakhstan
_____ e. Riga	(5) Belarus
5. For centuries, criminals and political prisoners from Russia were sent to Siberia. Look at the Asia Physical Map on pages 166–167. Siberia extends north to the Arctic Ocean. Compare the Asia Physical Map with Asia Climate Map on page 104. Why would sending someone to this region be a punishment?

6. Look at the World Physical Map on pages 24–25 and the World Political Map on pages 26–27.
How are the far northern regions of Canada and Russia alike? _____

How are they different? _____

**For!
Fun!**

Professor Idunnovitch is a guest lecturer at your school. On his way into the building, the absent-minded professor drops his note cards. He can't figure out which place goes with each of the following descriptions. Can you help him sort out which place names go with which descriptions?

Descriptions: a. country located between Ukraine and Romania,
b. lake in eastern Kazakhstan,
c. country whose capital is Vilnius,
d. major Russian port on the Gulf of Finland.

Place names: _____ Lithuania _____ Moldova
_____ St. Petersburg _____ Balkhash

CHINA/MONGOLIA/JAPAN/KOREA

Political Map

ACTIVITY 28

Geography Standards

- How physical systems affect human systems
- How to apply geography to interpret the present and plan for the future

Critical Thinking Skills

Analyzing, seeing similarities and differences, identifying problems and solutions, hypothesizing, drawing conclusions

Student Products

- Pictures of fashions for East Asia
- Haiku about East Asia
- Freehand map with countries labeled

Answers

- Taiwan
- The Yalu River
- Possible answers: Shanghai is located on the coast nearest Korea and Japan; it is also near major rivers that connect the coast with places inland.
- a - 2, b - 5, c - 1, d - 3, e - 4
- Western China has few rivers and cities; eastern China has many.
- Ulaanbaatar, Mongolia
- Hawai'ian Islands, Midway Islands, Wake Island, Marshall Islands, Guam, Palau, Northern Mariana Islands; United States; possible answer: islands in the Pacific might be important for trade or defense.

Introducing the Activity

Direct students' attention to the Regions of Asia map on page 165. Review the location of East Asia relative to other regions. Remind students that 25 percent of the world's people live in this region.

Then have students turn to the map on pages 174–175. Point out that Mongolia and western China have few cities. Ask students to hypothesize reasons for a lack of population in parts of this densely populated region. Then have them refer to the physical map on pages 166–167 to verify their hypotheses.



Cross-Curricular Connection: Literature

If students are not already familiar with haiku, introduce this form of Japanese poetry. It consists of 17 syllables, arranged in 3 lines — 5 syllables in the first line, 7 in the second, and 5 in the third.

Example: Mount Fuji towers
over beautiful islands
Japanese homeland

Present the following haiku and ask students to identify the place it describes:

One peninsula
Separated by a line
Shared by two countries

(The Korean Peninsula)



Extension

Challenge students to write haiku about places in East Asia. The haiku may name the place it describes or require others to guess.



Assessment

Have students study the map on pages 174–175, noting the relative sizes and locations of the countries. Then have them close their atlases and draw, freehand from memory, an outline map of East Asia. Ask them to label China, Mongolia, Japan, and Korea. Students should compare their freehand maps with the map in the book and correct their maps, if necessary.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Direct students to trace 45° N latitude across the World Desk Map. Have them find the same latitude on the the Rand McNally *Classroom Atlas* World Population Density Map, pages 32–33. Ask them to compare the populations of Asia, North America, and Europe relative to this line. (Most of the population in Asia and North America is south of this line. Much of the population in Europe is north of this line.) Then explain the presence of warm and cold ocean currents relative to the population of these continents. Discuss possible relationships between the currents and population distribution. (Warm currents off Europe create a warmer climate farther north than in Asia or North America.)

CHINA/MONGOLIA/JAPAN/KOREA

Political Map

ACTIVITY 28

Use the map on pages 174–175 to answer these questions.

- What island nation is located off the southeast coast of China at about 23° north latitude?

- What river forms part of the boundary between China and North Korea? _____
- Shanghai (C-7) is China's largest city and leading port. How do you think its location helped make it an important city?

- Match each of the following countries with its capital.

_____ a. China	(1) Ulaanbaatar
_____ b. Japan	(2) Beijing
_____ c. Mongolia	(3) P'yongyang
_____ d. North Korea	(4) T'aipei
_____ e. Taiwan	(5) Tokyo
- How does eastern China differ from western China? _____

- Compare this map with the World Political Map on pages 26–27. What capital city on this map is located at about the same latitude as Vancouver, British Columbia, in Canada?

- Look again at the World Political Map on pages 26–27. Name the islands that lie between North America and East Asia.

To what country do most of these islands belong? _____

How might the location of these islands have made them important possessions? _____

FOR FUN!

American fashions have become popular all over the world. You are a designer who wants to sell your fashions in Asia. Put together a fashion show that will appeal to people in China, Mongolia, Japan, and Korea. Be sure to consider the climate in each place.

ASIA Thematic Maps

ACTIVITY 29

Geography Standards

1. How to use maps and other geographic tools to acquire, process, and report information
9. Characteristics and distribution of human populations on Earth's surface

Critical Thinking Skills

Analyzing, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

- TV game show for Asia
- Transportation poster
- Thematic map and summary paragraph

Answers

1. Jakarta, Indonesia
2. In the northeast and along the coasts
3. Western China is sparsely populated because of its climate and environment.
4. Japan; manufacturing, agriculture, and fishing are important economic activities in Japan. Nomadic herding is a major economic activity in the other two countries.
5. Possible answer: Japan is a densely populated country; manufacturing and commerce.
6. Russia; Both regions have tropical climates because they are located between 10° and 15° north latitude. Latitudes near the Equator have hot, rainy climates.
7. About 2040

For Fun! This activity tests students' knowledge of Asia's geography. Tsunamis occur in coastal areas. Nepal is a landlocked country.

Introducing the Activity

Have students read the text and study the maps and pictures on pages 176–179. Then pose the following question: What can you learn about the people of Asia from these maps? You might assign each map and its related pictures or graphs to small groups of students. Ask each group to discuss the answer to the question. Then have groups report their answers to the class.



Putting It All Together

Have students work in groups to create game shows. Instruct them to make up several questions for each category. Have each group demonstrate its game for the class.



Cross-Curricular Connection: Science

Direct students' attention to the picture of Japan's bullet trains on page 178. Then refer to the political map on pages 168–169. Point out that bullet trains connect Tokyo with many cities north and south. Students might calculate distances between cities and estimate the amount of time it would take a bullet train to cover the distance. Then refer to the Natural Hazards Map on page 179. Discuss challenges these hazards pose to construction of rail lines in Japan. Explain that sensors along the lines report earthquake tremors and automatically slow the trains until officials determine whether any lines are damaged.



Extension

Have groups of students research other forms of transportation in Asia. These include bicycles, pack animals, junks and other types of boats, and pedicabs. Have groups combine pictures of different forms of transportation on a poster.



Assessment

Have students work in groups to create thematic maps of Asia. Provide blank outline maps. Assign, or have each group choose, a different theme for each map. Be sure that students include a legend with their map. Display completed maps. Ask students to write a paragraph summarizing information they have learned from the maps of Asia.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students use copies of the Asia Outline Map to create a thematic map showing labels for the following ten features from the Geographical Terms desk map — archipelago, cape, island, and peninsula. Challenge them to use the Asia Physical Map as a guide to add the following physical feature labels to their outline map: desert, mountain range, plateau, bay, ocean, and sea.

ASIA Thematic Maps

ACTIVITY 29

Use the maps on pages 176–179 and the Asia Political Map on pages 168–169 to answer these questions.

- Which city receives more rain — Guangzhou, China, or Jakarta, Indonesia? _____

- Where do most of India's people live? _____
- Why is eastern China more densely populated than western China? _____

- Based on the Asia Economic Activities Map, which of the following countries would likely have the highest per capita income — Mongolia, Japan, or Pakistan? _____
Why? _____

- Look at the Population Density Map on page 177.
What is the population density of Japan? _____
Now compare this map with the Economic Activities Map on page 176.
How do most people in Japan make a living? _____
- Compare the World Political Map on pages 26–27 with the World Climate Map on pages 28–29.
Which country in Asia has climates like those of Canada? _____
How are climates in Central America like those of Southeast Asia? _____

How are the climates of Southeast Asia and Central America related to latitude?

- About what year is India's population expected to surpass China's? _____

For Fun!

You and your sister are watching a TV talk show. The host is interviewing famous adventurers. One guest describes his experience of climbing Mt. Everest. "We had to turn back," he reports, "because a tsunami hit Nepal." "That man is a fake!" says your sister.

How did she know? _____

Putting it all together

A television network in Asia wants to add new programs to its lineup. As an expert on game shows, you have been asked to develop a game show for Asian TV audiences. Make up categories of questions and rules for playing. What kinds of prizes would you offer contestants?

AUSTRALIA AND NEW ZEALAND

Physical and Political Maps

ACTIVITY 30

Geography Standards

- The physical and human characteristics of places
- How culture and experience influence people's perceptions of places

Critical Thinking Skills

Analyzing, predicting, comparing and contrasting, seeing similarities and differences, hypothesizing

Student Products

- Poster about Australia
- Map with states and territories labeled

Introducing the Activity

Ask students if they know why Australia is called “The Land Down Under.” Have them locate the continent on the World Political Map on pages 26–27. Note that it is entirely south of (down under) the Equator.

Have students read the Australia Introduction on pages 180–181 to find out other interesting facts about the smallest continent.



Cross-Curricular Connection: Language

English is Australia's official language. It includes many British terms as well as such Aborigine words as kangaroo and koala. Pioneer settlers in the outback invented the colorful vocabulary known as Australian English. Read the following example to the class:

“My friends are squatters. While I was visiting their station, a mob of brumbies thundered past. A curious flyer and her joey watched from a distance.”

Challenge students to figure out what the words mean. (See definitions at right.)



Extension

Play a recording of Australia's famous song, “Waltzing Matilda.”

Help students discover the meaning of the lyrics.

(*Example:* Matilda means bed roll or sleeping bag; to waltz matilda means to “tramp the roads.”)



Assessment

Have students review the political divisions of Australia. Then have them close their atlas. Provide blank outline maps. Ask students to label the six states and two territories of Australia. Have them compare their completed map with the map in the atlas and make necessary corrections on their map in red.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Ask students to trace the Tropics of Cancer and Capricorn on the World Desk Map. Then have them describe each continent in relation to the tropics. (Only the southernmost part of North America falls within the tropics, northern and central South America lie within the tropics.) In what continent other than Australia would you travel south to find cooler weather? (South America)

Answers

- The Great Dividing Range
- The Torres Strait
- New Zealand
- Six states and two territories: states—Western Australia, South Australia, Queensland, New South Wales, Victoria, Tasmania; territories—Northern Territory, Australian Capital Territory (A.C.T.)
- Canberra
- Tasmania
- Yes; Australia is smaller than Canada north to south and east to west.
- Wales is located on the west side of Great Britain. Similarities between Wales and New South Wales include a rugged coastline, moderate climate, and grazing land.

For Fun! This activity helps students review Australia's physical characteristics and makes them aware of some ways that Australia has influenced American culture. You might have students work in pairs or small groups to make posters. Encourage them to include pictures or drawings of fashions as well as of landscapes and animals.

squatters = ranch owners
station = ranch
mob = herd
brumbies = wild horses
flyer = female kangaroo
joey = baby kangaroo

AUSTRALIA AND NEW ZEALAND

Physical and Political Maps

ACTIVITY 30

Use the maps on pages 182–183 to answer these questions.

1. What mountain range extends along Australia's east coast? _____

2. What narrow body of water separates Australia from Papua New Guinea (A-4)?

3. What island nation is located southeast of Australia? _____
4. How many states and territories does Australia have? _____
Name them. _____

5. What is the capital of Australia? _____
6. What state of Australia is an island? _____
7. Do you think Australia would fit inside Canada? Why or why not? _____

Compare the greatest east-west and north-south distances of each country to check your prediction.

8. In 1770 James Cook explored Australia's east coast. He claimed the region for Great Britain and named it New South Wales. Use the Index to locate Wales in the atlas. Then compare the climate and environment maps of the two areas. In what ways are Wales and New South Wales similar?

For! Fun!

Your local movie theater is planning an Australian film festival. It will feature movies about the Australian outback. You can win free tickets and popcorn for making a poster about Australia to hang in the theater lobby.

What will you include on your poster? _____

AUSTRALIA AND NEW ZEALAND

Thematic Maps

Geography Standards

8. The characteristics and spatial distribution of ecosystems on Earth's surface
12. The processes, patterns, and functions of human settlement

Critical Thinking Skills

Analyzing, comparing and contrasting, identifying and solving problems, synthesizing, drawing conclusions

Student Products

- Media ad to attract tourists to Australia
- Descriptive paragraph about the Great Barrier Reef
- Map with numbered locations of selected sites in Australia

Answers

1. The northern coast
2. Mt. Kosciuszko; 7,313 feet (2,229m)
3. North near Darwin, parts of east and southeast near the coast, Tasmania
4. Stock raising and agriculture
5. Under 2.5 people per sq mi (under 1 per sq km)
6. Possible answer: Australia's eastern and southern coasts have a better climate and environment than other parts of the continent.
7. Possible answers: Differences—Victoria, B.C. is a city; Victoria, Australia is a state; they are in different hemispheres. Similarities—Parts of Victoria, Australia have the same climate and environment as Victoria, B.C.
8. North America and Europe are very far from Australia. The distance makes the trip expensive.

For Fun! This activity tests students' knowledge of Australia's cities. All state capitals are located near the mouth of a river, close to an ocean harbor.

Introducing the Activity

Direct students' attention to the thematic maps on pages 181 and 184–185. Discuss the reason why northern Australia is warmer than southern Australia. (It is nearer the Equator.) Point out that seasons in the Southern Hemisphere are opposite those in the Northern Hemisphere. Have students figure out when Australian schools might have winter break. (June, July, or August)



Putting It All Together

Have students brainstorm a list of tourist attractions in Australia. These should include activities as well as geographic and cultural attractions. Then have students work in small groups to plan an ad that will attract tourists to visit Australia.



Cross-Curricular Connection: Creative Writing

Have students read the Great Barrier Reef Facts on page 185. Then ask how they might use this information to write a description of the Great Barrier Reef. Discuss techniques writers use to help readers "picture" a place. If possible, display photographs of the reef's rich plant life, coral, and marine animals. Have students write descriptive paragraphs about the Great Barrier Reef.



Extension

Students might also research information about efforts to protect the Great Barrier Reef from human activity. Have them write an expository paragraph about this topic.



Assessment

Review the photographs and descriptions of Australia and New Zealand on pages 180–185. List the following sites on the chalkboard: (1) New Zealand's South Island, (2) Sydney, (3) Uluru, (4) Great Barrier Reef, (5) Tasmania. Have students close their atlas. Provide blank outline maps of Australia and New Zealand. Instruct students to write the number of each site listed on the chalkboard in the appropriate location on the map.

Optional Materials Activity: Rand McNally Geographical Terms Desk Map

Have students circle features on the Geographical Terms Desk Map that relate to one of the photos on the Australia and Oceania thematic map pages. (Example: The photo of grazing sheep on page 184 shows coast, ocean, and a peninsula.)

AUSTRALIA AND NEW ZEALAND

Thematic Maps

ACTIVITY 31

Use the maps on pages 181 and 184–185 to answer these questions.

- Which part of Australia has a tropical climate? _____
- What is the highest point in Australia? _____
How high is it? _____
- Name three parts of Australia that have forest environments. _____

- Which two economic activities are important in most of Australia? _____

- What is the population density in most of Australia? _____

- Use the thematic maps to explain why more than 80 percent of Australians live along the eastern and southern coasts.

- A student was supposed to write a report about Victoria, Australia. But she wrote about Victoria, British Columbia, in Canada instead. How many differences between the two places can you identify?

In what way are the places similar? _____

- Australia attracts about one million tourists each year, but few of them are from North America or Europe. Use the World Political Map on pages 26–27 to explain possible reasons why few Americans and Europeans travel to Australia.

For Fun!

Your grandparents have recently retired, and they are planning an extended visit to Australia. Your grandmother wants to visit all the state capitals. Your grandfather wants to sail around the continent on his boat. "No problem," says your dad, "they can do both!"

Is he right? _____

Putting it all together

The Australian Bureau of Tourism needs a new advertising campaign to attract North American visitors. You work for an advertising agency that wants to do the campaign. Plan an ad that will help your company get the job.

OCEANIA Political Map

ACTIVITY 32

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
5. That people create regions to interpret Earth's complexity.
6. The physical processes that shape the patterns of Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Critical Thinking Skills

Comparing and contrasting, seeing similarities and differences, identifying problems and solutions, synthesizing

Student Products

Answers to questions, plan for a resort, model of the formation of islands and atolls, painting in the style of Paul Gauguin.

Answers

1. Kiribati
2. Melanesia, Micronesia, Polynesia
3. Hawaii (or Hawai'ian Islands)
4. Tuesday
5. Papua New Guinea
6. France
7. 110° west

For Fun! This activity asks students to consider the tourism industry on the islands of Oceania and its impacts on local people. Many tourist facilities are self-contained resorts, where visitors at best are introduced to local culture in a commodified form.

Introducing the Activity

Ask students to list the characteristics of their perfect vacation spot. You will probably get an assortment of answers, but some will surely list white sandy beaches; warm, sunny weather; beautiful scenery; and palm trees and flowers. Have them turn to the map on pages 186–187 and list the islands whose names are familiar. Hawaii, Tahiti, Fiji, and Guam will probably turn up on their lists. Because of their distance from Europe and the vastness of the Pacific Ocean, the region we call Oceania was one of the last to be explored by Europeans and still retains its somewhat exotic image.



Cross-Curricular Connection: Science

Have students use library and internet sources to research the formation of islands and atolls in the Pacific Ocean. Have them make models to show this process.



Extension

Writers and artists have gone to live on islands in the Pacific, drawn to their leisurely pace of life and their beauty. The most famous was probably France's Paul Gauguin, who lived on Tahiti and painted pictures of his impressions of the island. Show students an example of his paintings, and have them make their own pictures in his style.



Assessment

Give students an outline map of Oceania, and have them label the major independent groups of islands. Have them label the Equator and the International Date Line.

Optional Materials Activity: Oceania Outline Map

Have students mark the regions of Melanesia, Polynesia, and Micronesia on an outline map of Oceania. They will have to make judgments about which islands belong in which region.

OCEANIA Political Map

ACTIVITY 32

Use the map on pages 186-187 to answer these questions.

1. The Equator crosses an independent country in Oceania that is made up of many small islands.
What is the name of the country? _____
2. Geographers divide the islands in the Pacific into three groups. The names all end in “-nesia” from an ancient Greek word for “islands.” Use these clues to find the names of the groups:
“Mela” means “black” because the people have dark coloring: _____
“Micro” means “small” because the islands are tiny: _____
“Poly” means “many” because there are a lot of islands: _____
3. One group of islands is a state of the United States. Which group is it? _____
4. Compare the Oceania Political Map with the World Time Zones Map on pages 40–41.
When it is 6 A.M. on Monday in Los Angeles, what day is it in Fiji? _____
5. One large island is divided between two countries. Indonesia governs the western half.
What country makes up the eastern half? _____
6. Most of the island groups have become independent countries, but some are still ruled by European countries, the United States, New Zealand, or other countries.
What country rules New Caledonia? _____
7. Easter Island is famous for huge stone statues of heads. Today it is ruled by Chile.
What is the approximate longitude of Easter Island? _____

For Fun!

Many people like to visit Pacific islands for vacations, and the islands earn income from these tourists. A company that builds tourist resorts has hired you to plan a new resort on one of the islands. Write a plan for your resort, illustrated with pictures and maps. Be sure to explain how the visitors to your resort will learn about the culture of the local people.

ANTARCTICA Physical Map

ACTIVITY 33

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
7. The physical processes that shape the patterns of Earth's surface.
15. How physical systems affect human systems.

Critical Thinking Skills

Analyzing, predicting and checking, seeing similarities and differences, synthesizing

Student Products

- Post cards

Answers

1. in the middle
2. Transantarctic Mountains
3. the Antarctic Peninsula
4. the Southern Ocean
5. Drake Passage
6. Ross Ice Shelf

For Fun! This activity provides an opportunity for students to imagine a landscape that is very different from those they are familiar with. They may also incorporate the extreme differences between summer and winter in terms of daylight hours (most tourists visit Antarctica in the Southern Hemisphere summer) and the extreme cold at all times of year.

Introducing the Activity

Ask students to look at the Antarctica Introduction on pages 188–189 and at the Antarctica Physical Map on page 190. Explain why Antarctica is not controlled by any country, and discuss why Antarctica cannot be exploited for natural resources. Ask students why Antarctica is such an ideal place to do scientific research.



Cross-Curricular Connection: Science

Ask groups of students to use reference books and the internet to find out how Antarctic animals survive the extreme cold. They may make posters to display in the classroom showing their findings.



Extension

Have students find out about tours to Antarctica. They should investigate arrangements for travel to the continent, lodging arrangements, and sightseeing opportunities.



Assessment

Give students an outline map, and have them label the South Pole, Antarctic Peninsula, Ross Ice Shelf, Ross and Weddell Seas, and the Transantarctic Mountains.

Optional Materials Activity: Rand McNally M.A.P. World Desk Map

Have students find as many of the features shown on the Geographical Terms Desk Map as they can in Antarctica. Have them list kinds of features in Antarctica that are not on the Geographical Terms Desk Map.

ANTARCTICA Physical Map

ACTIVITY 33

Use the map on page 190 to answer these questions.

1. Most of the maps in the Rand McNally *Classroom Atlas* have south at the bottom. Where is south on this map?

2. What is the name of the only mountain range labeled on the Antarctica Physical Map?

3. What part of Antarctica extends farthest north?

4. What ocean surrounds Antarctica?

5. What is the name of the waterway that separates Antarctica from South America?

6. Which ice shelf lies closest to the South Pole?

**For!
Fun!**

It's the trip of a lifetime! You are visiting Antarctica! Make a postcard from one of the scientific stations (see the map on p. 189) that you visit. One side of your card should be a picture of what you might see at the station. On the other side, write a message to a friend telling about your experience. You might include how much daylight you have, what animals you see, and what the weather is like.

OUTLINE MAPS

Your students, the cartographers!

Following are two sets of reproducible outline maps. Each set includes outline maps of the world, the continents, the United States, Canada, Mexico and Middle America, the Middle East, Northern Eurasia, China/Mongolia/Japan/Korea, and the Pacific Rim. These maps match the maps in the Rand McNally *Classroom Atlas*.

The first set of maps does not include latitude and longitude lines. The maps do have latitude and longitude degrees and hatch marks as guides for students to create their own grid systems. This set may be more appropriate to use when creating simple thematic maps.

The second set of maps does include latitude and longitude lines and the alphanumeric grid system. This set of maps may be more appropriate for specific map skills activities.

You will find suggestions for using these maps throughout the Teaching Resources pages. Additional suggestions are:

History

Create historical thematic maps for other class studies — maps showing chronological historical events, distributions of ethnic groups, and explorations are just a few examples. Encourage students to create timelines for their historical events maps.

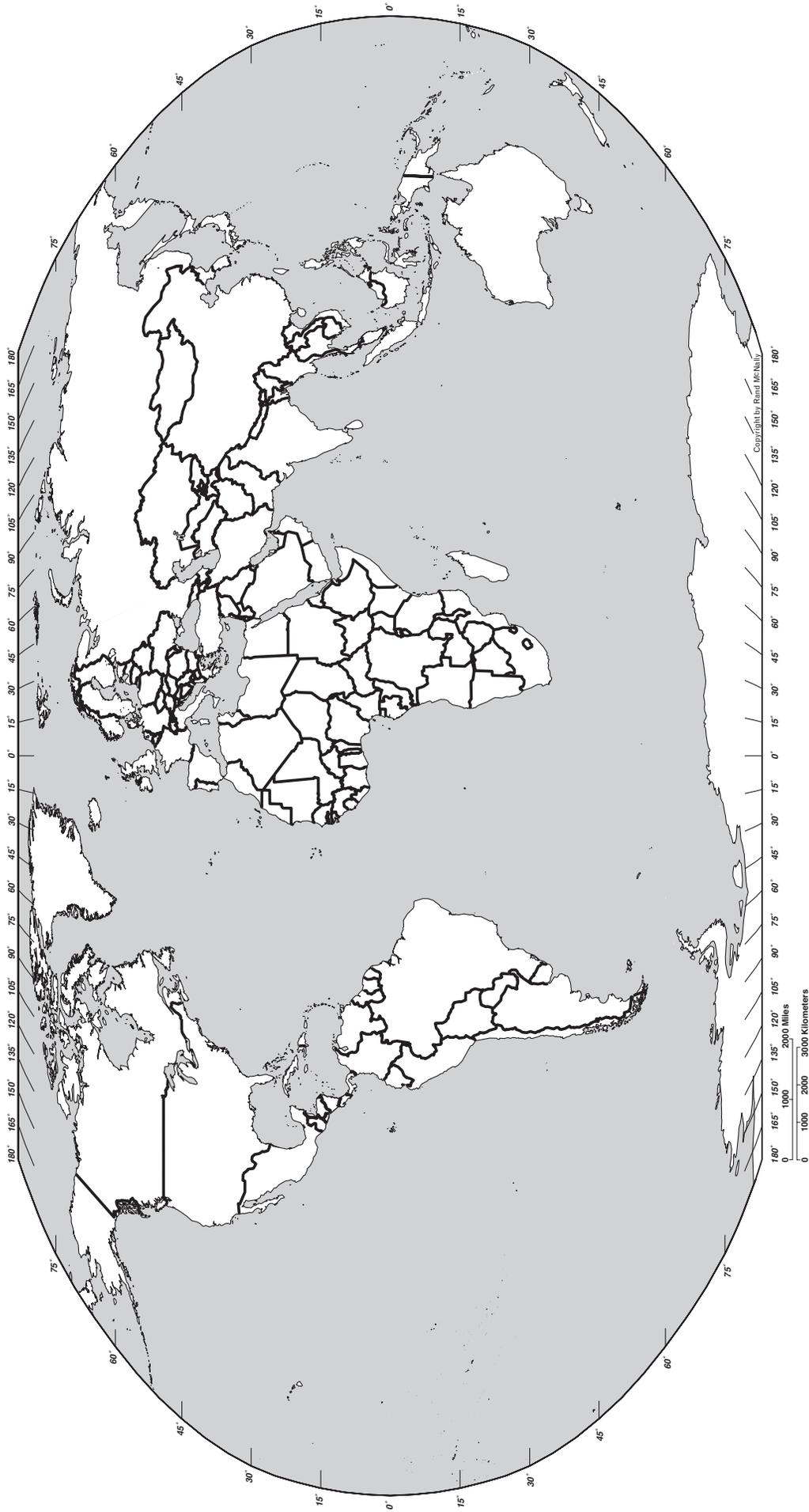
Literature and Nonfiction Reading

Create maps to illustrate themes from students' reading selections. Map the movements of characters in fiction selections.

Science

Map locations of important scientific discoveries.

World Outline Map



Name _____

Date _____

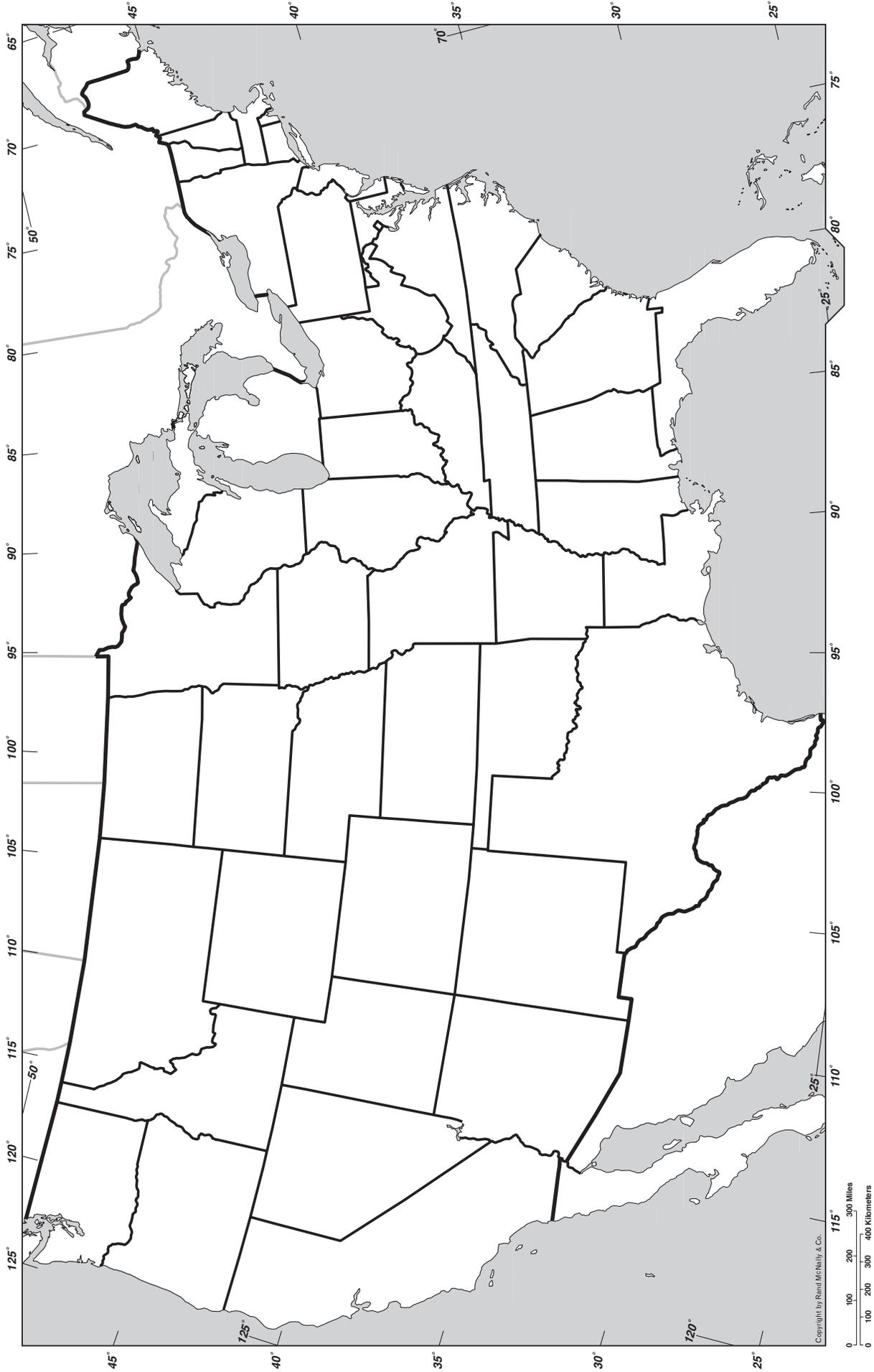
North America Outline Map



Name _____

Date _____

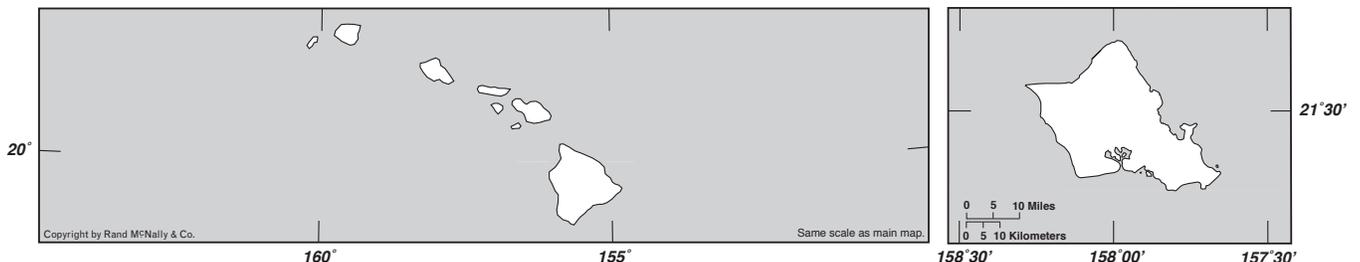
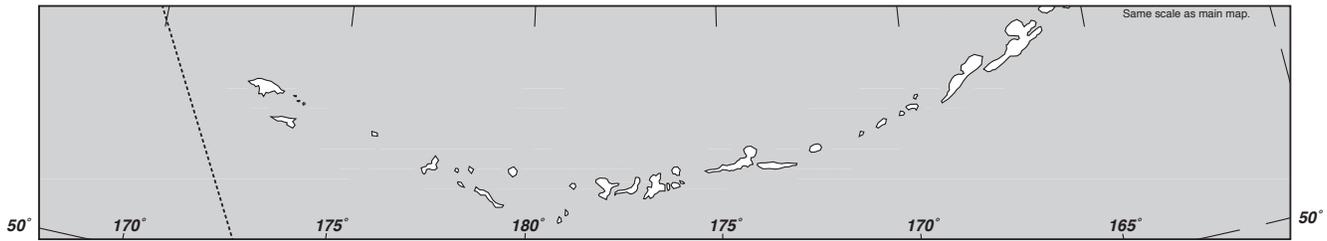
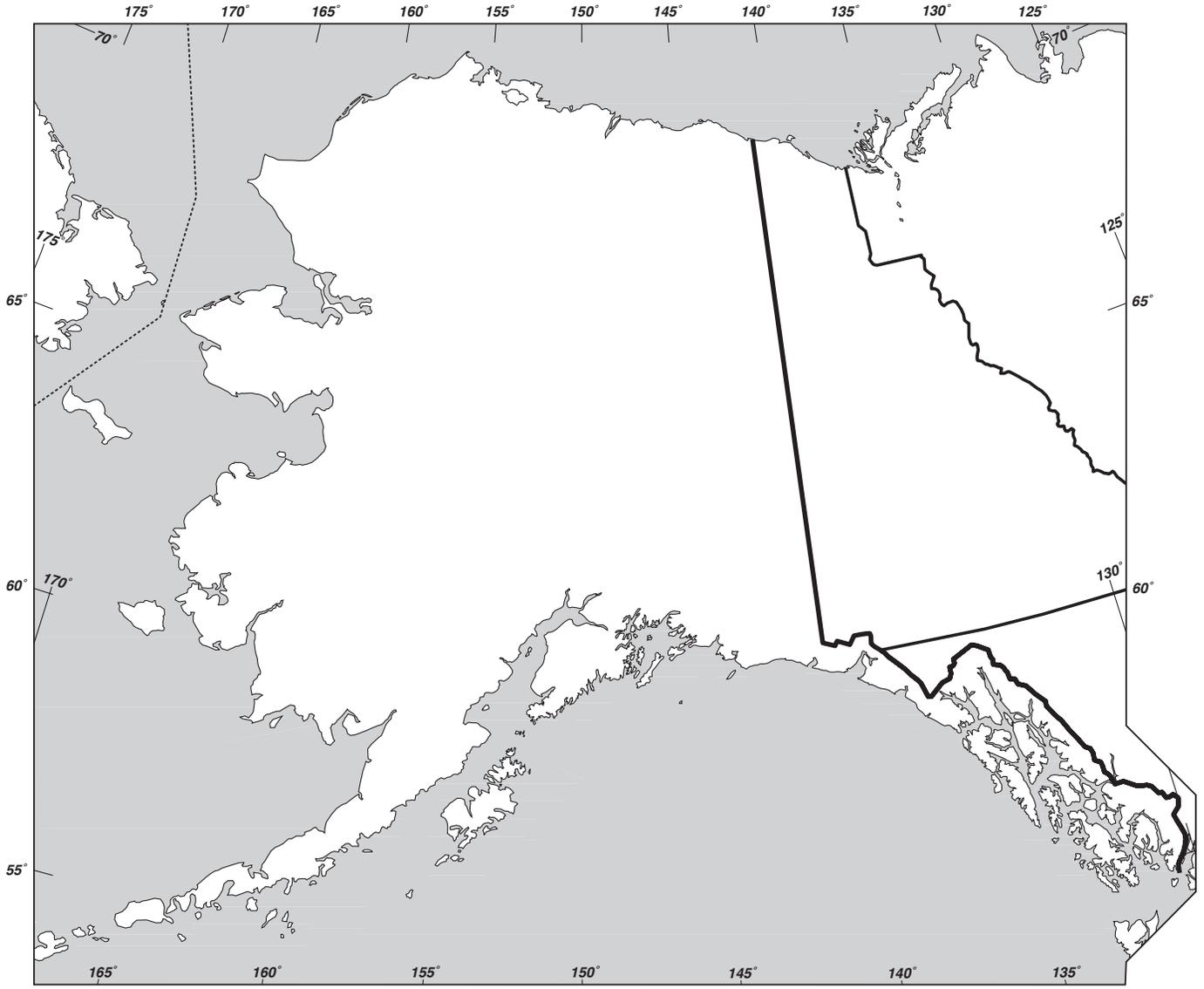
United States Outline Map



Name _____

Date _____

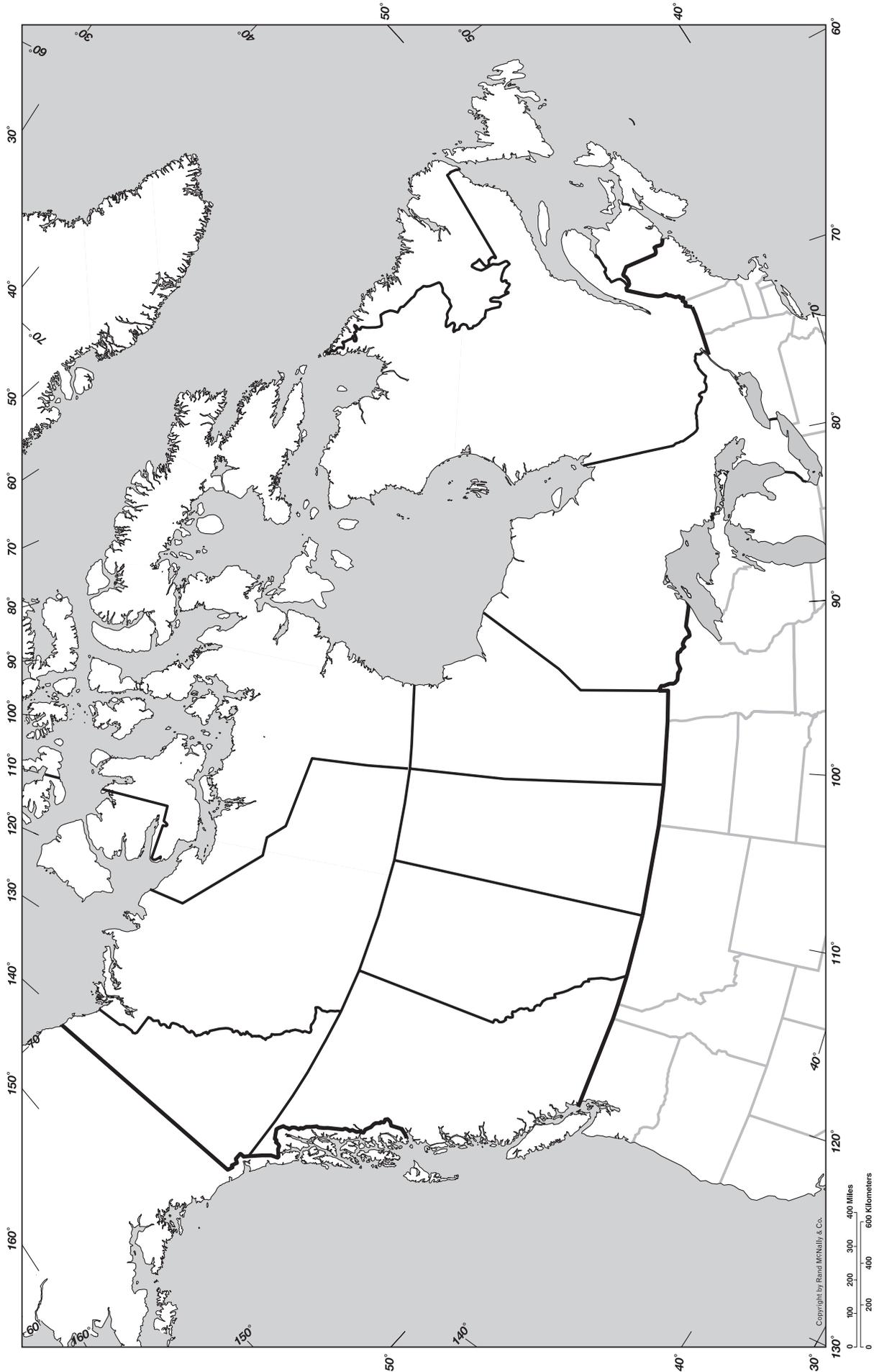
Alaska and Hawaii Outline Maps



Name _____

Date _____

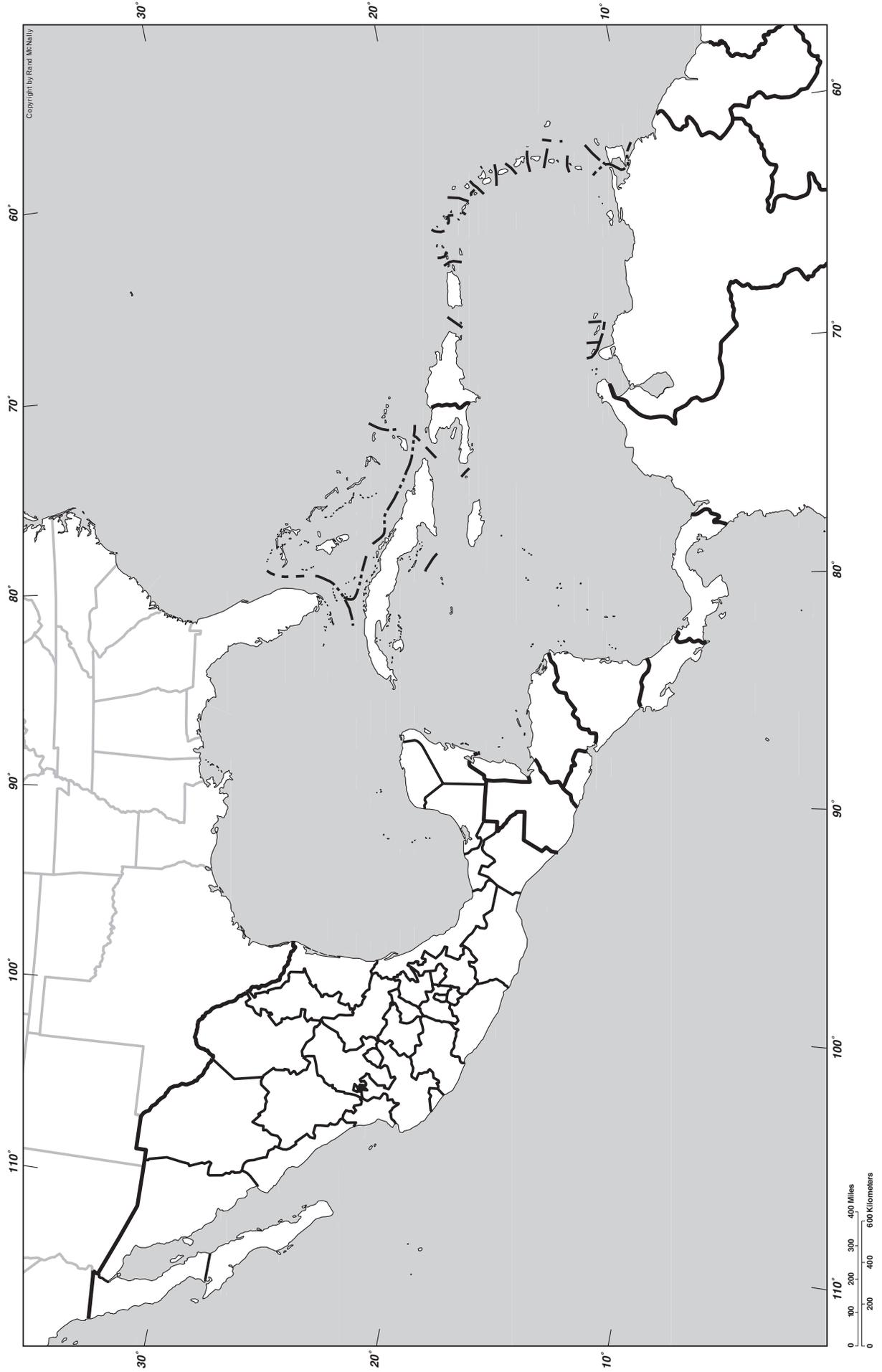
Canada Outline Map



Name _____

Date _____

Mexico and Middle America Outline Map



Name _____

Date _____

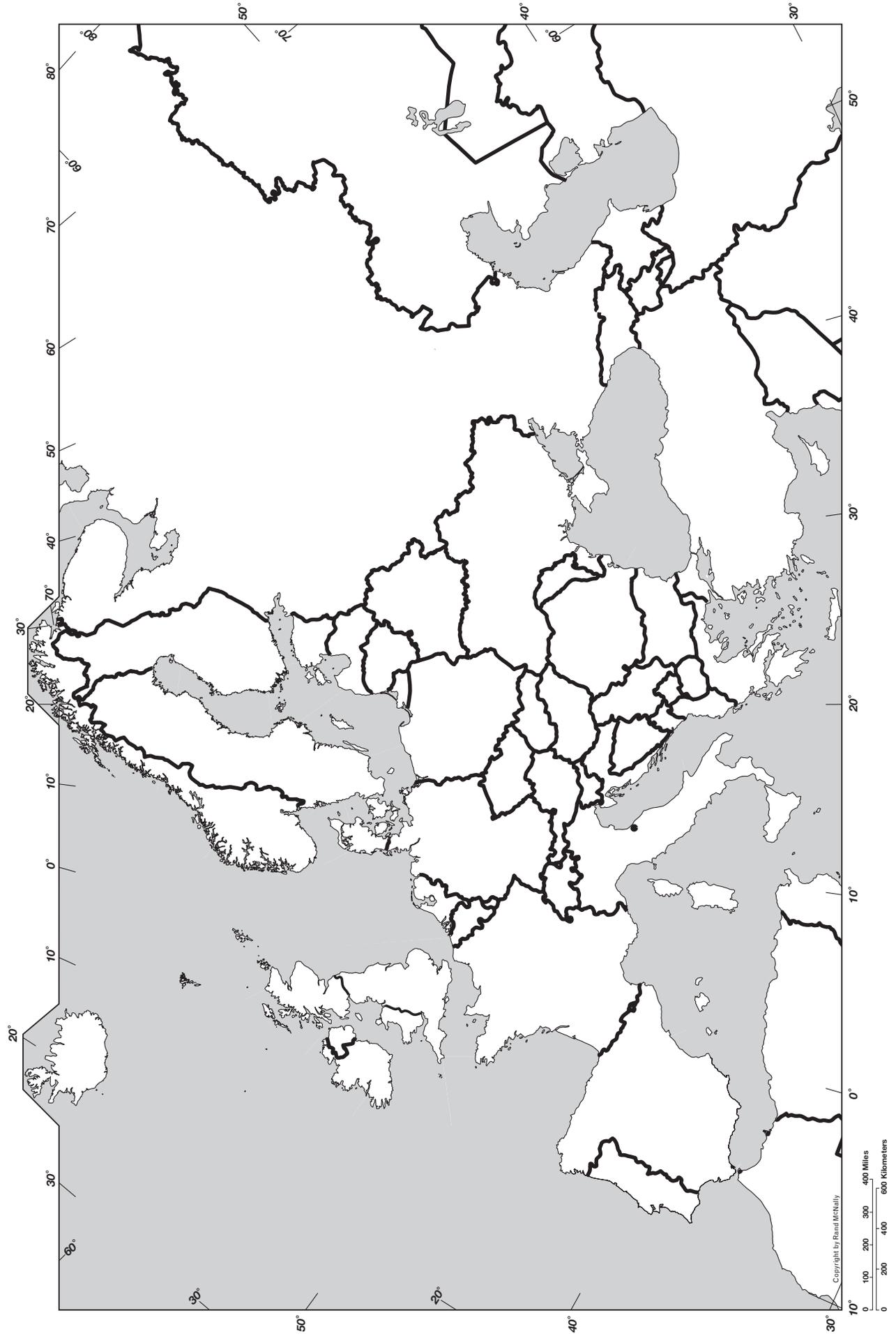
South America Outline Map



Name _____

Date _____

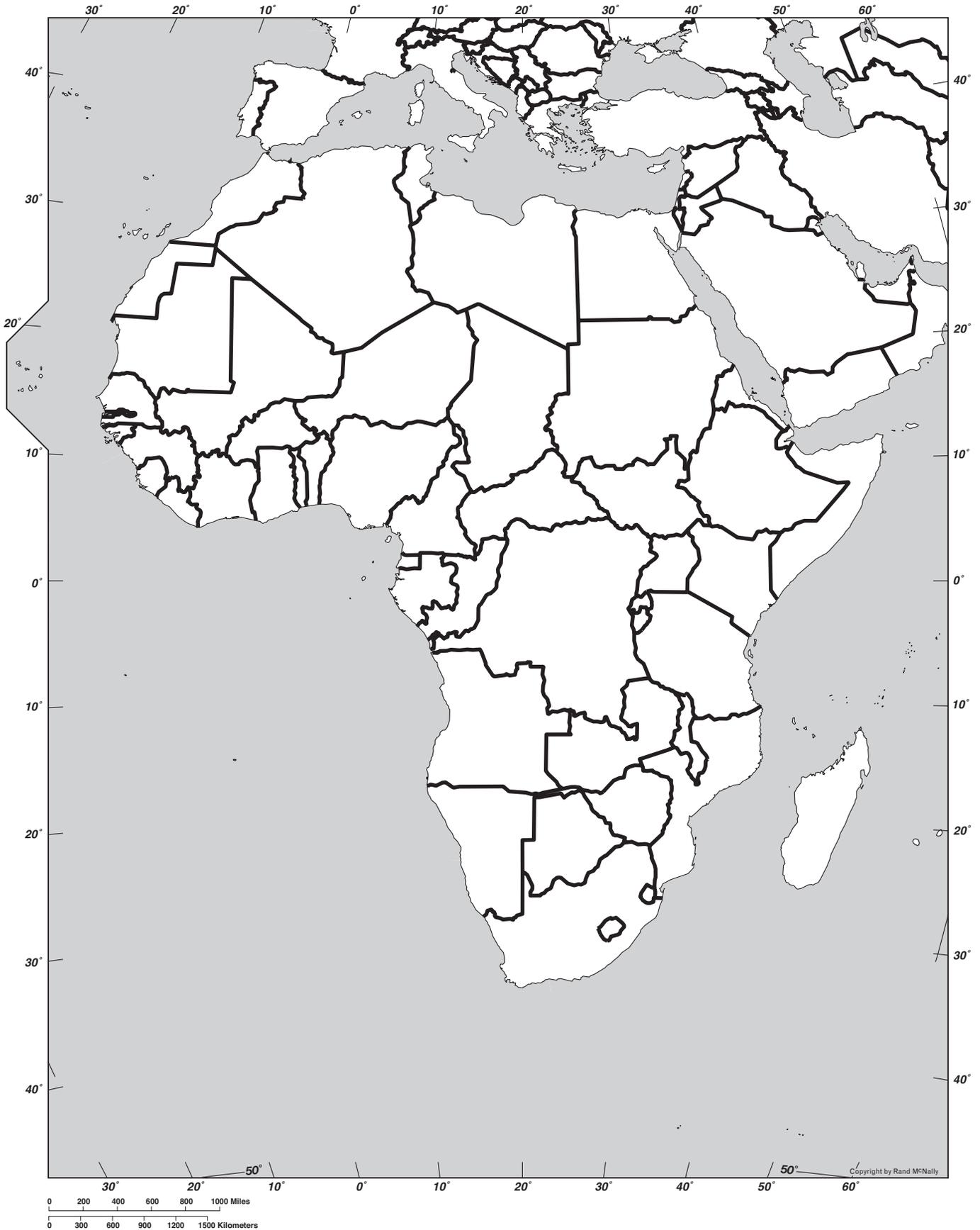
Europe Outline Map



Name _____

Date _____

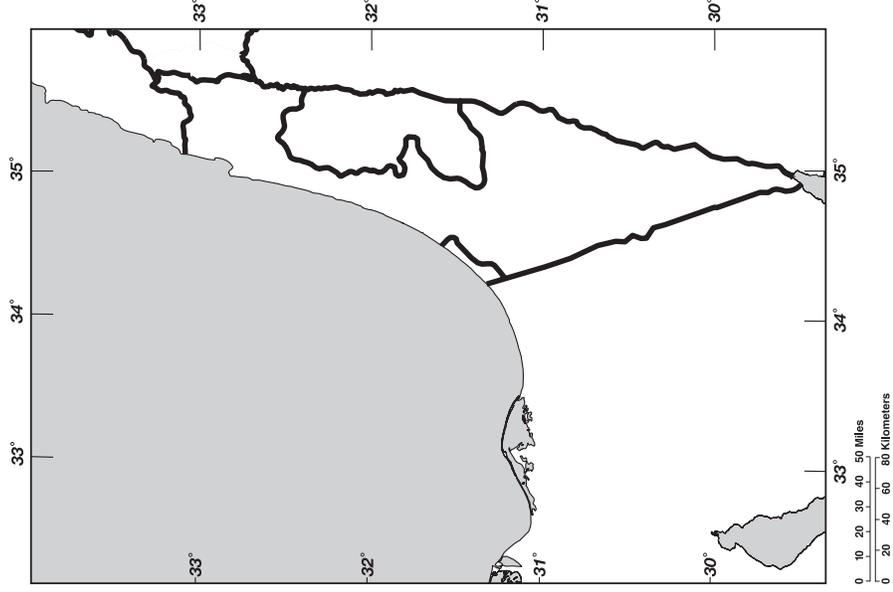
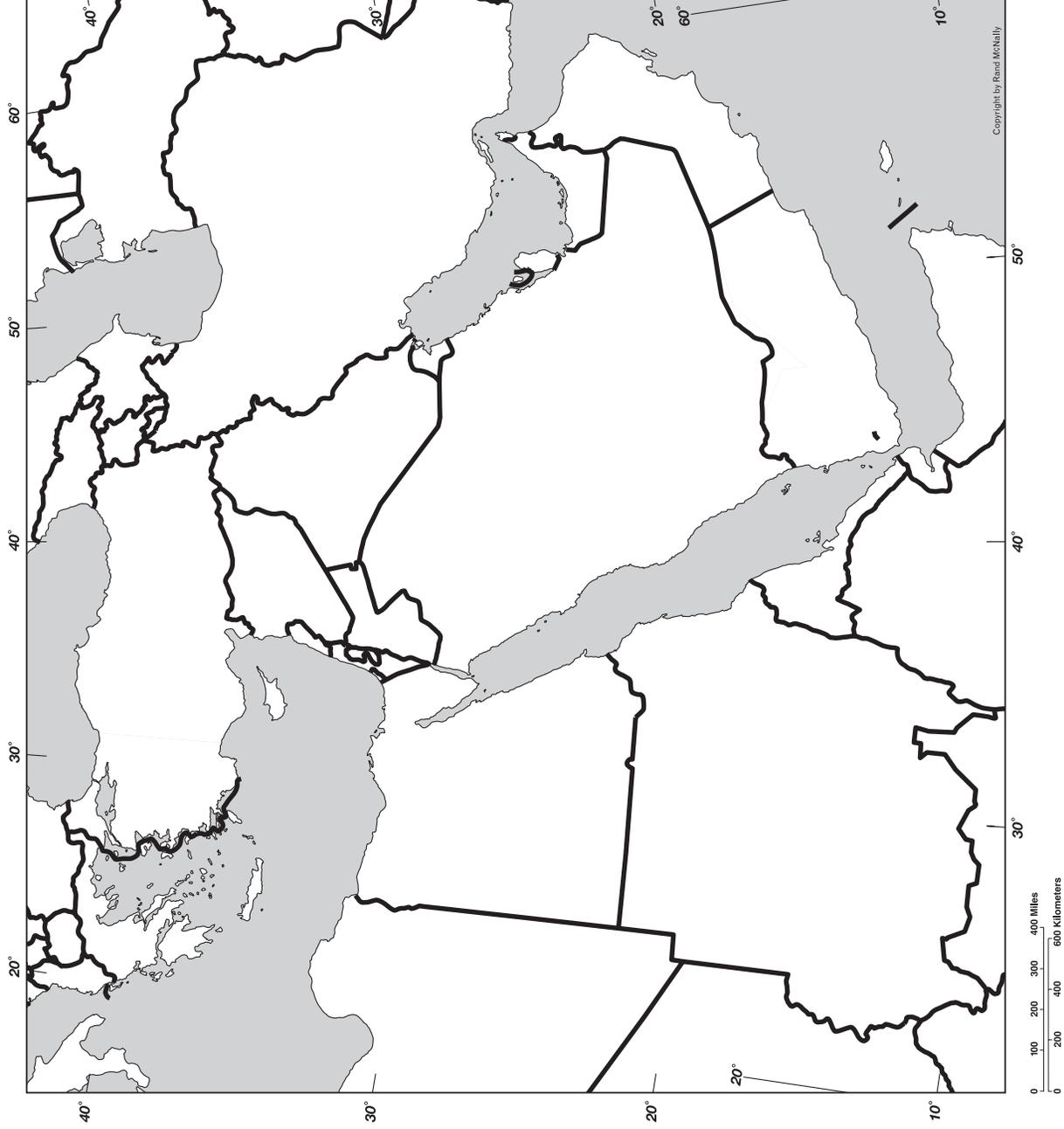
Africa Outline Map



Name _____

Date _____

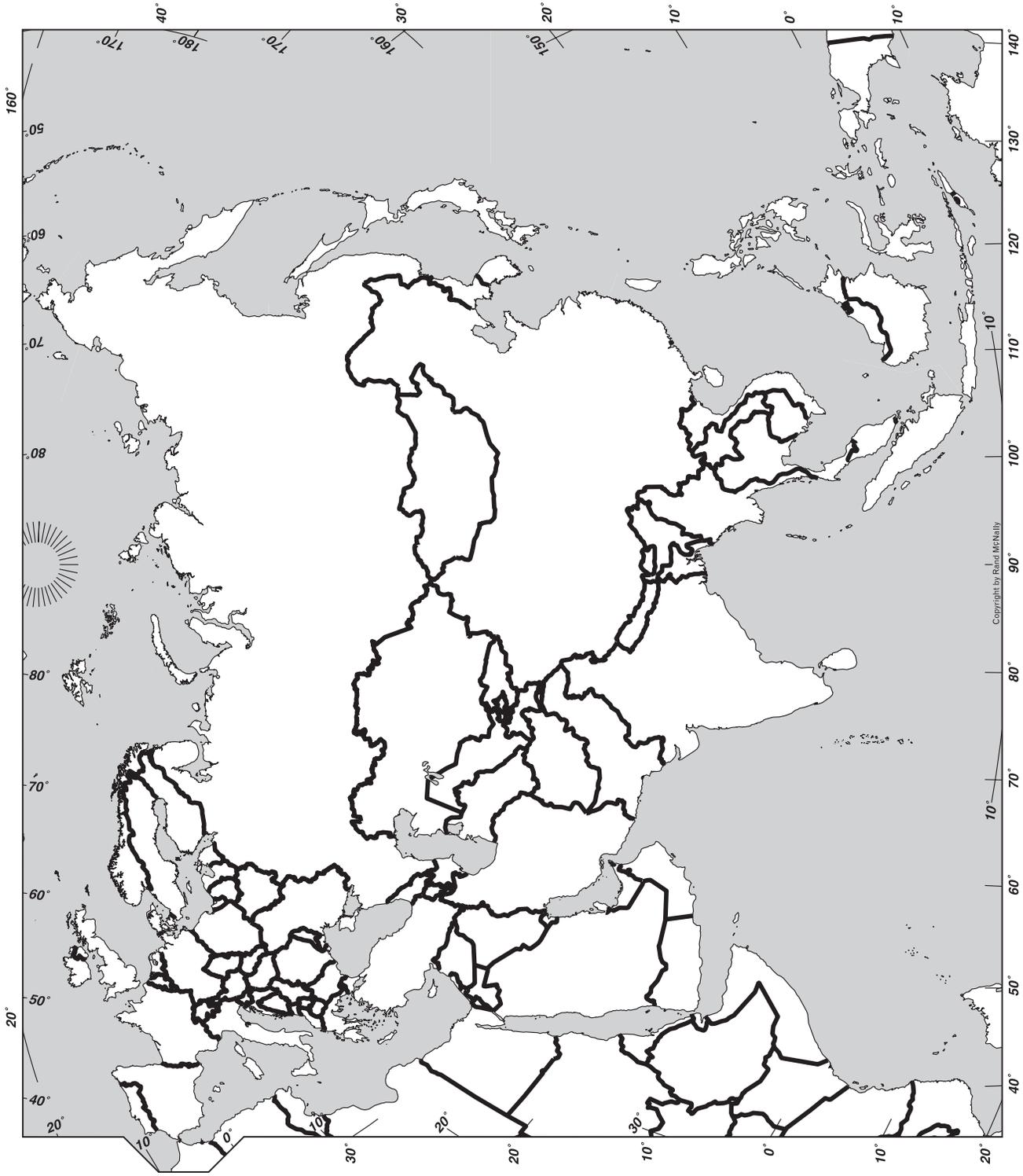
Middle East Outline Maps



Name _____

Date _____

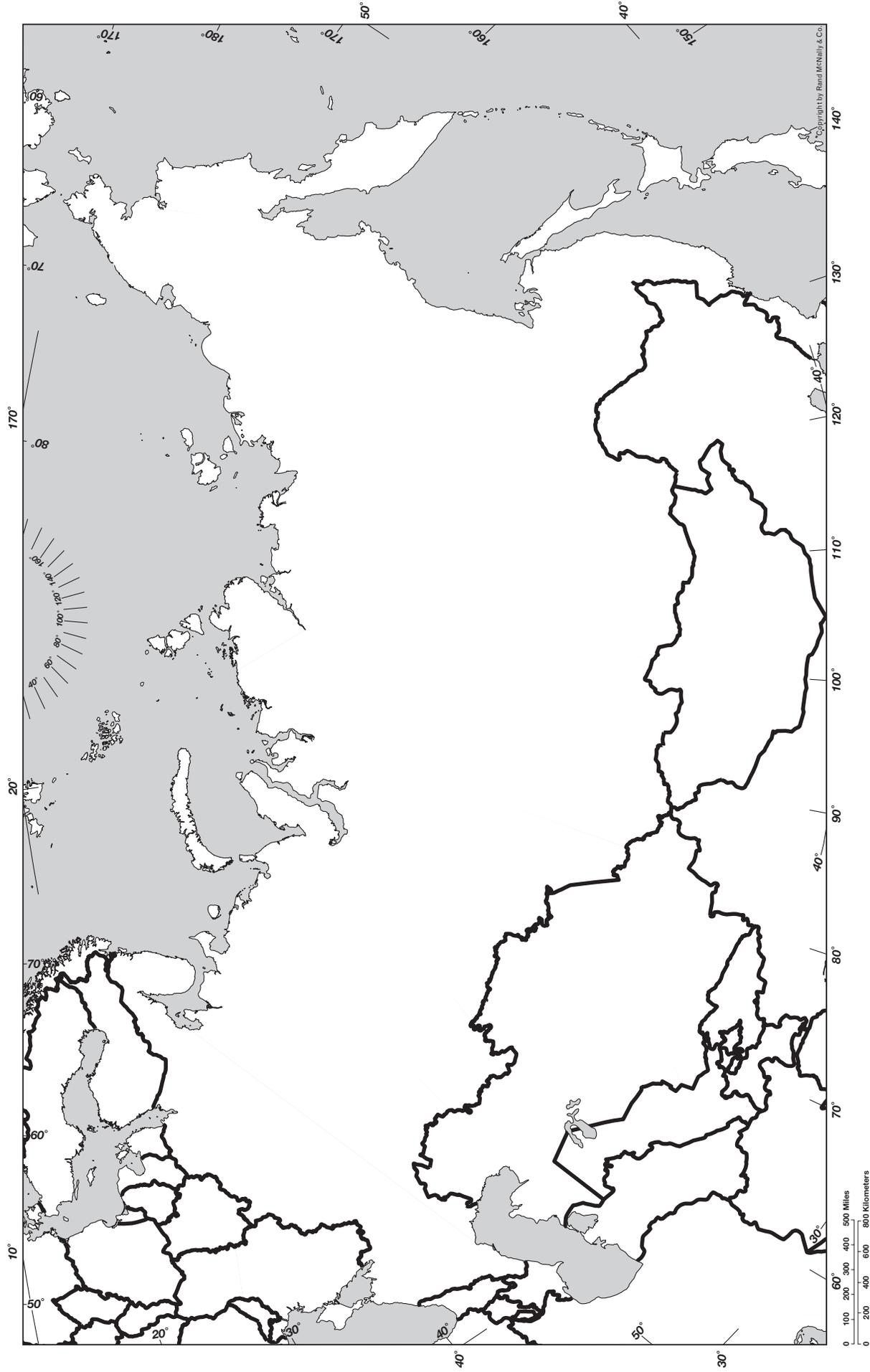
Asia Outline Map



Name _____

Date _____

Northern Eurasia Outline Map



Name _____

Date _____

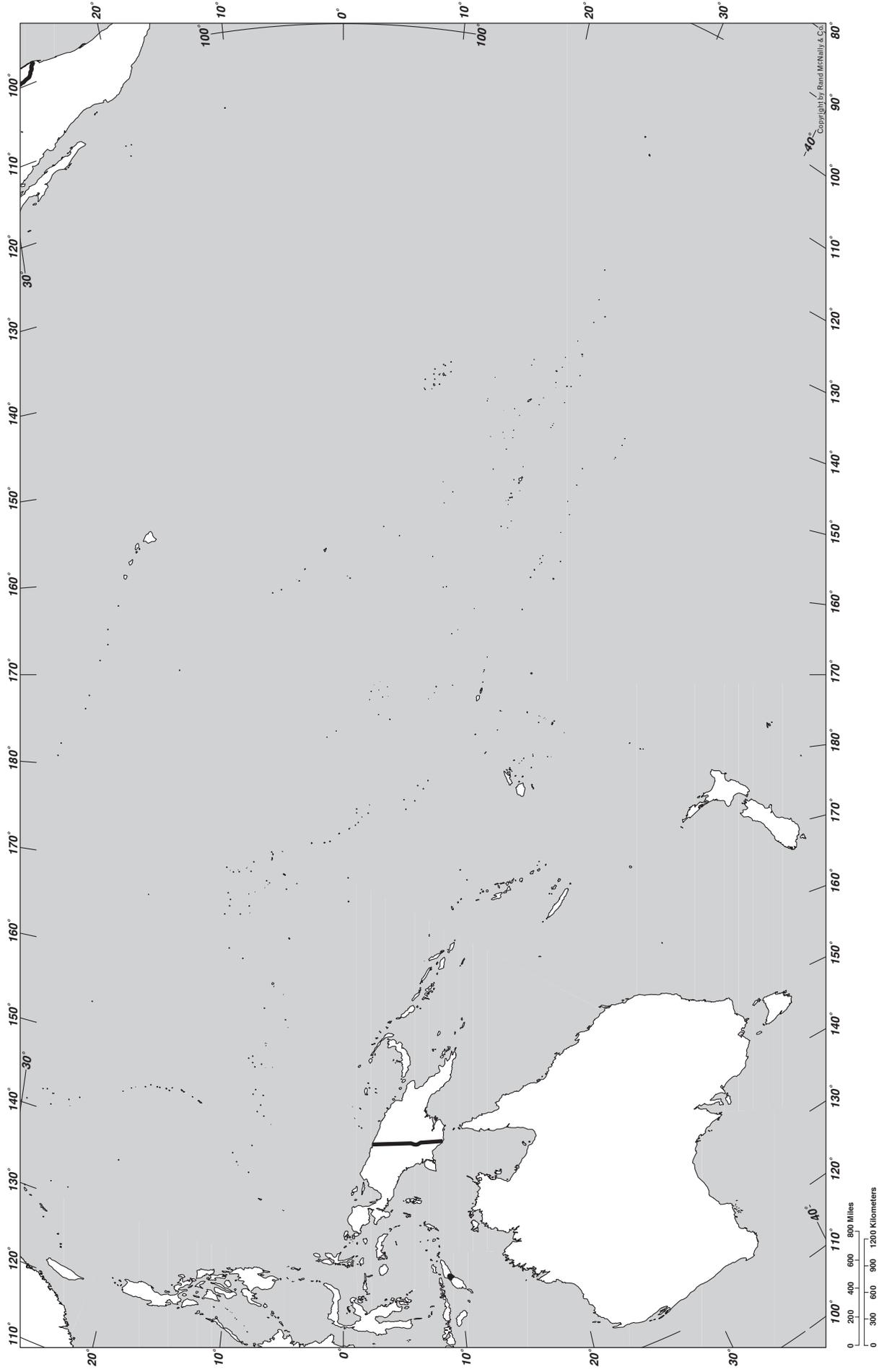
China / Mongolia / Japan / Korea Outline Map



Name _____

Date _____

Oceania Outline Map



Name _____

Date _____

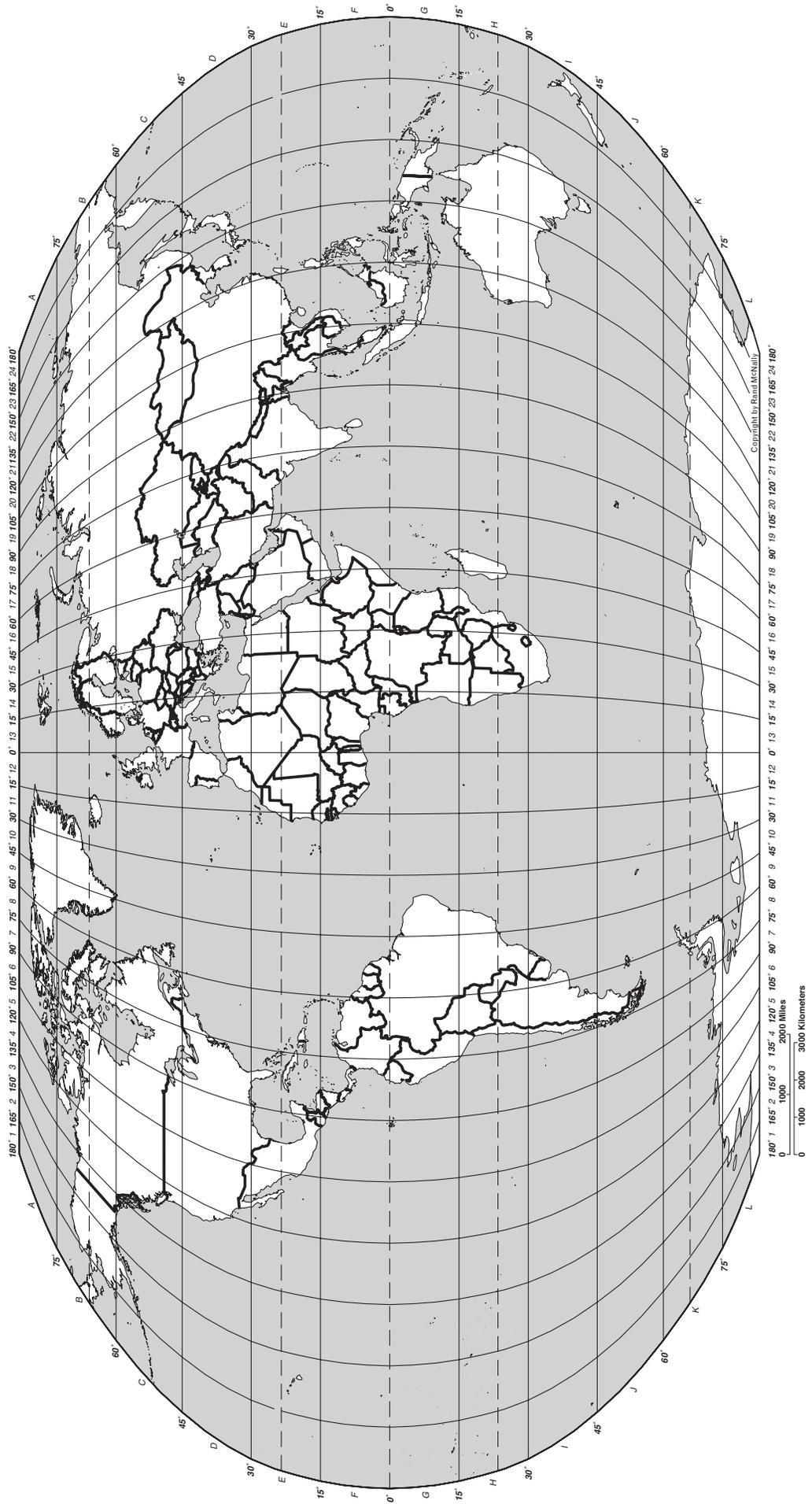
Australia and New Zealand Outline Map



Name _____

Date _____

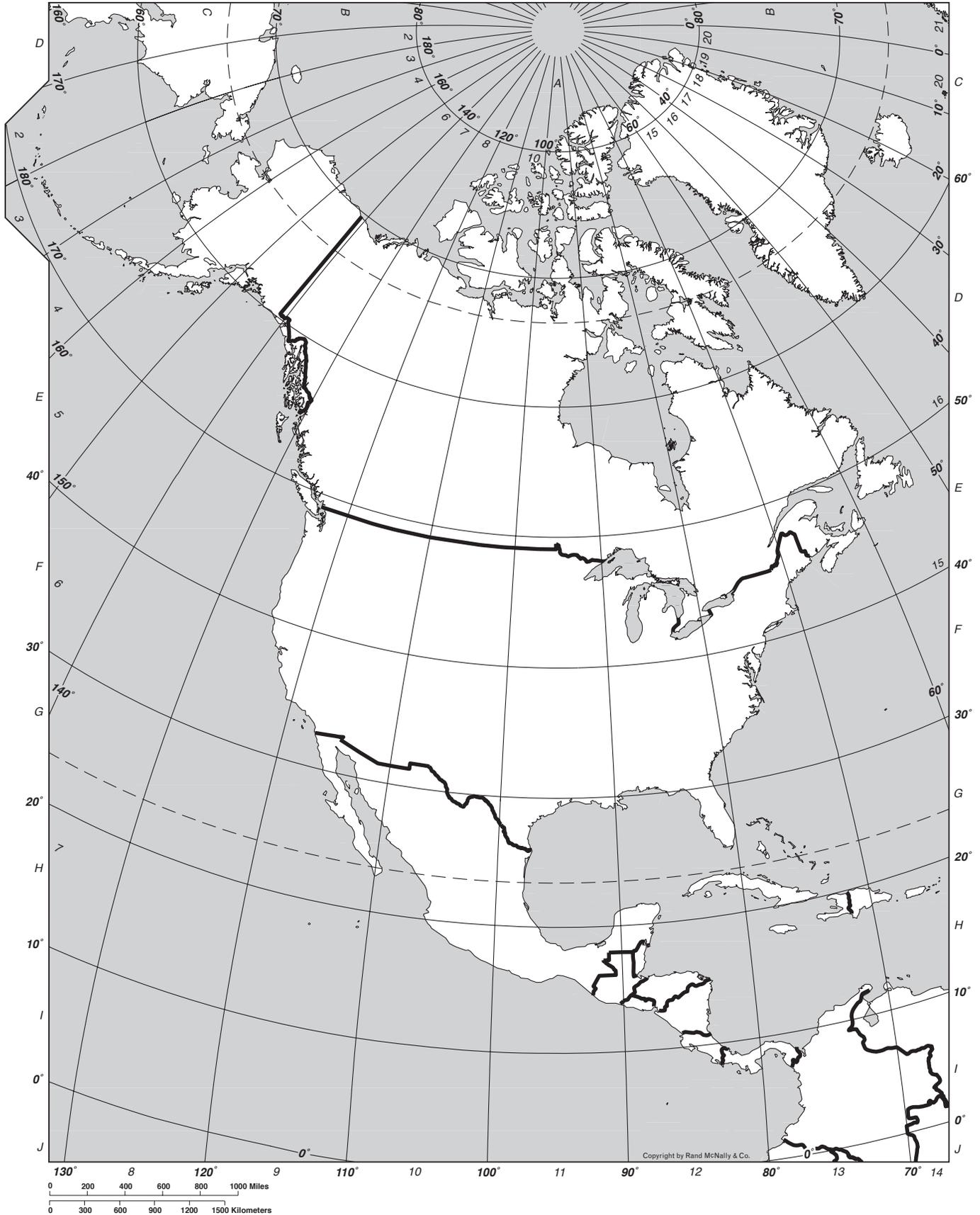
World Outline Map



Name _____

Date _____

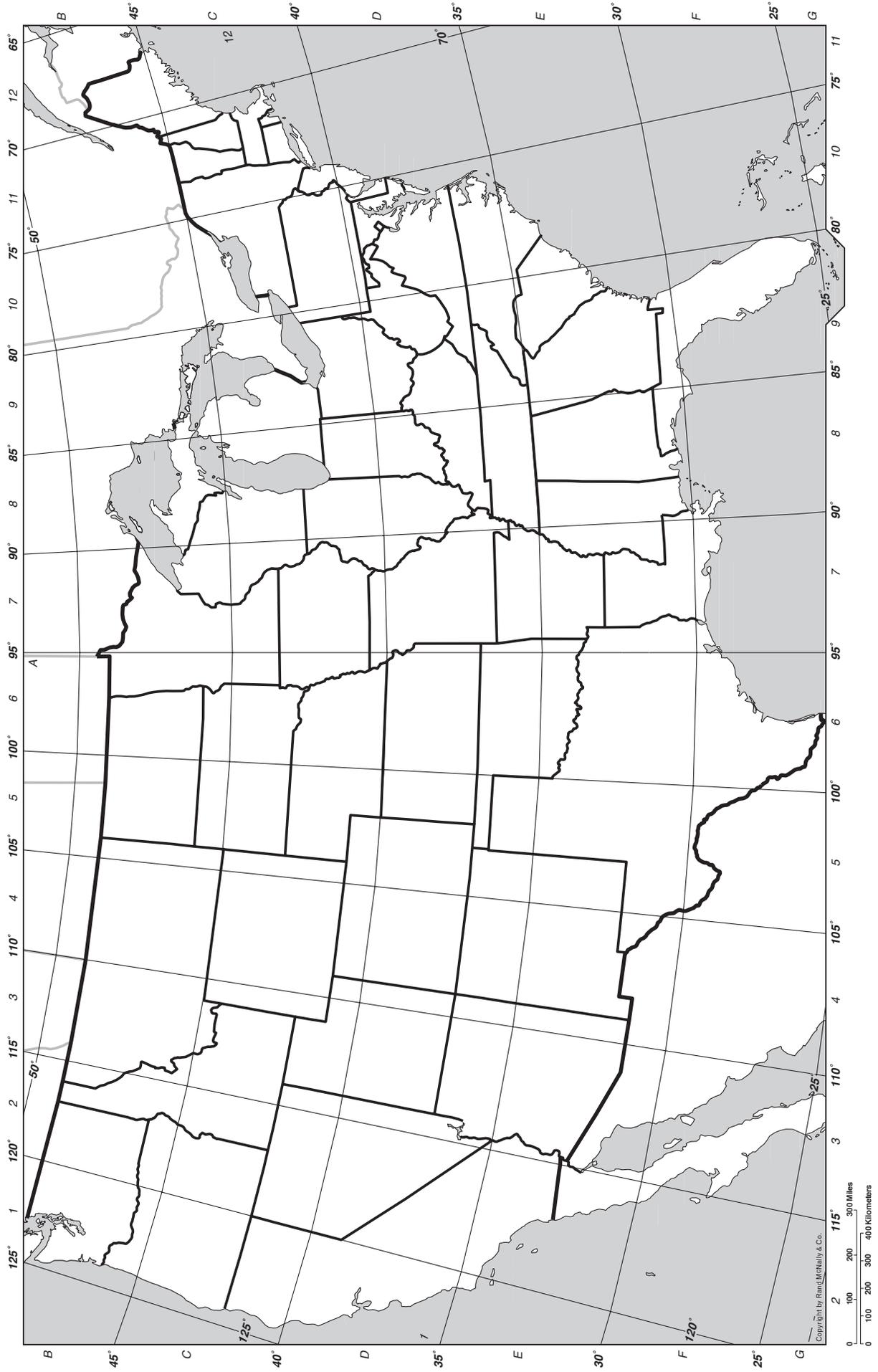
North America Outline Map



Name _____

Date _____

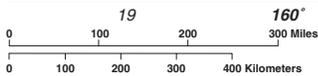
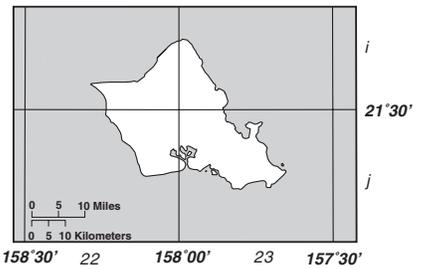
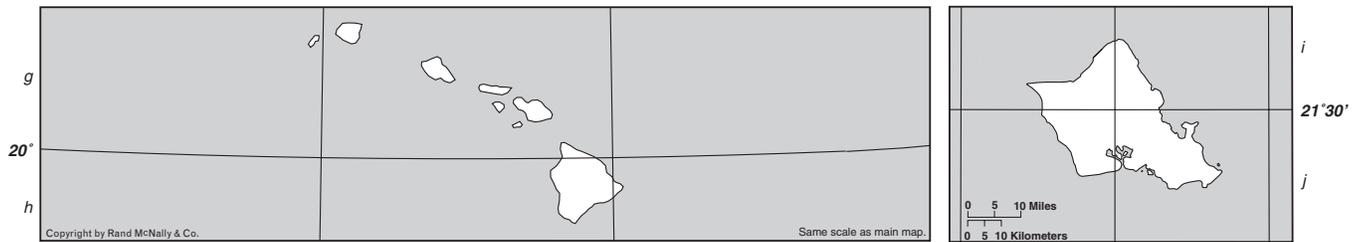
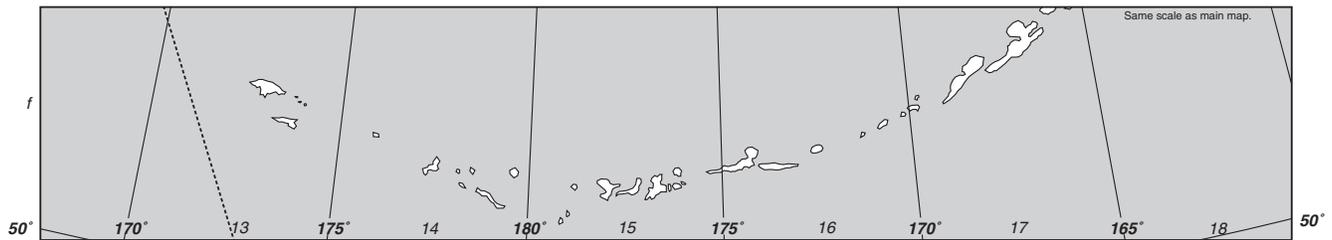
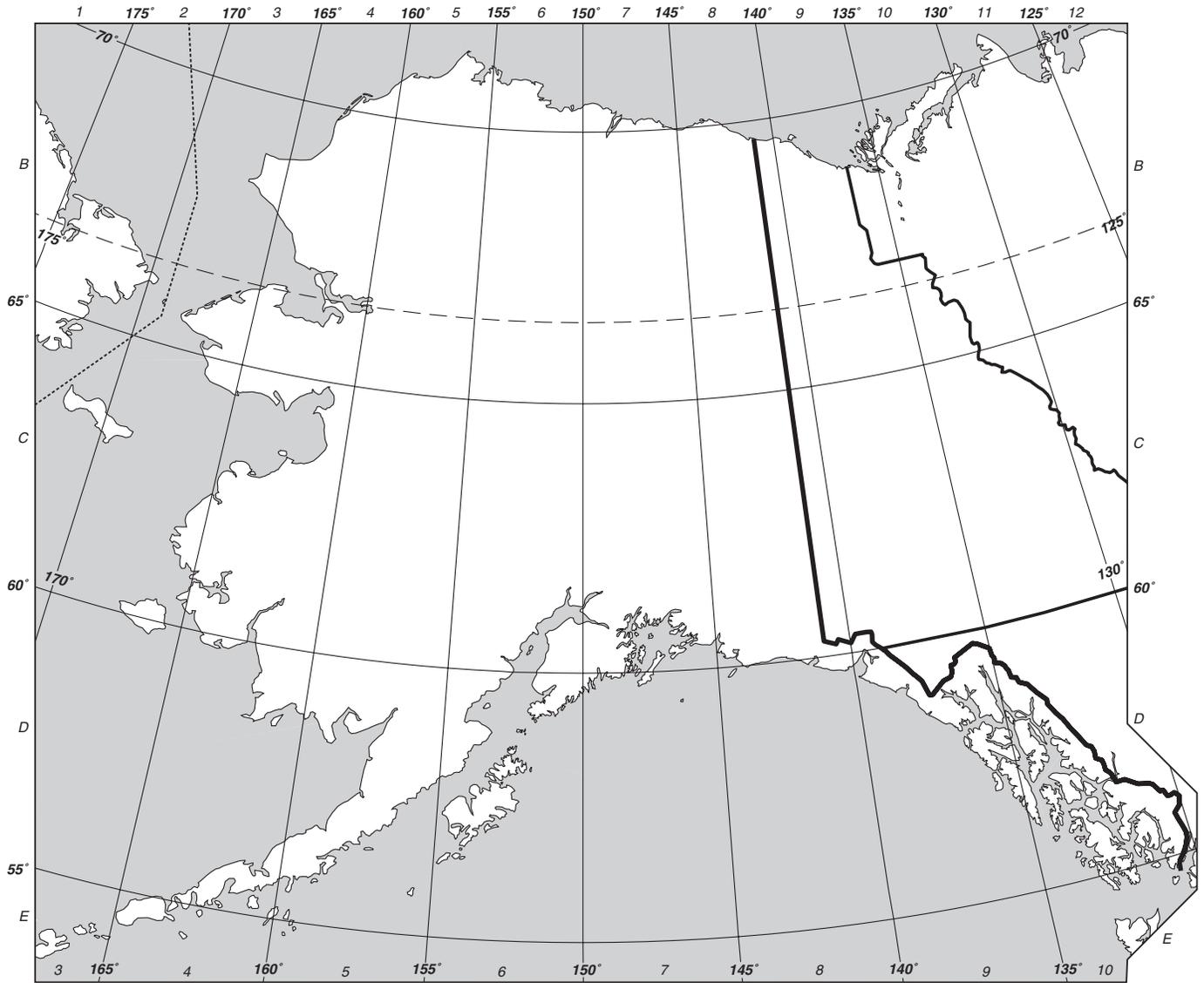
United States Outline Map



Name _____

Date _____

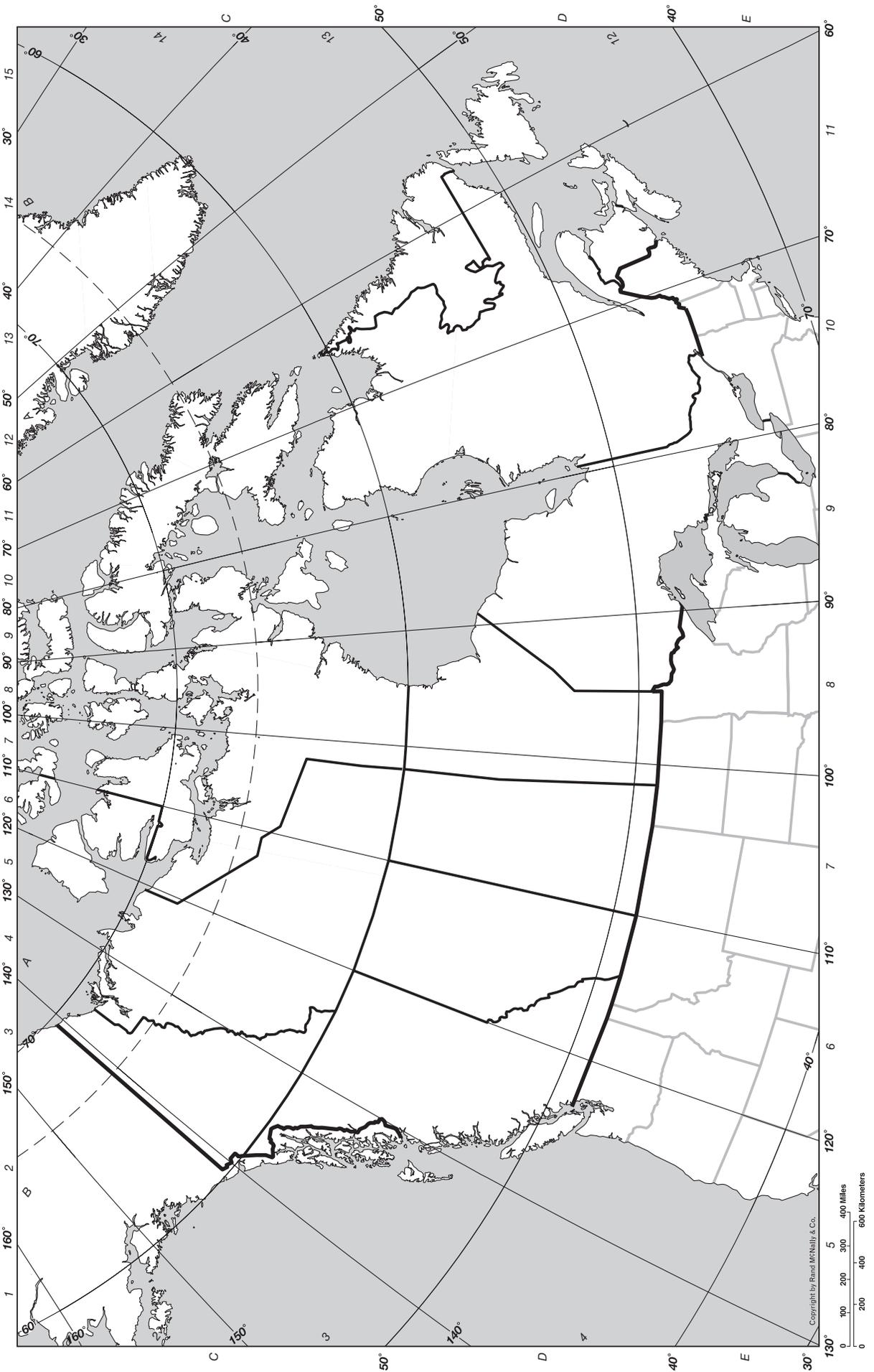
Alaska and Hawaii Outline Maps



Name _____

Date _____

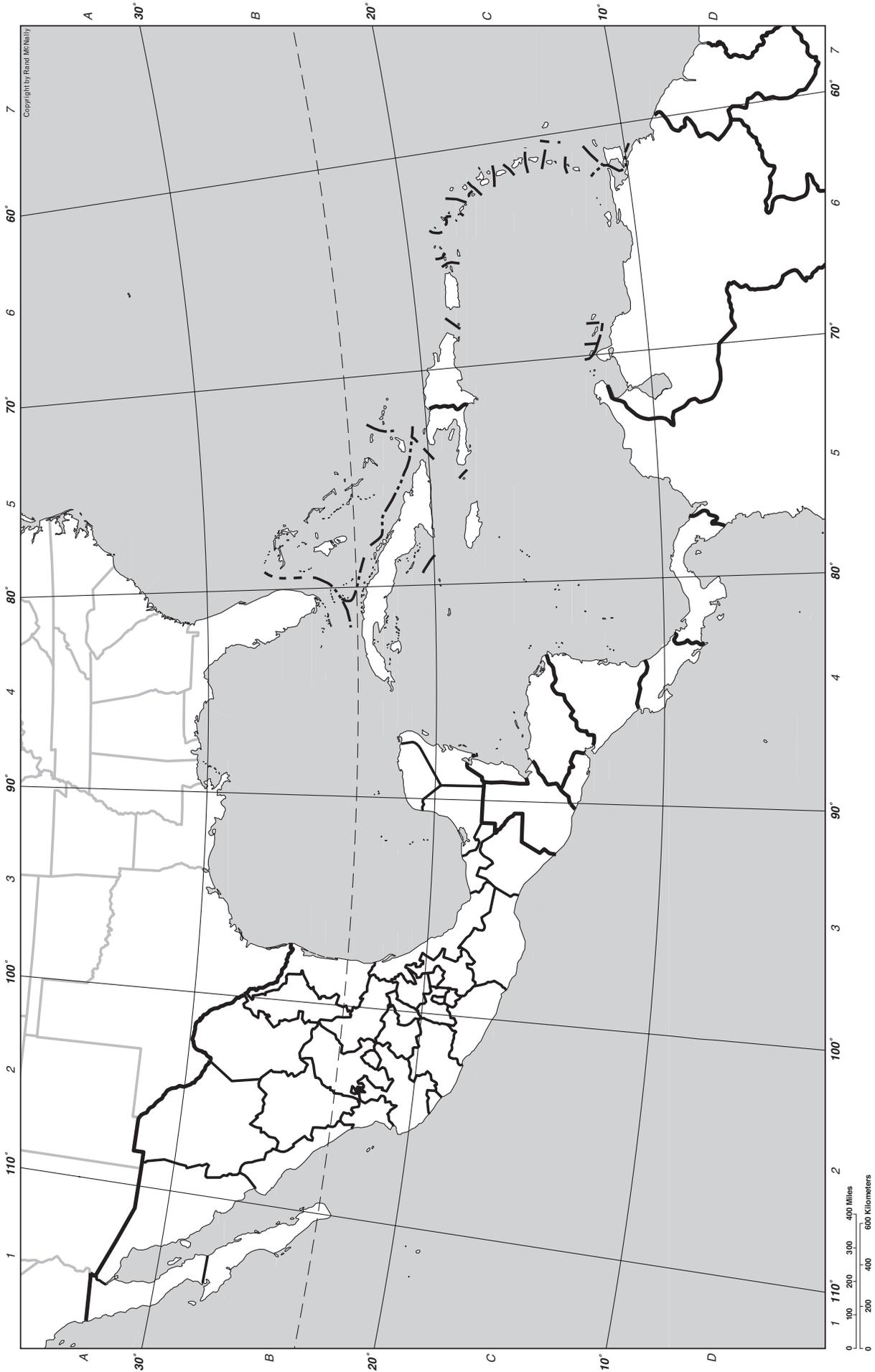
Canada Outline Map



Name _____

Date _____

Mexico and Middle America Outline Map



Name _____

Date _____

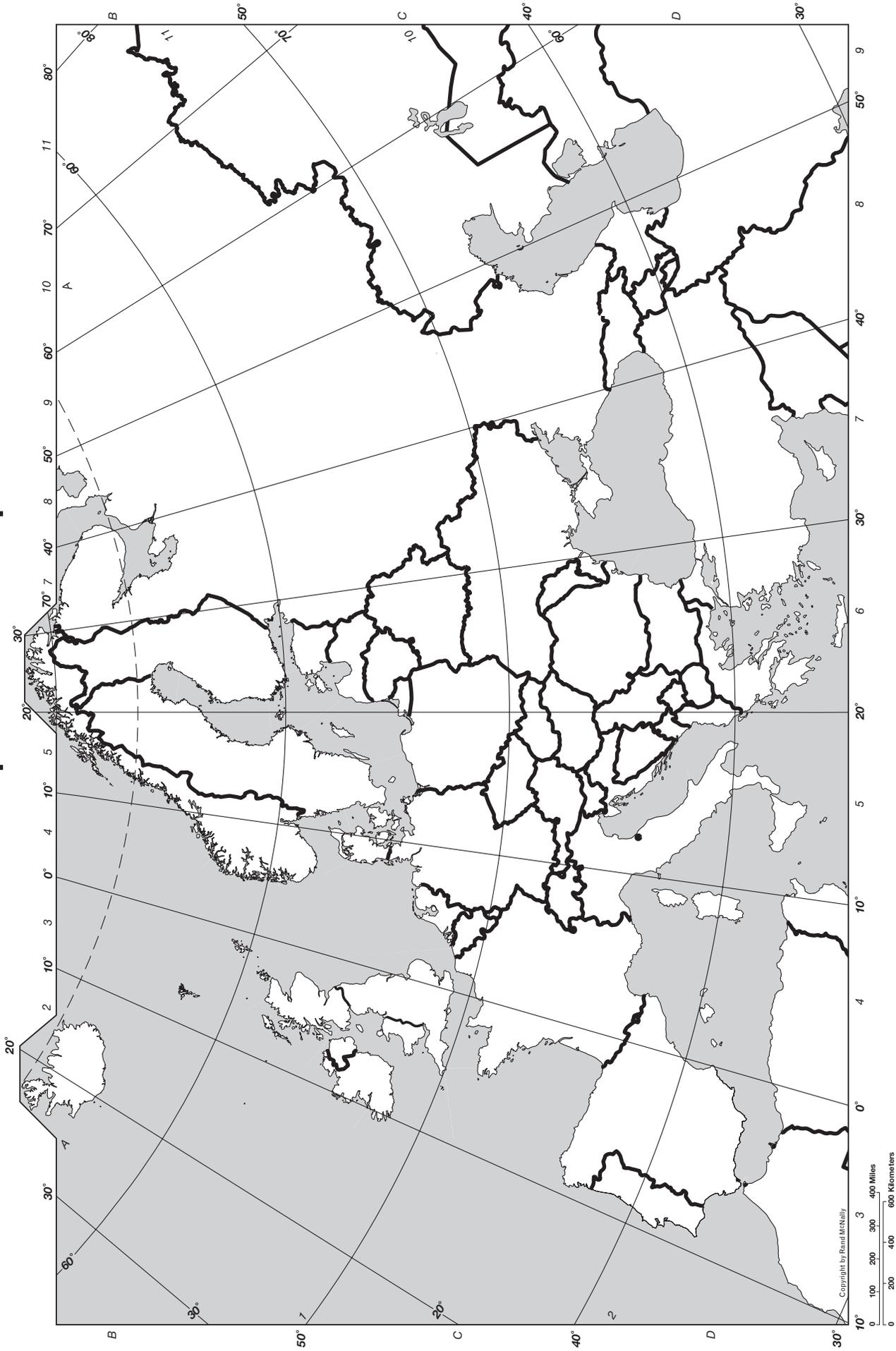
South America Outline Map



Name _____

Date _____

Europe Outline Map



Name _____

Date _____

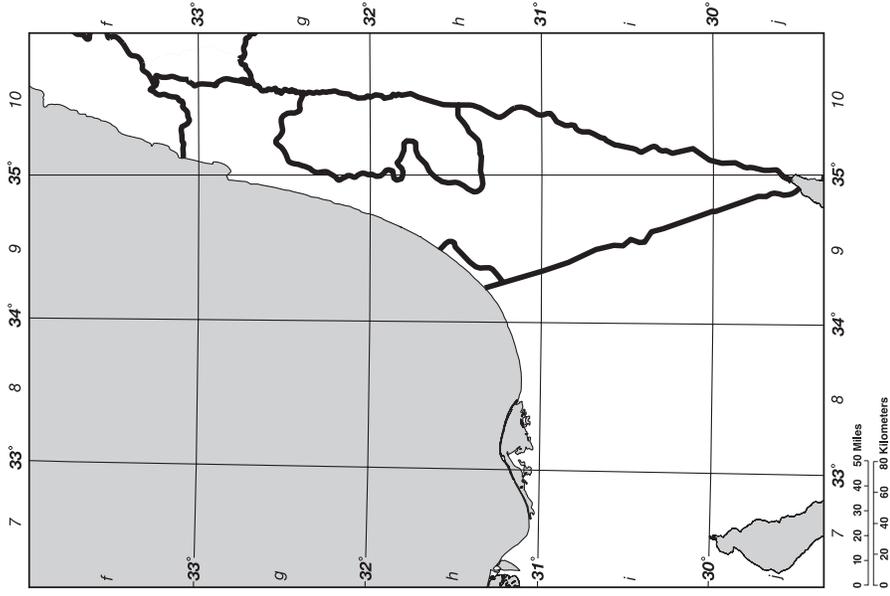
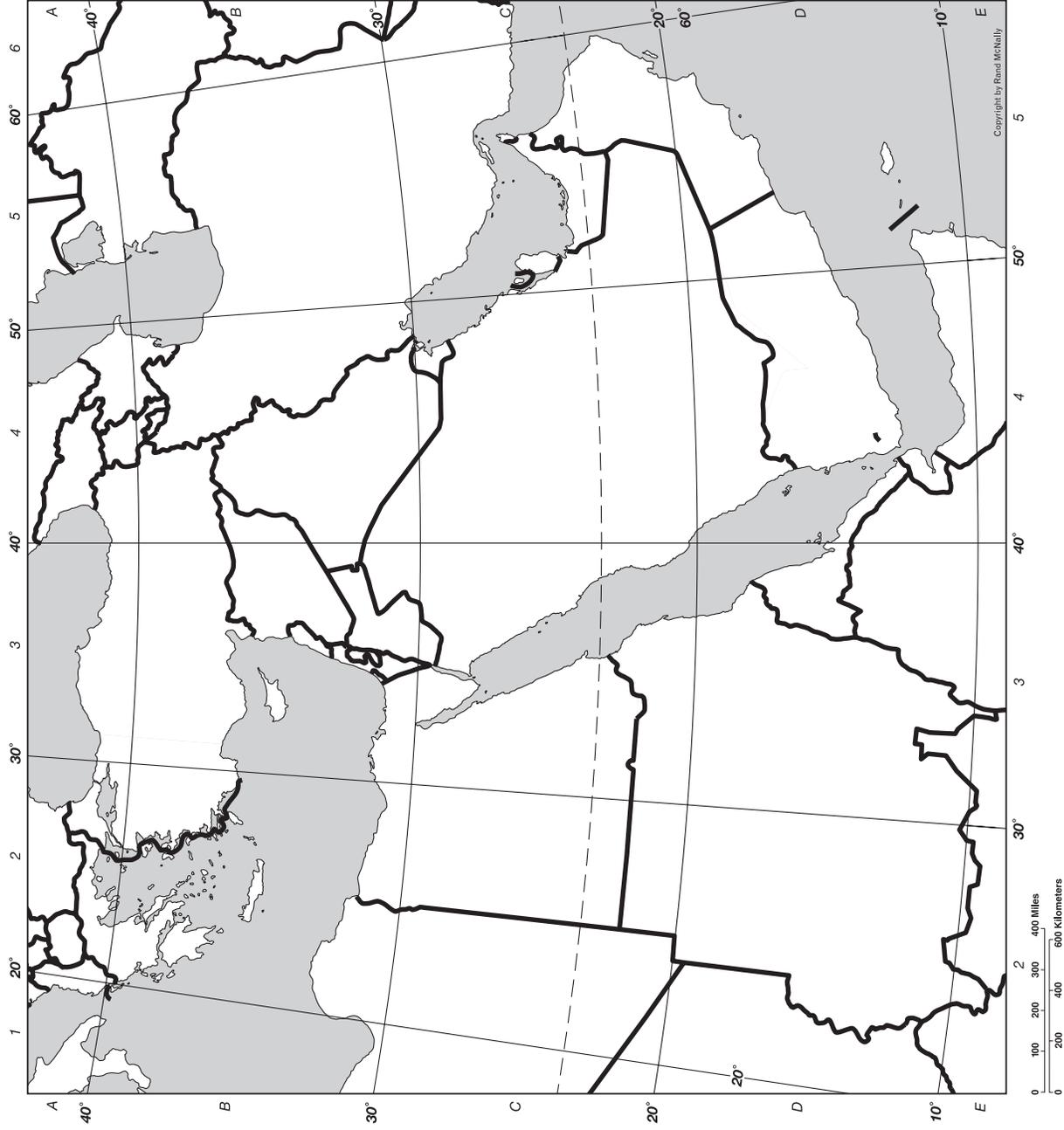
Africa Outline Map



Name _____

Date _____

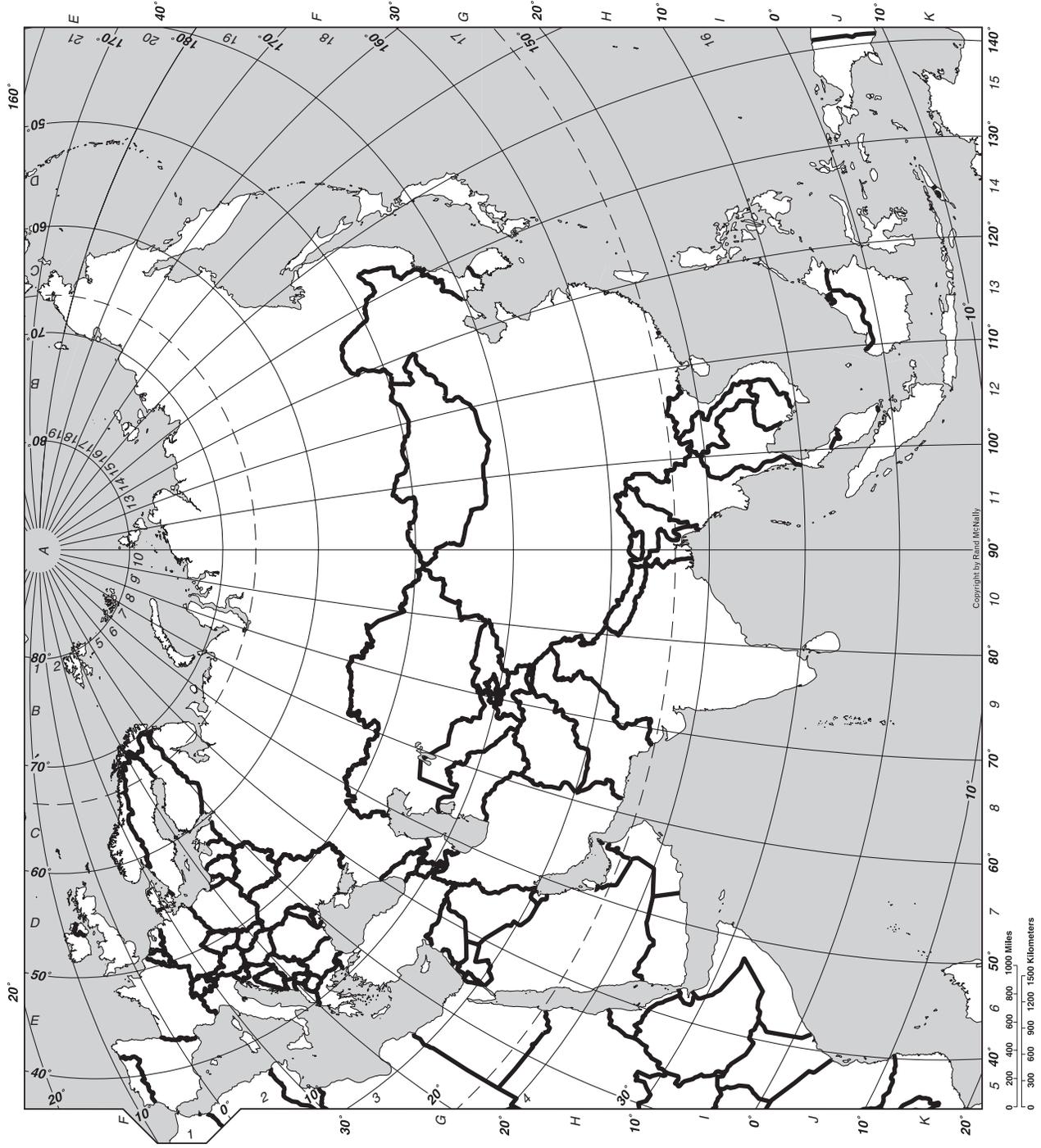
Middle East Outline Maps



Name _____

Date _____

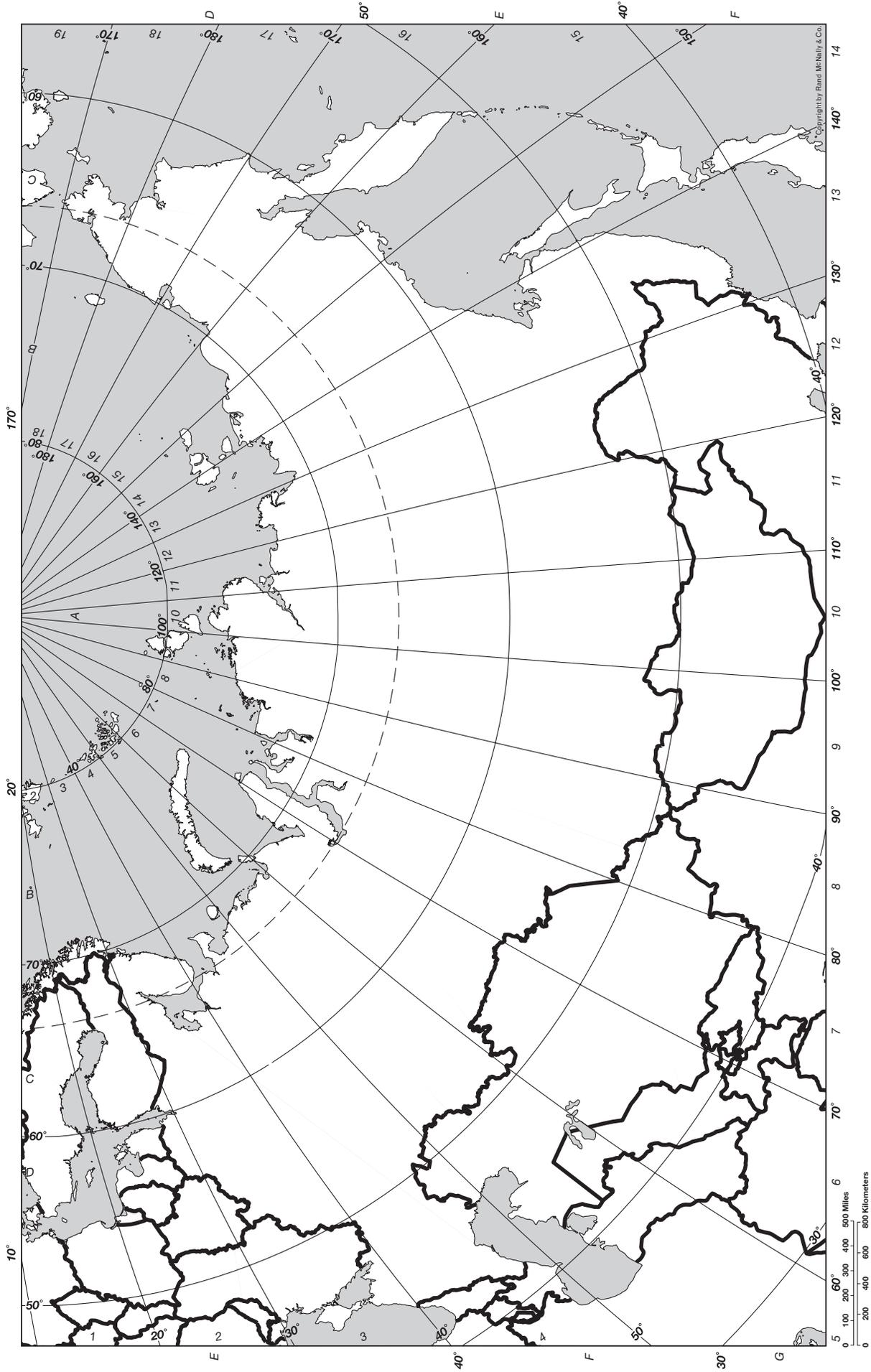
Asia Outline Map



Name _____

Date _____

Northern Eurasia Outline Map



Name _____

Date _____

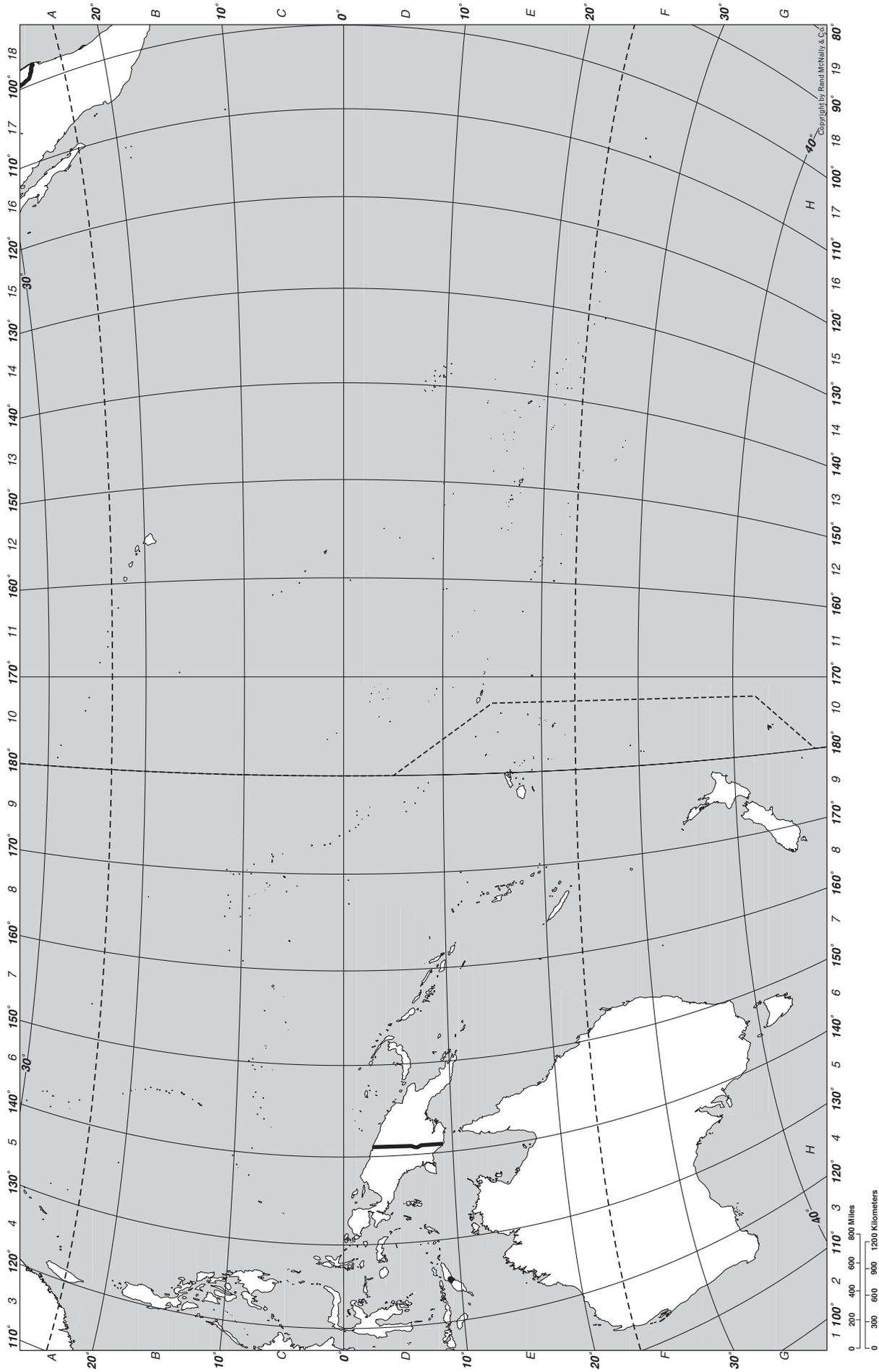
China / Mongolia / Japan / Korea Outline Map



Name _____

Date _____

Oceania Outline Map



Name _____

Date _____

Australia and New Zealand Outline Map



Name _____

Date _____

APPENDIX A: 180 Enrichment Questions

OVERVIEW

180 Enrichment Questions provides students with opportunities to make social studies connections in their daily curriculum. The questions guide students to use geographic resources not only to find information but also to discover patterns, solve problems, and gain understanding of their world. The flexible format facilitates independent study, small group activity, and class discussion.

180 Enrichment Questions is divided into nine sections. Section I reviews basic map skills, such as geographical terms, direction, legend and scale, and latitude and longitude. In Section II, students utilize basic map skills as well as critical thinking skills to answer questions about the world. In Sections III–IX, students investigate each of the seven continents.

Providing for Individual Needs

180 Enrichment Questions can be used successfully by students at different grade levels and different ability levels. Within each set of questions, symbols denote suggested ability levels:

- Basic questions that reinforce/review skills
- General questions that require students to apply basic skills
- * Challenge questions that involve higher level thinking skills or problem solving

Each section of 180 Enrichment Questions also includes a culminating activity titled **Show What You Know**. These activities offer opportunities for cooperative learning or individual research.

Making Cross-curricular Connections

180 Enrichment Questions incorporates many areas of the curriculum. Questions dealing with distance, elevation, or population involve math skills. Questions about climates or environments involve science concepts. Questions relating to routes or land use may deal with history or economics.

The open book symbol denotes **literature connections**. These questions are based on books with which most students are familiar. Even if your students have not read a particular book, however, they can find the answer based on information in the question. The following bibliography is provided for your convenience.

Filipovic, Zlata. *Zlata's Diary: A Child's Life in Sarajevo*. New York: Viking, 1994.

Fox, Paula. *The Slave Dancer*. Scarsdale, New York: Bradbury Press, 1973.

London, Jack. *The Call of the Wild*. New York: Macmillan, 1968.

Taylor, Theodore. *The Cay*. New York: Doubleday, 1969.

Verne, Jules. *Around the World in Eighty Days*. Chicago: Dodd, Mead, 1979.

Yep, Laurence. *Dragon's Gate*. New York: Harper Collins, 1993.

Other Features of 180 Enrichment Questions

Higher level thinking skills

The suitcase symbol denotes questions about world famous traveler **Ben There** or international news correspondent **Neva Lost**. These questions generally require students to utilize critical thinking skills or problem solving skills.

Graphic organizers

Within each section of 180 Enrichment Questions, students are asked to create a bar graph, a Venn diagram, and a web diagram. Reproducible diagrams are provided for your convenience.

Reproducible icons

Show What You Know activities require students to create a map or other product. A page of reproducible icons is provided for students to use in illustrating their work.

HOW TO USE 180 ENRICHMENT QUESTIONS

Many teachers write a geography question on the board each day for students to answer in preparation for class. You may also duplicate the questions and distribute them to students. Here are several ways to use the questions:

- Have students keep geography notebooks in which they write questions and answers.
- Have students evaluate what different resources they might use to find answers.
- Use the questions for team competitions.
- Use the questions for geography bees.
- Have students answer the questions for extra credit. Award points based on the difficulty level of each question.
- Have students use the questions as a model for writing similar questions of their own.
- Use the literature-connection questions as a model for writing questions based on stories students are currently reading.

USING GEOGRAPHIC RESOURCES

This table suggests strategies for solving common problems students encounter when they use geographic resources. Two examples of applying the strategies follow.

Situation . . .	Strategy . . .
I don't know where a place is located. How can I find it on a map?	Look up the place name in the index of an atlas.
I know where a place is located, but I don't know where to find a map that shows it.	Look in the table of contents of an atlas.
I don't understand a term used in the question.	Look up the term in a dictionary.
I don't know what kind of map or globe to use to find the answer.	Use key words in the question to help you decide.
I need to find a city or country.	Look at a political map.
I need to find a geographical feature.	Look at a physical map.
I need to find out about climate, economy, or environment.	Look at a thematic map.
The map or globe I'm using doesn't show the information I need.	Look at a different map or globe that shows the same geographic area.
The map or globe I'm using shows only part of the information I need.	Compare that map or globe with other maps or globes.

EXAMPLE A

Which continents have coastlines on three oceans?

a. I don't know what these terms mean, so I look them up in a dictionary.

b. I know what the terms mean. I decide I need a world map or a globe that shows continents and oceans. I decide to look in the the Rand McNally *Classroom Atlas* Table of Contents to find a world map. I look at the map on pp. 26-27. It names oceans, but it does not identify continents. Then I look at the world map on pp. 24-25. I find the names of continents and the oceans they border.

EXAMPLE B

What type of environment is found in most of Libya?

a. I know that Libya is in Africa. I know what *environment* means. I decide I need a map that shows environments in Africa. I look in the the Rand McNally *Classroom Atlas* Table of Contents for maps of Africa. I find environments on the map on p. 160, but I must also look at the political map on p. 159 to find out which country is Libya.

b. I don't know where Libya is, so I look in the the Rand McNally *Classroom Atlas* Index. It refers me to p. 159. I don't know what *environment* means, so I look it up in a dictionary. I look at the map on p. 159. It shows me where Libya is, but I must look at the map on p. 160 to find out Libya's environment.

NATIONAL GEOGRAPHY STANDARDS

180 Enrichment Questions reflects the 18 National Geography Standards. These standards are organized under six Essential Elements: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography. The National Geography Standards explain what students should know and understand as geographically informed citizens.

QUESTIONS

Section I. MAP SKILLS

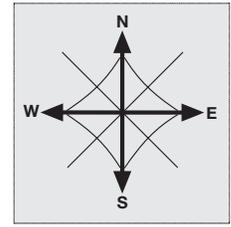
● Basic

■ General

* Challenge

1 – 3

- A peninsula is a piece of land nearly surrounded by water. What state of the United States is located on a peninsula?
- In what country is the Yucatán Peninsula located?
- * Which European countries make up the Iberian Peninsula?



4 – 6

- If you traveled directly from the Equator to Antarctica, in which direction would you be going? How can you tell?
- Your friend Rosa gave the following answer to the last question in your classroom geography bee: “The states that border Kansas are Nebraska on the north, Oklahoma on the south, Colorado on the east, and Missouri on the west.” Did Rosa win the contest?



- * International news correspondent **Neva Lost** has an excellent sense of direction. Once, however, Neva said, “No matter which way I go from here, I will be traveling south.” Where was Neva?

7 – 9

- How can you identify a national capital on a map?
- Which of the following cities is a national capital: Tōkyō, Japan; Alice Springs, Australia; or Rio de Janeiro, Brazil? How can you tell?
- * On another piece of paper create a bar graph showing the populations of the following three Canadian cities: Calgary, Alberta (900,000); Hamilton, Ontario (500,000); and Ottawa, Ontario (800,000). Locate these cities on a political map of Canada. Does each city have the same symbol? Why or why not?

10 – 12

- Which line on maps and globes is the starting place for measuring latitude? Which line is the starting place for measuring longitude?
- Suppose you are at 15° south latitude, 145° east longitude. Which would be more useful—scuba gear or hiking boots? Why?
- * On many maps, letters and numbers create a grid system for locating places. How does a letter-number location differ from a latitude and longitude location? Complete a Venn diagram to show the differences and similarities between these two kinds of map grids.

13 – 15

- What feature on a map or globe helps you find the distance between two places?
- Which is greater—the distance between Los Angeles, California, and Tōkyō, Japan, or the distance between New York, New York, and Paris, France? How can you tell?
- * Create a web diagram showing all the geographic tools you might use to interpret the information shown on a map or a globe. Explain how each tool helps you understand maps and globes.

▼ Show What You Know . . . The school board wants plans for school grounds for a new school.

- Work with a group to create a map of the school grounds. Show where the school building will be located. Include other features, such as athletic fields, playground equipment, parking lot, and bus stop. Be sure to include a map legend. You may use symbols that your teacher provides or make up some of your own.

Section II. WORLD

● Basic

■ General

* Challenge

16 – 18

- Earth is sometimes called the blue marble. Why do you think Earth might appear blue when viewed from a space capsule?
- Suppose you were viewing the Amazon Basin from an airplane. What color do you think this part of Earth would appear? Why?
- * Which parts of Earth might appear white when viewed from an airplane? Why?



19 – 21

- Which continents have coastlines on the Pacific Ocean?
- Which continents have coastlines on three oceans? Which oceans does each of these continents border?
- * Eric Braggart was telling you and your friend about his summer vacation. He said, “We sailed south from Jamaica, then west through the Panama Canal to the Pacific Ocean.” After he left, your friend said, “Eric is confused, or else he never really sailed through the Panama Canal.” What part of Eric’s statement made your friend suspicious?

22 – 24

- Which parts of Earth have the coldest climates? Which parts generally have the warmest climates?
- Places at high elevations generally are cooler than places near sea level. How does this fact help explain why Bogotá, Colombia, which is located near the Equator, has relatively cool temperatures year round?
- * Seasons in the Northern Hemisphere (places north of the Equator) are opposite those in the Southern Hemisphere (places south of the Equator). Make bar graphs showing average monthly temperatures in Chicago, Illinois (Northern Hemisphere) and Buenos Aires, Argentina (Southern Hemisphere). How do these graphs show that Chicago and Buenos Aires have their summer season at opposite times of the year?

25 – 27

- Which direction might people who live in the northern United States go in winter if they want to enjoy warmer weather?
- People who live in southern Argentina might go north to find warmer temperatures. Why is this so?
- * Make a Venn diagram showing the similarities and differences between the Northern and Southern Hemispheres.

28 – 30



- Which countries would you cross if you traveled around the world along the Equator?
- World famous traveler **Ben There** is visiting a country that is bordered by Sudan and Ethiopia on the north, Somalia and the Indian Ocean on the east, and Tanzania on the south. What country is Ben visiting? What country borders that country on the west?
- * Is Oman a country, a river, a state, or a possession? How can you tell?

31 – 33

- Vatican City, only 0.2 sq. mi. (0.4 sq. km.), is the world’s smallest country in area. What is the world’s largest country in area? How large is it?
- Which of the world’s countries has the largest population?
- * The United States is about three times the size of India. Which country has a greater population density (number of people per square mile or square kilometer.)? Why?

34 – 36

- What is the world's longest river?
- Where is the mouth of the Nile River? Into what body of water does it flow?
- * How can you tell which direction a river flows by looking at a map? If you were traveling down the Nile River, from its source to its mouth, in which direction would you be going?

37 – 39

- What is the major geographic feature of Japan's landscape?
- What are two important economic activities in Japan?
- * Create a web diagram showing all the kinds of information you can learn about Japan from maps.

40 – 42

- Into how many standard time zones is the world divided?
- Is the time in Los Angeles earlier or later than the time in London? Why? If it is 8:00 P.M. in London, what time is it in Los Angeles?
- * Your mother is on a business trip in Sydney, Australia. She places a call to your home in Los Angeles at 10:00 A.M. Monday in Sydney. It is 4:00 P.M. Sunday in Los Angeles. Why is this so?

43 – 45

- *Around the World in Eighty Days* takes place in 1872. Phileas Fogg sets out to do something that has never been done before—travel around the world in 80 days. He starts in London and stops in each of the following places: Suez, Mumbai (Bombay), Calcutta, Hong Kong, Yokohama, San Francisco, New York. Name the modern countries in which Phileas Fogg stopped.
- In *Around the World in Eighty Days*, Phileas Fogg went from London to Suez, to Mumbai (Bombay), to Calcutta, to Hong Kong, to Yokohama, to San Francisco, to New York, back to London. In what direction did he travel around the world? Which leg of his journey was longest in distance?
- * In *Around the World in Eighty Days*, Phileas Fogg traveled from London to Asia to North America and back to London. He was surprised to learn that he had made the journey in 79 days rather than 80. Why did he return a day earlier than he expected?

- ▼ **Show What You Know . . .** Your uncle runs a travel agency for people who like active vacations, such as mountain climbing, skiing, scuba diving, or surfing. Choose one of those activities. Then help your uncle by identifying as many places as possible where a traveler could enjoy that activity. Use a symbol to show each location on a world map. You might use a symbol provided by your teacher or make up your own.

Section III. NORTH AMERICA

- Basic
- General
- * Challenge



46 – 48

- Name the largest North American mountain system that extends through the United States and Canada.
- Which river flows through both the United States and Canada—the Yukon or the Mackenzie?
- * Is Vancouver Island part of the United States or Canada? How can you tell?

49 – 51

- What are the national capitals of the three largest countries in North America?
- Which is farther from the capital of the United States—the capital of Canada or the capital of Mexico? How can you tell?
- * About how far is the capital of Mexico from the capital of Canada?

52 – 54

- How many provinces and territories are in Canada?
- Four of the Great Lakes form part of the border between the United States and Canada. Which Great Lake lies completely within the United States?
- * Which provinces of Canada share a border with more than one state of the United States? Which states does each border?

55 – 57



- *The Call of the Wild* is a story that takes place during the Klondike gold rush in the late 1890s. The Klondike is a region around the town of Dawson in Canada. In which province or territory of Canada is the Klondike located?
- In *The Call of the Wild*, Judge Miller's hunting dog Buck is taken from his home in southern California to the town of Dawson in Canada to become a sled dog. About how far did the dog traders take Buck?
- * *The Call of the Wild* describes how Buck had to change in order to survive in the Canadian wilderness. How does the climate of northwestern Canada differ from that of Buck's home in southern California?

58 – 60

- What is the highest point in North America? In what country is it located?
- Which is taller—Pikes Peak in Colorado or Mt. Whitney in California? How much taller?
- * Create a bar graph comparing the elevations of each of the following peaks: Denali, Mt. Rainier, Mt. Whitney, Pikes Peak, and Mauna Kea. Locate each peak on a map.

61 – 63

- Use 100° west longitude as a dividing line between the eastern and western United States. Which part of the country is higher in elevation? How can you tell?
- If you divide the United States at 100° west longitude, does the eastern or western part of the country have larger states? Which part has the greater population?
- * Create a Venn diagram showing similarities and differences between the eastern and western United States. Use 100° west longitude as the dividing line between the two parts of the country.

64 – 66

- Trace the Mississippi River. How many states are bordered by this river?
- A tributary is a stream that flows into another stream. A tributary considerably increases the size of the stream into which it flows. What major tributary of the Mississippi River flows into it in southwestern Illinois?
- * A Mississippi river boat captain's log listed the following cities he passed on his way from Minneapolis to New Orleans: Dubuque, Iowa; Peoria, Illinois; Memphis, Tennessee; Baton Rouge, Louisiana. What's wrong with the captain's log?

67 – 69

- What are the major economic activities around urban centers in the United States?
- Is population density (number of people per sq. mi. or sq. km.) greater in places where the most important economy is agriculture or manufacturing? How can you tell?
- * Identify the major economic activity of the Great Plains region. Create a web diagram showing how the climate, environment, and population of that region are related to its economy.

70 – 72



- Which U.S. states do not border any other state? Which state borders only one other state?
- World famous traveler **Ben There** sent the following message on a postcard to his niece: "From where I am standing now, I can touch four states." Where was Uncle Ben? Which states could he touch?
- * Which two U.S. states share borders with the most other states? Name the states that border each one.

73 – 75

- What mountain chain extends along the western side of Mexico?
- Is Baja California part of the United States or Mexico? How can you tell?
- * How does the land of the Yucatán Peninsula differ from that of western Mexico?

76 – 78

- Which river forms part of the boundary between the United States and Mexico?
- Which states of the United States border Mexico?
- * What Mexican city is directly across the border from San Diego, California? Which city is directly across the border from El Paso, Texas.

79 – 81

- What countries make up Central America?
- Which Central American countries have only one coastline? Which body of water does each border?
- * Which Central American capital is located at approximately the same longitude as New Orleans, Louisiana?

82 – 84

- *The Cay* is a story that takes place during World War II. Phillip Enright and his parents live on the island of Curaçao, off the coast of Venezuela. In what body of water is Curaçao located?
- In *The Cay*, the ship on which Phillip and his mother leave Curaçao makes a stop in Panama. In which directions did the ship sail from Curaçao to Panama? What other Caribbean island did it pass on the way?
- * In *The Cay*, Phillip is shipwrecked on a tiny cay (island) at about 15° north latitude, 80° west longitude. What island country is located northeast of the cay? What Central American countries are located directly west of the cay?



▼ **Show What You Know . . .** A major university is seeking volunteers to conduct studies of North American environments. Work in small groups to investigate one of the following environments: desert, tundra, rain forest, northern forest, or grasslands. On a map of North America, use symbols to show where each environment exists. You might use symbols your teacher provides, or make up your own symbol for each environment.

Section IV. SOUTH AMERICA

● Basic

■ General

* Challenge

85 – 87

- Which South American country extends farthest south?
- Which South American country is longest when measured from north to south?
- * Make a Venn diagram comparing similarities and differences between Brazil and Bolivia. Include size, location, climate, environments, and economic activities.



88 – 90

- What mountains stretch through western South America? Through what countries do these mountains extend?
- More than 40 peaks in South America rise 20,000 feet (6,100 meters) or higher. Make a bar graph showing the heights of the following peaks: Cerro Aconcagua, Chimborazo, Nevado Illampu, and Nevado Huascarán. Locate each peak on a map.



- * International news correspondent **Neva Lost** is on assignment in the world's highest national capital. The city is located near Lake Titicaca. It has approximately the same elevation as Japan's Mt. Fuji (Fuji-san). In what South American city is Neva working?

91 – 93

- A desert in northern Chile is one of the driest places on Earth. What is the name of the desert?
- How does the climate of Lima, Peru, differ from that of Rio de Janeiro, Brazil?
- * Which place has warmer temperatures—the Galapagos Islands or the Falkland Islands? Why?

94 – 96

- The Amazon rain forest is the world's largest tropical rain forest. Much of the rain forest is in South America's largest country. What is this country?
- Trace the Amazon River from Iquitos, Peru, to Macapá, Brazil. About how long is the Amazon?
- * Create a web diagram listing topics you might include in a report about the Amazon rain forest.

97 – 99

- Which South American countries border the Pacific Ocean?
- Which South American country borders both the Pacific Ocean and the Caribbean Sea?
- * You decide to find out if Amy Braggart is really an expert on South America as she claims to be. You ask her, “Which country’s beaches do you like better—Paraguay’s or Uruguay’s?” How does your question test Amy’s knowledge of South America?

100 – 102

- What is the latitude of Quito, Ecuador?
- Which of the following African cities is at about the same latitude as Quito, Ecuador—Libreville, Gabon, or Addis Ababa, Ethiopia?
- * Which city in South America is at the same longitude as Chicago, Illinois?

▼ **Show What You Know . . .** The third grade class is studying South America. Work in small groups to make political puzzle maps for that class. Color and label each South American country and make each one a piece of the puzzle. Include major cities. How will your puzzle maps help third graders learn about South America?

Section V. EUROPE

103 – 105

- What countries are part of the United Kingdom?
- What two independent countries are located within Italy?
- * World famous traveler **Ben There** is vacationing in one of his favorite places in Europe. It is an island country in the Mediterranean Sea. It is south of Sicily. Where is Ben?



106 – 108

- What bodies of water separate the United Kingdom from mainland Europe?
- Through what water passage must ships sail to get from the Mediterranean Sea to the Atlantic Ocean?
- * Trace the Danube River. What national capitals are located on this river?

109 – 111

- Which mainland European countries are located partly within the Arctic Circle?
- Make a bar graph comparing average monthly temperatures in Paris, France, and Arkhangel’sk, Russia. Which city has a more moderate climate? Why?
- * Which of the following European cities has a climate most like that of Los Angeles, California—Stockholm, Sweden; Rome, Italy; or Paris, France? How can you tell?

- 112 – 114**
- What mountains form the border between France and Spain?
 - What two mountain ranges separate Europe from Asia?
 - * Your father is planning a family ski vacation in the Alps. The travel agent suggests a great resort near Mt. Elbrus (Gora El'brus). Why does your father decide to get a different travel agent?
- 115 – 117**
- What countries make up the Scandinavian Peninsula?
 - Italy is a peninsula. Make a web diagram showing all the kinds of information you can learn about Italy from a physical map of Europe.
 - * The continent of Europe is sometimes called a peninsula. Why is this so?
- 118 – 120**
- In *Zlata's Diary: A Child's Life in Sarajevo*, thirteen-year-old Zlata tells how a civil war in her homeland changed her life. In what country is Sarajevo located?
 - The author of *Zlata's Diary: A Child's Life in Sarajevo* lived in a country named Bosnia and Herzegovina, which became independent in the early 1990s. Together with Slovenia, Croatia, Serbia, Montenegro, and Macedonia, Bosnia and Herzegovina was once part of Yugoslavia. What body of water bordered the former Yugoslavia on the west?
 - * In *Zlata's Diary: A Child's Life in Sarajevo*, Zlata describes her life before and during the civil war of the early 1990s. Based on maps of Europe, describe the physical features and environment of Zlata's country.
- 
- 121 – 123**
- Use 20° east longitude as a dividing line between eastern and western Europe. Which part of the continent has shorter summers?
 - If you divide Europe at 20° east longitude, which part of the continent has a greater population density (number of people per sq. mi. or sq. km.)? Which part has more manufacturing and commerce?
 - * Create a Venn diagram comparing eastern and western Europe. Use 20° east longitude as the dividing line. Compare countries, population, climate, and economic activities.

▼ **Show What You Know . . .** You have won an all-expense-paid vacation to four European cities.

- Use the symbols your teacher provides to identify the cities. Place each symbol in the appropriate location on a map. Then indicate the route you will follow to get from one city to another. You may choose two additional cities to visit. Make up symbols for these cities and place them on the map.

Section VI. AFRICA

● Basic

■ General

* Challenge

- 124 – 126**
- What is Africa's northernmost country?
 - Name two African countries that are islands.
 - * Which two African countries border only one other country?



- 127 – 129**
- Which African country borders both the Atlantic Ocean and the Indian Ocean?
 - What lakes in eastern Africa are among the ten largest lakes in the world?
 - * Simon's report on the Suez Canal ended with this statement: "The Suez Canal provides an important water passage between the Mediterranean Sea and the Persian Gulf." The teacher wrote "Needs more research" at the top of Simon's report. Why?

- 130 – 132**
- Which African city has a warmer climate—Nairobi, Kenya, or Johannesburg, South Africa? Why?
 - Make a bar graph showing average monthly precipitation in Cairo, Egypt. How does Cairo's annual precipitation compare with that of Johannesburg, South Africa? How can you tell?
 - * Which of the following African countries has a climate most like that of Brazil—Cameroon, Chad, or Botswana?

- 133 – 135**
- What type of environment is found in most of Libya?
 - What part of Nigeria receives the most rainfall?
 - * Create a Venn diagram comparing the environments, climate, and populations of Libya and Nigeria.

- 136 – 138**
- The Serengeti Plain is home to many African animals including lions, antelopes, elephants, giraffes, cheetahs, and ostriches. In what country is the Serengeti located?
 - Algeria, Libya, and Nigeria are important petroleum producers. Which African country is a leading producer of gold, platinum, and diamonds?
 - * Create a web diagram showing natural resources of Africa. Tell where each resource is found.

- 139 – 141**
- Which parts of Africa have little or no economic activity?
 - What economic activities are important in South Africa? Why does this country have a higher per capita income than most other African countries?
 - * An editor was reviewing photographs that international news correspondent **Neva Lost** sent in with her recent report on tourist attractions in Africa. He said, "We must have received the wrong roll of film. These pictures show a snow-capped mountain." Another editor pointed out that snow falls at elevations of 16,000 feet (4,880 meters) or higher, even at the Equator. Could Neva have photographed a snow-capped mountain in Africa? If so, where?



- 142 – 144** ● *The Slave Dancer* is a story that takes place in the 1840s. Slave traders in New Orleans kidnap thirteen-year-old Jessie Bollier and take him to Benin, on the west coast of Africa. What countries border Benin?



- In *The Slave Dancer*, Jesse must play his fife on board a slave ship to make the slaves dance. The ship returns to the United States from Benin by way of Sao Tome and Principe and Cuba. Which of these islands is closer to the Equator?
- * *The Slave Dancer* describes conditions on board slave ships that regularly sailed from New Orleans to Benin and back in the 1840s. About how far was the journey from Benin to New Orleans?

▼ **Show What You Know . . .** The local community college is hosting an African exhibit. Create a poster to advertise the event. Include a map of Africa on which you highlight attractions that will encourage people to attend the exhibit. Make up symbols to illustrate your map poster or use those your teacher provides.

Section VII. ASIA

- 145 – 147** ● What continent shares the same landmass with Asia?

- Compare the political maps of Europe and Asia. What four countries lie partly within both continents?



- * World famous traveler **Ben There** is sailing on a sea that is partly in Europe and partly in Asia. It is bordered by Kazakhstan, Turkmenistan, Iran, Azerbaijan, and Russia. Where is Ben?



- 148 – 150** ● Which country in Asia extends above the Arctic Circle? Which country lies along the Equator?

- Which region of Asia is mostly desert? Which region is mostly tropical rain forest?

- * Make a Venn diagram comparing environments, climates, and economic activities in Southwest Asia and Southeast Asia.

- 151 – 153** ● Which four countries in Asia are among the world's ten largest countries in area?

- Russia has one of the world's largest populations, but much of Russia's population lives in the European part of the country. Which other countries in Asia are among the ten countries in the world with the largest populations?

- * Make a bar graph showing the populations of the following Asian countries: China, India, Pakistan, Japan, and Bangladesh. How do the sizes of these countries compare with the sizes of their populations?

- 154 – 156** ● South Asia is sometimes called a subcontinent. What is the largest country in South Asia?

- What natural barrier separates the Indian subcontinent from the rest of Asia?

- * Make a web diagram about South Asia. Include countries, climates, environments, and economic activities. Why is this region sometimes called a subcontinent?

- 157 – 159**
- What river forms part of the border between Laos and Thailand?
 - In what country is the world's deepest lake located?
 - * Your sister asks you to copy edit her report on Asia's waterways. Correct the mistakes in the following paragraph: The Aral Sea lies partly in Asia and partly in Europe. The Yangtze River flows into the South China Sea. The Ganges, one of Pakistan's major rivers, flows into the Bay of Bengal.
- 160 – 162**
- What is the capital of Vietnam?
 - Which of the following capitals has the highest elevation—Kathmandu, Nepal; Beijing, China; or New Delhi, India? How can you tell?
 - * Which of the following national capitals is located at about the same latitude as Washington, D.C.—Thimphu, Bhutan; P'yongyang, North Korea; or Tashkent, Uzbekistan?
- 163 – 165**
- *Dragon's Gate* is a story that begins in 1865 in Guangdong. In what part of China is Guangdong Province located?
 - In *Dragon's Gate*, fifteen-year-old Otter leaves Guangdong Province in China and goes to San Francisco, California. Is San Francisco further north or south of Guangdong?
 - * In *Dragon's Gate*, Otter is one of thousands of Chinese immigrants who help build the transcontinental railroad from Sacramento, California, to Promontory, Utah, near Great Salt Lake. How is the climate of this part of the United States different from that of Otter's home in Guangdong, China?



▼ Show What You Know . . . A contestant on a game show chose the category “World’s Greatest. . .”

- The game show host has the answers, but he lost the questions. Help him out. Write a question for each of the following answers: Mt. Everest (example: What is the world's highest peak?), Caspian Sea, Lake Baikal, Russia, China, Asia. Use the symbols your teacher provides to put a first-prize award next to each of these places on a map.

Section VIII. AUSTRALIA

- 166 – 168**
- Based on its location, why is Australia called “The Land Down Under?”
 - Where is the Australian Outback?
 - * Use 130° east longitude as a dividing line between eastern and western Australia. Make a Venn diagram comparing environments and geographic features of these regions of Australia.



- 169 – 171**
- Which part of Australia has little or no economic activity? What kind of climate does this region have?
 - Make a bar graph showing average monthly precipitation in Darwin. During what months does this part of Australia get the most rain?
 - * Eric and Amy Braggart gave a report about their trip to Australia. “We drove to every state,” said Amy. “We visited every state capital,” said Eric. Your friend remarked, “They must have been driving a boat!” What did your friend mean?

172 – 174 ● Which state of Australia has the Great Barrier Reef located along its coast?

■ Make a web diagram showing places of interest in Australia. Locate each place on a map.



* International news correspondent **Neva Lost** is writing a feature story about an Australian attraction located at 25° S, 131° E. What is the attraction? What is the nearest city from which Neva might fax her story to her editor?

▼ **Show What You Know . . .** You and your family have moved to Australia. You find that Australian English includes many terms that are unfamiliar to you. Make an illustrated dictionary of Australian words. Examples include the following: brumbie, dingo, flyer, joey, and station. Use symbols your teacher provides or make up your own symbols to illustrate the dictionary.

Section IX. ANTARCTICA

175 – 177 ● On what continent is the South Pole located?

■ Antarctica is larger and drier than Australia. In what way are these continents alike? Make a Venn diagram showing similarities and differences between Antarctica and Australia.

* Make a web diagram showing what kinds of information you can learn about Antarctica from maps.



178 – 180 ● World famous traveler **Ben There** has climbed the highest peak on each continent. What peak did he climb on Antarctica?



■ Make a bar graph showing the heights of the following peaks in Antarctica: Mt. Erebus, Mt. Kirkpatrick, Mt. Sidley, and Vinson Massif. How does the tallest peak in Antarctica compare with the tallest peak in North America?

* Your class is studying explorations of Antarctica. In the 1770s, Captain Cook sailed to 70° south latitude, 110° west longitude. Joel argues that Cook reached the coast of Antarctica. Sara says that Cook did not see the land of the southernmost continent. Could Sara be right? Why?

▼ **Show What You Know . . .** The United States government is sending a team of explorers to Antarctica.

- The team will be able to communicate with your school through the internet. Work in groups to make up questions you will ask the explorers. On a map of Antarctica, indicate possible routes for the explorers to follow.

MAP SYMBOLS AND ARTWORK (Use with Show What You Know)

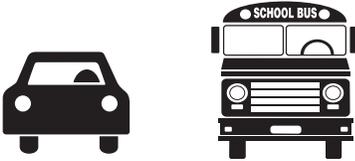
SECTION I (map of school grounds)



School Building



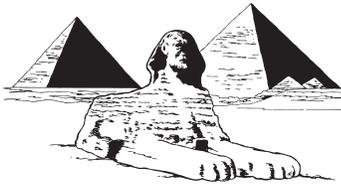
Playground



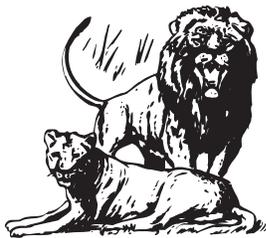
Car

Bus

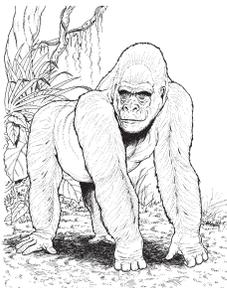
SECTION VI (African places of interest)



Pyramids



Lions



Ape

SECTION II (travel activities)



Mountain Climbing



Skiing



Scuba Diving



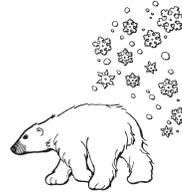
Surfing

SECTION VII (World's Greatest...)



**Blue Ribbon
(1st Prize Award)**

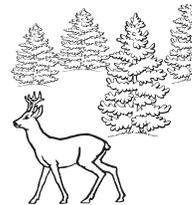
SECTION III (North American environments)



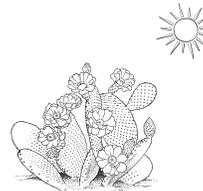
Tundra



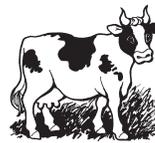
Rain Forest



Northern Forest

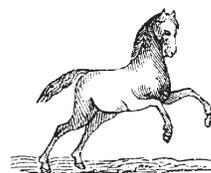


Desert



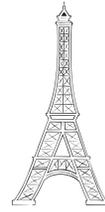
Grasslands

SECTION VIII (illustrated dictionary)



Wild Horse

SECTION V (symbols for cities)



Eiffel Tower



Parthenon



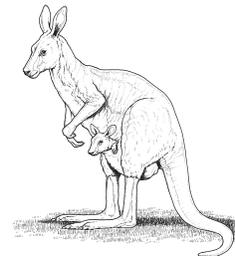
Colosseum



Big Ben



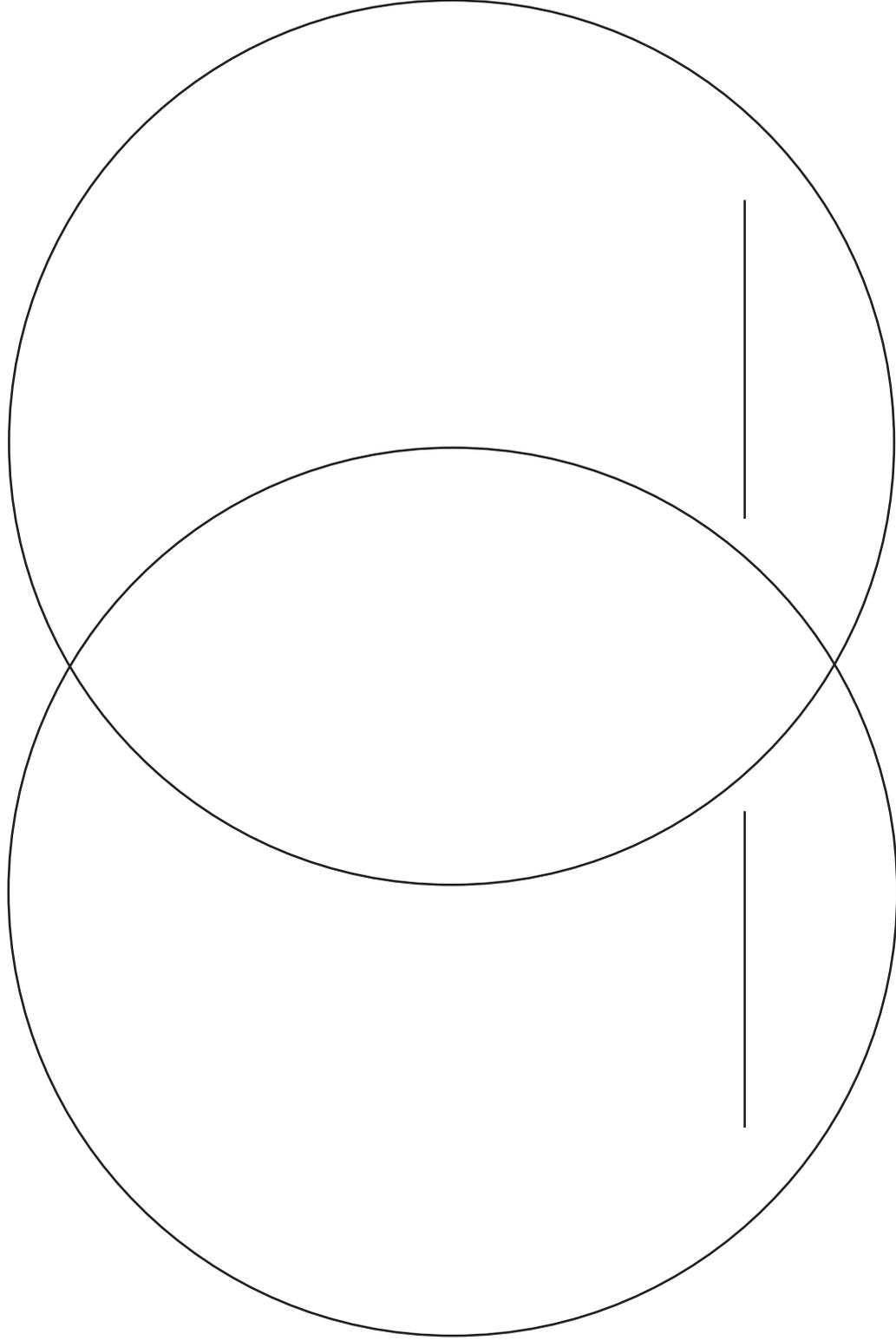
Dog



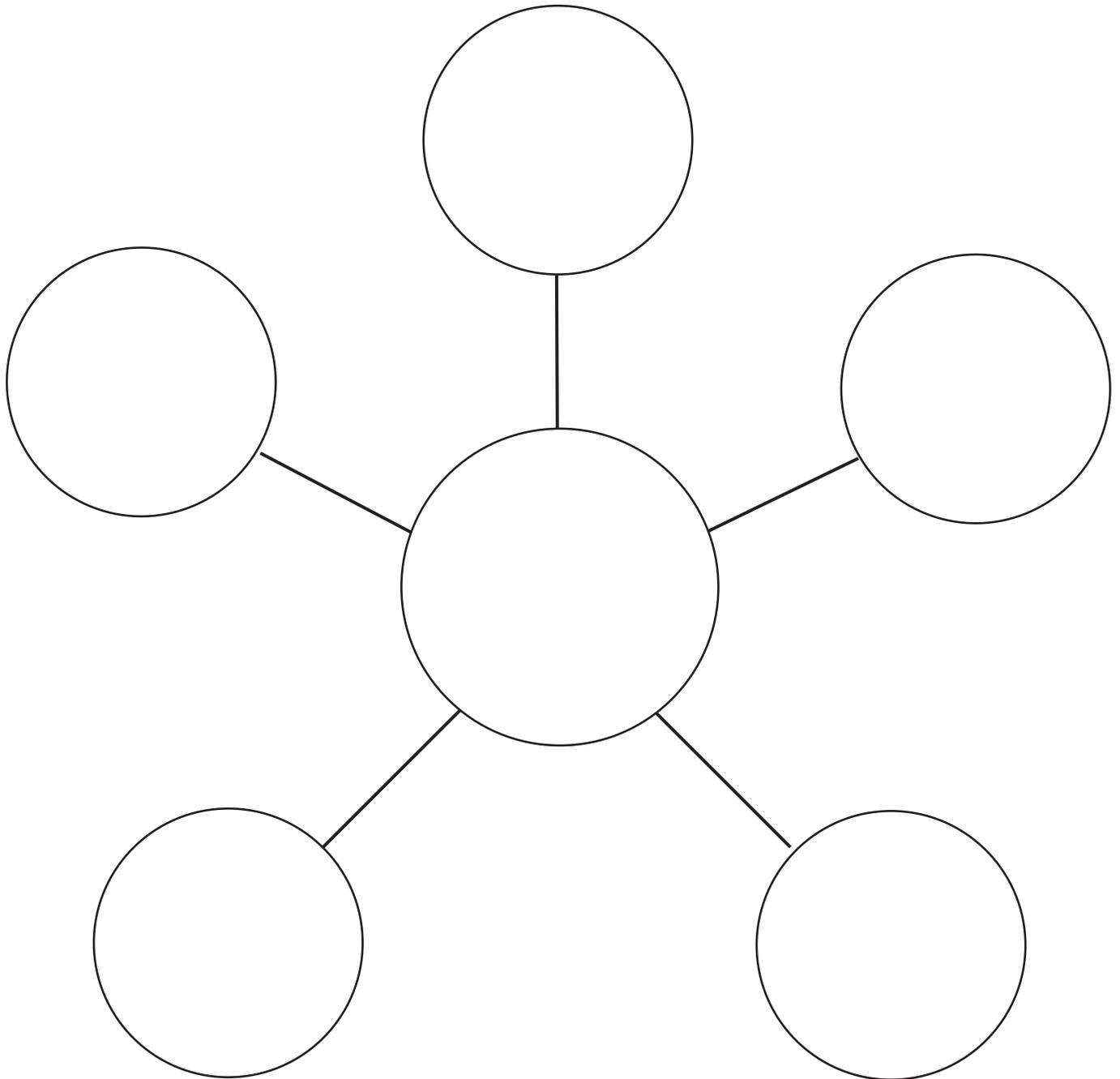
Kangaroo and Baby



Sheep Ranch



VENN DIAGRAM _____ (Name) _____ (Date)



ANSWERS TO 180 QUESTIONS

Each answer indicates at least one Rand McNally geographic resource in which it can be found. Students may use any appropriate resources to answer the questions.

Section I. MAP SKILLS

1–3

- Florida (Rand McNally *Classroom Atlas*, pp. 52–53 and 56–57; phys/pol U.S. wall map)
- Mexico (Rand McNally *Classroom Atlas*, pp. 42, 134–135)
- * Spain and Portugal; You may also accept Andorra or Gibraltar. (Rand McNally *Classroom Atlas*, pp. 148–149)

4–6

- South; look at compass rose. (Rand McNally *Classroom Atlas*, pp. 24–27; globe; phys/pol World wall map)
- No, Colorado borders Kansas on the west; Missouri on the east. (Rand McNally *Classroom Atlas*, pp. 52–53 and 56–57; phys/pol U.S. wall map)
- * At the North Pole; from the northernmost point on the earth, every direction is south. (globe)

7–9

- Look at the symbol in the map legend. (Any political map)
- Tōkyō, Japan; the symbol for Tōkyō on the map is the same as the symbol for national capital in the legend. (Rand McNally *Classroom Atlas*, pp. 24–27; phys/pol World wall map)
- * Cities with different populations may have the same symbol because many maps use symbols representing a population range. (Rand McNally *Classroom Atlas*, pp. 130–131)

10–12

- The Equator; the Prime Meridian, or 0° (Rand McNally *Classroom Atlas*, pp. 24–27; phys/pol World wall map; globe)
- Scuba gear; you would be in the ocean along the Great Barrier Reef. (Rand McNally *Classroom Atlas*, pp. 24–27, 182; phys/pol World wall map; globe)
- * The letter–number, or alphanumeric, location of a place differs from one map to another; the latitude and longitude location of a place is the same on all maps and globes. Similarities: both kinds of grids help find locations on maps. Differences: alphanumeric grid uses letters and numbers to identify the section of a map in which a place is located. The intersection of latitude and longitude lines identifies the absolute location of any place on Earth. (Sources will vary.)

13–15

- The scale bar (Rand McNally *Classroom Atlas*, all physical and political maps; all phys/pol wall maps)
- Los Angeles to Tōkyō; Measure the distance between the places on a map and use the distance scale to determine how far apart they are. (Rand McNally *Classroom Atlas*, pp. 26–29; globe)
- * Answers include the following: legend explains information on a map; scale bar tells how much smaller the map is than the real area it represents; compass rose indicates direction; grid helps locate places. (Rand McNally *Classroom Atlas*, pp. 11–18)

Show What You Know Photocopy and distribute icons showing school, playground, bus, and car. Students may also make up their own symbols for their maps of school grounds.

Section II. WORLD

16–18

- About three–fourths of Earth’s surface is covered by water. (Rand McNally *Classroom Atlas*, pp. 30–31; World Environments map; globe)
- Green; you would be over a rain forest. (Rand McNally *Classroom Atlas*, pp. 30–31, 142–143)
- * Possible answers: Greenland or Antarctica, because they are covered by ice and snow (Rand McNally *Classroom Atlas*, pp. 28–31, 190) Some students may also answer that any part of Earth covered by clouds would appear white when viewed from a plane.

19–21

- North America, South America, Asia, Australia, Antarctica (Rand McNally *Classroom Atlas*, pp. 24–27; globe; phys/pol World wall map)
- North America: Arctic, Atlantic, Pacific; Asia: Arctic, Indian, Pacific; Antarctica: Atlantic, Pacific, Indian (Rand McNally *Classroom Atlas*, pp. 24–27, 190; phys/pol World wall map; globe)
- * When sailing from the Atlantic to the Pacific, a ship would travel southeast through the Panama Canal. (Rand McNally *Classroom Atlas*, pp. 134–137; phys/pol North America wall map)

22–24

- Regions near the poles; regions near the Equator (Rand McNally *Classroom Atlas*, pp. 28–29)
- Bogotá is located in the Andes Mountains. (Rand McNally *Classroom Atlas*, pp. 140, 142; globe)
- * Climate graphs can be found in Rand McNally *Classroom Atlas*, pp. 28–29. Chicago’s warmest temperatures occur in June, July, and August. In Buenos Aires, the warmest months are December, January, and February.

25–27

- South (Rand McNally *Classroom Atlas*, pp. 28–29)
- Since the warmest climates are near the Equator, people in the Southern Hemisphere would have to go north to find warmer temperatures. (Rand McNally *Classroom Atlas*, pp. 28–29)
- * Similarities: each hemisphere includes half the Earth; each includes Atlantic, Pacific, and Indian Oceans as well as South America, Africa, and Asia. Differences: the Northern Hemisphere includes latitudes 0° to 90° north; includes Arctic Ocean and North America. The Southern Hemisphere includes latitudes 0° to 90° south; includes Antarctica and Australia. (Rand McNally *Classroom Atlas*, pp. 24–27; globe; phys/pol World wall map)

28–30

- Ecuador, Colombia, Brazil, Gabon, Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia, Indonesia (Rand McNally *Classroom Atlas*, pp. 24–27; globe; phys/pol World wall map)
- Kenya; Uganda (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- * A country; style of label, international boundary line, listed as country in Rand McNally *Classroom Atlas* index (Rand McNally *Classroom Atlas*, pp. 170–171; Middle East Political wall map)

31–33

- Russia; 6,592,849 sq. mi. (17,075,400 sq. km.) (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- China (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- * India; its population is more than three times larger than that of the United States. (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)

34–36

- Nile (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- Egypt; the Mediterranean Sea (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- * Students should understand that rivers flow from higher to lower elevations and that they need to use maps that show elevation to answer the question. The Nile flows north. (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)

37–39

- Mountains (Rand McNally *Classroom Atlas*, pp. 166–169; phys/pol Asia wall map)
- manufacturing and commerce, agriculture, and fishing (Rand McNally *Classroom Atlas*, p. 176)
- * Possible answers include size and location, physical features, political features, climate, environment, economy, population density, and resources. (Rand McNally *Classroom Atlas*, pp. 166–169, 176–179)

40–42

- 24 (Rand McNally *Classroom Atlas*, pp. 40–41)
- Earlier; Los Angeles is west of London; you subtract one hour for each time zone west of the Prime Meridian; noon (Rand McNally *Classroom Atlas*, pp. 40–41)
- * Los Angeles is east of the International Date Line. It is one day earlier east of the IDL than it is west of the IDL. (Rand McNally *Classroom Atlas*, pp. 40–41)

43–45

- Egypt, India, China (Phileas visited Hong Kong when it was a British colony), Japan, United States (Rand McNally *Classroom Atlas*, pp. 26–27)
- East; Yokohama to San Francisco (Rand McNally *Classroom Atlas*, pp. 26–27, 56–57, 159, 174–175; globe)
- * He was traveling east, so he gained one day when he crossed the International Date Line. (Rand McNally *Classroom Atlas*, pp. 26–27, 40–41)

Show What You Know Photocopy and distribute icons showing mountain climbing, skiing, scuba diving, and surfing. Students might make their own symbols for additional activities. (Rand McNally *Classroom Atlas*, pp. 24–25; phys/pol World wall map)

Section III. NORTH AMERICA

46–48

- The Rocky Mountains (Rand McNally *Classroom Atlas*, pp. 44–45; phys/pol North America wall map)
- The Yukon River (Rand McNally *Classroom Atlas*, pp. 44–45, 130–131; phys/pol North America wall map)
- * Canada; shown as part of Canada on political maps; listed as part of British Columbia, Canada in Rand McNally *Classroom Atlas* index (Rand McNally *Classroom Atlas*, pp. 128–131)

49–51

- Canada: Ottawa; United States: Washington, D.C.; Mexico: Mexico City (Rand McNally *Classroom Atlas*, pp. 44–45; phys/pol North America wall map)
- The capital of Mexico; measure each distance on a map and determine which is greater. (Rand McNally *Classroom Atlas*, pp. 44–45; phys/pol North America wall map)
- * About 2,300 miles (3,700 km.); accept any reasonable answer. (Rand McNally *Classroom Atlas*, pp. 44–45; phys/pol North America wall map)

52–54

- 10 provinces and three territories (Rand McNally *Classroom Atlas*, pp. 128–131; phys/pol Canada wall map)
- Lake Michigan (Rand McNally *Classroom Atlas*, pp. 128–131; phys/pol Canada wall map)
- * British Columbia: Alaska, Washington, Idaho, Montana; Saskatchewan: Montana, North Dakota; Manitoba: North Dakota, Minnesota; Ontario: Minnesota, Michigan, New York; Quebec: New York, Vermont, New Hampshire, Maine (Rand McNally *Classroom Atlas*, pp. 128–131; phys/pol Canada wall map)

55–57

- Yukon (Rand McNally *Classroom Atlas*, pp. 128–131; phys/pol Canada wall map)
- About 2,000–2,500 miles (3,200–4,000 km.); accept any reasonable answer. (Rand McNally *Classroom Atlas*, pp. 44–45, 128–131; phys/pol North America wall map)
- * Southern California has a moderate climate with dry summers; the Klondike has cool summers and very cold winters. (Rand McNally *Classroom Atlas*, p. 46)

58–60

- Denali, United States (Rand McNally *Classroom Atlas*, pp. 24–27, outside back cover; phys/pol World wall map)
- Mt. Whitney; about 384 ft. (117 m.) (Rand McNally *Classroom Atlas*, pp. 52–53; phys United States wall map)
- * Denali, Alaska: 20,320 ft. (6,194 m.); Mt. Rainier, Washington: 14,411 ft. (4,392 m.); Mt. Whitney, California: 14,494 ft. (4,418 m.); Pikes Peak, Colorado: 14,110 ft. (4,301 m.); Mauna Kea, Hawaii: 13,796 ft. (4,205 m.) (Rand McNally *Classroom Atlas*, pp. 52–54)

61–63

- The western part; colors on legend indicate elevation. (Rand McNally *Classroom Atlas*, pp. 52–53; phys U.S. wall map)
- The western part; the eastern part (Rand McNally *Classroom Atlas*, pp. 56–58)
- * Possible answers: the eastern part has small states, large population, many rivers, plentiful rainfall; the western part has high land, large states, dry climate; both have large cities and farmland. (Rand McNally *Classroom Atlas*, pp. 52–59)

64–66

- 10 states (Rand McNally *Classroom Atlas*, pp. 56–57; pol U.S. wall map)
- The Ohio River (Rand McNally *Classroom Atlas*, pp. 52–53; phys U.S. wall map)
- * Peoria, Illinois, is not on the Mississippi River. (Rand McNally *Classroom Atlas*, pp. 56–57; phys/pol U.S. wall map)

67–69

- Manufacturing and commerce (Rand McNally *Classroom Atlas*, p. 47)
- Manufacturing; compare population density map and economic activities map. (Rand McNally *Classroom Atlas*, pp. 46–47)
- * Agriculture; moderate to dry climate, cropland, and population density of 2–18 people per sq. mi. (1–4 per sq. km.) make this region good for agriculture. (Rand McNally *Classroom Atlas*, pp. 47, 60)

70–72

- Alaska and Hawaii; Maine (Rand McNally *Classroom Atlas*, pp. 52–54; phys U.S. wall map)
- Ben was at the point where Utah, Colorado, Arizona, and New Mexico come together. (Rand McNally *Classroom Atlas*, pp. 52–53; phys U.S. wall map)
- * Missouri borders Iowa, Illinois, Kentucky, Tennessee, Arkansas, Oklahoma, Kansas, and Nebraska. Tennessee borders Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, Arkansas, and Missouri. (Rand McNally *Classroom Atlas*, pp. 52–53; phys U.S. wall map)

73–75

- Sierra Madre Occidental; some students may also answer Sierra Madre del Sur, which extends along the southwestern coast of Mexico. (Rand McNally *Classroom Atlas*, pp. 134–135; phys Mexico and Middle America wall map)
- Mexico; international boundary separates Baja from U.S.; listed as Mexican state in Rand McNally *Classroom Atlas* index. (Rand McNally *Classroom Atlas*, pp. 136–137; pol Mexico and Middle America wall map)
- * Western Mexico is mountainous; the Yucatán is low and flat. (Rand McNally *Classroom Atlas*, pp. 134–135; phys Mexico and Middle America wall map)

76–78

- The Rio Grande (Rand McNally *Classroom Atlas*, pp. 44–45, 134–135; phys/pol North America wall map)
- California, Arizona, New Mexico, Texas (Rand McNally *Classroom Atlas*, pp. 52–53, 134–135; phys U.S. wall map)
- * Tijuana; Ciudad Juárez (Rand McNally *Classroom Atlas*, pp. 52–53, 134–135; phys U.S. wall map)

79–81

- Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama (Rand McNally *Classroom Atlas*, pp. 45, 136–137; pol North America wall map)
- El Salvador: Pacific Ocean; Belize: Caribbean Sea (Rand McNally *Classroom Atlas*, pp. 45, 136–137; pol North America wall map)
- * Possible answers include Guatemala City, Guatemala, and San Salvador, El Salvador. (Rand McNally *Classroom Atlas*, pp. 45, 136–137; pol North America wall map)

82–84

- The Caribbean Sea (Rand McNally *Classroom Atlas*, pp. 136–137; pol North America wall map)
- Generally northwest and southwest; Aruba (Rand McNally *Classroom Atlas*, pp. 136–137; pol North America wall map)
- * Jamaica; Honduras and Nicaragua (Rand McNally *Classroom Atlas*, pp. 136–137; pol North America wall map)

Show What You Know Photocopy and distribute icons representing desert, tundra, rain forest, northern forest, and grasslands. Each group should add its symbol to appropriate areas on the North America map. (Rand McNally *Classroom Atlas*, pp. 30–31, 44–45)

Section IV. SOUTH AMERICA

85–87

- Chile (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- Brazil (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- * Possible answers: Brazil is large and has a long coastline and rain forests. Bolivia is smaller and landlocked. Both countries have a tropical climate, forests, and economic activities based on hunting, forestry, subsistence farming, and stock raising. Bolivia has some barren land and cold climates in the western region. (Rand McNally *Classroom Atlas*, pp. 142–145)

88–90

- Andes; Colombia, Ecuador, Peru, Bolivia, Chile, Argentina (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- Cerro Aconcagua, Argentina: 22,831 ft. (6,959 m.); Chimborazo, Ecuador: 20,703 ft. (6,310 m.); Nevado Illampu, Bolivia: 21,066 ft. (6,421 m.); Nevado Huascarán, Peru: 22,133 ft. (6,746 m.) (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- * La Paz, Bolivia (Rand McNally *Classroom Atlas*, pp. 142–143, 166–167)

91–93

- The Atacama Desert (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- Lima has a dry, desert climate; Rio de Janeiro has a tropical climate. (Rand McNally *Classroom Atlas*, pp. 142–145)
- * The Galapagos Islands, because they are located on the Equator (Rand McNally *Classroom Atlas*, pp. 24–25, 142–143; phys/pol South America wall map)

94–96

- Brazil (Rand McNally *Classroom Atlas*, pp. 141–142)
- 4,000 miles (6,437 km.) (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- * Possible answers: location, size, plants, animals, climate, uses of plants, deforestation (Rand McNally *Classroom Atlas*, p. 141)

97–99

- Colombia, Ecuador, Peru, Chile (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- Colombia (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- * Paraguay is a landlocked country. (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)

100–102

- 0° (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)
- Libreville (Rand McNally *Classroom Atlas*, pp. 143, 159)
- * None; Chicago is west of South America. (Rand McNally *Classroom Atlas*, pp. 24–27; phys/pol World wall map)

Show What You Know Maps will help students learn sizes and relative locations of countries and locations of major cities in South America. (Rand McNally *Classroom Atlas*, pp. 142–143; phys/pol South America wall map)

Section V. EUROPE

103–105

- England, Wales, Scotland, Northern Ireland (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- Vatican City and San Marino (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- * Malta (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)

106–108

- The English Channel, the Strait of Dover, the North Sea (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- The Strait of Gibraltar (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- * Vienna, Austria; Bratislava, Slovakia; Budapest, Hungary; Belgrade, Serbia (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)

109–111

- Norway, Sweden, Finland, Russia (Rand McNally *Classroom Atlas*, pp. 148–151; globe; phys/pol Europe wall map)
- For average monthly temperatures, see Rand McNally *Classroom Atlas*, pp. 28–29. Paris has a more moderate climate because it is farther south than Arkhangel'sk.
- * Rome; the map legend indicates the same climate in Rome and Los Angeles (Rand McNally *Classroom Atlas*, pp. 28–29)

112–114

- The Pyrenees (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- The Ural and Caucasus mountains (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- * Mt. Elbrus is in the Caucasus, not the Alps. (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)

115–117

- Norway and Sweden (Rand McNally *Classroom Atlas*, pp. 24–27; phys/pol World wall map)
- Possible answers: location, bordering countries and bodies of water, location of mountains and other geographic features, land elevation (Rand McNally *Classroom Atlas*, pp. 148–149)
- * Europe is attached to the same landmass as Asia, and it is nearly surrounded by water. (Rand McNally *Classroom Atlas*, pp. 24–27; phys/pol World wall map)

118–120

- Bosnia and Herzegovina (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- The Adriatic Sea (Rand McNally *Classroom Atlas*, pp. 148–151; phys/pol Europe wall map)
- * Bosnia and Herzegovina has forested, mountainous land. (Rand McNally *Classroom Atlas*, pp. 148–149, 153)

121–123

- The eastern part (Rand McNally *Classroom Atlas*, p. 152)
- The western part; the western part (Rand McNally *Classroom Atlas*, pp. 152–153)
- * Possible answers: western Europe has more countries and greater population than eastern Europe. Eastern Europe has a cooler climate. Both regions have mountains and forests; both have forestry, agriculture, manufacturing and commerce. (Rand McNally *Classroom Atlas*, pp. 152–153)

Show What You Know Photocopy and distribute icons showing the Eiffel Tower (Paris), the Colosseum (Rome), the Parthenon (Athens), and Big Ben (London). Students may make their own symbols for other cities. (Rand McNally *Classroom Atlas*, pp. 146–147, 150–151)

Section VI. AFRICA

124–126

- Tunisia (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- Answers include Madagascar, Mauritius, Comoros, Seychelles, Cape Verde, Sao Tome and Principe (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- * Lesotho and The Gambia (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)

127–129

- South Africa (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- Nyasa, Tanganyika, Victoria (Rand McNally *Classroom Atlas*, pp. 158–159, Inside Front Cover)
- * The Suez Canal connects the Mediterranean Sea and the Red Sea. (Rand McNally *Classroom Atlas*, pp. 158–159, 170–171; phys/pol Africa wall map)

130–132

- Nairobi; it is closer to the Equator. (Rand McNally *Classroom Atlas*, p. 161)
- For average monthly precipitation, see Rand McNally *Classroom Atlas*, pp. 28–29. Johannesburg would have more annual precipitation because Cairo is in a desert; Johannesburg has a climate similar to that of Paris, France. (Rand McNally *Classroom Atlas*, pp. 28–29)
- * Cameroon (Rand McNally *Classroom Atlas*, pp. 28–29, 143, 159)

133–135

- Desert (Rand McNally *Classroom Atlas*, pp. 159–160)
- South or southeast (Rand McNally *Classroom Atlas*, pp. 159, 161)
- * Libya has a desert environment and dry climate. Most of Libya has under 2 people per sq. mi. (1 per sq. km.). Nigeria has forests, croplands, and grazing lands. It has a tropical climate. Most of Nigeria has 2–60 people per sq. mi. (1–25 per sq. km.). Both countries have densely populated areas along their coasts. Both have grasslands. (Rand McNally *Classroom Atlas*, pp. 159–162)

136–138

- Tanzania (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- South Africa (Rand McNally *Classroom Atlas*, p. 163)
- * Possible answers include gold, platinum, and diamonds (South Africa); petroleum (Algeria, Libya, Nigeria); gorillas, chimpanzees, and monkeys (rain forests of central Africa); grazing animals, lions, elephants (savannas of east Africa); minerals and hydroelectric power (throughout Africa) (Rand McNally *Classroom Atlas*, pp. 156, 163)

139–141

- Parts of the Sahara; parts of Tanzania; parts of Botswana and Namibia (Rand McNally *Classroom Atlas*, pp. 159, 163)
- Agriculture, stock raising, fishing; South Africa has mineral resources as well as agriculture. (Rand McNally *Classroom Atlas*, pp. 159, 163)
- * Mt. Kilimanjaro in Tanzania and Mt. Kenya (Kirinyaga) in Kenya are both higher than 16,000 ft. (4,880 m.). (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)

142–144

- Togo, Nigeria, Burkina Faso, and Niger (Rand McNally *Classroom Atlas*, pp. 158–159; phys/pol Africa wall map)
- Sao Tome and Principe (Rand McNally *Classroom Atlas*, pp. 134–135, 158–159)
- * About 6,200 miles (9,920 km.); accept any reasonable answer. (Rand McNally *Classroom Atlas*, pp. 24–27, 56–57, 159; phys/pol World wall map)

Show What You Know Photocopy and distribute icons showing pyramids, lion, and ape. Have students make up their own symbols for other attractions in Africa. (Rand McNally *Classroom Atlas*, pp. 156–157, 160–163)

Section VII. ASIA

145–147

- Europe (Rand McNally *Classroom Atlas*, pp. 24–27, 168–169; phys/pol World wall map)
- Russia, Kazakhstan, Turkey, Azerbaijan (Rand McNally *Classroom Atlas*, pp. 150–151, 168–169; phys/pol Asia/Europe wall maps)
- * The Caspian Sea (Rand McNally *Classroom Atlas*, pp. 150–151, 168–169)

148–150

- Russia; Indonesia (Rand McNally *Classroom Atlas*, pp. 168–169; phys/pol Asia wall map)
- Southwest Asia; Southeast Asia; some students may name Central Asia as a desert region. (Rand McNally *Classroom Atlas*, pp. 166–167, 176, 178)
- * Southwest Asia has a desert environment, a dry climate, and an economy based on nomadic herding; Southeast Asia has a rain forest environment, a tropical climate, and an economy based on hunting, forestry, and subsistence farming. Both regions have some agriculture and some petroleum deposits. (Rand McNally *Classroom Atlas*, pp. 166–167, 176, 178)

151–153

- Russia, China, India, Kazakhstan (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- China, India, Indonesia, Pakistan, Bangladesh, Japan (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)
- * China (1,298,720,000), India (1,057,415,000), Pakistan (152,210,000), Bangladesh (139,875,000), and Japan (127,285,000). China and India are large in area as well as in population. Pakistan, Japan, and Bangladesh have large populations, but they are not very large in area. (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside back cover)

154–156

- India (Rand McNally *Classroom Atlas*, pp. 165, 166–169; phys/pol Asia wall map)
- The Himalayas (Rand McNally *Classroom Atlas*, pp. 166–169; phys/pol Asia wall map)
- * Countries: Bhutan, Bangladesh, Nepal, India, Pakistan, Afghanistan, Tajikistan, Sri Lanka; climates: dry, moderate, tropical, highlands; environments: desert, grasslands, forest, crop and grazing land, urban; economic activities: nomadic herding, agriculture, manufacturing and commerce. It is a large region, separated from the rest of Asia by the Himalayas. (Rand McNally *Classroom Atlas*, pp. 165, 168–169, 176, 178)

157–159

- Mekong (Rand McNally *Classroom Atlas*, p. 166–169; phys/pol Asia wall map)
- Russia (Rand McNally *Classroom Atlas*, p. 168–169, Inside Front Cover)
- * Possible answers: The Aral Sea lies partly in Kazakhstan and partly in Uzbekistan, or entirely in Asia. The Yangtze River flows into the East China Sea. The Ganges, one of India's major rivers, flows into the Bay of Bengal. (Rand McNally *Classroom Atlas*, pp. 166–169; phys/pol Asia wall map)

160–162

- Ha Noi (Rand McNally *Classroom Atlas*, pp. 166–169; phys/pol Asia wall map)
- Kathmandu; compare land elevation in legend with location of each capital on map. (Rand McNally *Classroom Atlas*, pp. 166–169; phys/pol Asia wall map)
- * P'yongyang (Rand McNally *Classroom Atlas*, pp. 56–57, 166–169, 174–175, 24–27; phys/pol World wall map)

163–165

- Southeastern China (Rand McNally *Classroom Atlas*, pp. 174–175)
- North (Rand McNally *Classroom Atlas*, pp. 26–27, 56–57, 174–175)
- * The western U.S. is cooler and drier than southeastern China. (Rand McNally *Classroom Atlas*, pp. 24–25, 52–53, 46, 174–176)

Show What You Know Photocopy and distribute Blue Ribbons from sheet of reproducible icons. Questions: Caspian Sea (What is the world's largest lake?) Lake Baikal (What is the world's deepest lake?) Russia (What is the world's largest country?) China (What country has the world's largest population?) Asia (What is the world's largest continent?) (Rand McNally *Classroom Atlas*, World Facts and Comparisons, inside front cover, inside back cover, and pp. 24–25)

Section VIII. AUSTRALIA

166–168

- Australia is south of the Equator and the only continent, except for Antarctica, that lies completely in the Southern Hemisphere. (Rand McNally *Classroom Atlas*, pp. 24–27, 186; phys/pol World wall map)
- Australia's dry interior region (Rand McNally *Classroom Atlas*, pp. 180, 184)
- * Possible answers: eastern Australia has forests along the coast and the Great Dividing Range; western Australia has the Darling Range and the Kimberley Plateau; both regions have deserts, grasslands, and grazing lands. (Rand McNally *Classroom Atlas*, pp. 182–185)

169–171

- The country's interior; dry (Rand McNally *Classroom Atlas*, pp. 184–185)
- For average monthly precipitation, see Rand McNally *Classroom Atlas*, pp. 28–29. Most rain is during January, February, and March.
- * Tasmania, one of Australia's states, is an island. (Rand McNally *Classroom Atlas*, pp. 182–183; phys/pol Australia wall map)

172–174

- Queensland (Rand McNally *Classroom Atlas*, pp. 182–183; phys/pol Australia wall map)
- Possible answers include the Great Barrier Reef, Uluru (Ayers Rock), Sydney, other towns and cities, Australia's extremes (p. 181), and any reasonable answers. (Rand McNally *Classroom Atlas*, pp. 180–185; other sources)
- * Uluru (Ayers Rock); Alice Springs (Rand McNally *Classroom Atlas*, pp. 182–183; phys/pol Australia wall map)

Show What You Know Photocopy and distribute the following icons from the sheet of reproducible icons: wild horse (brumbie), dog (dingo), kangaroo and baby (flyer and joey), ranch (station). Students can design their own symbols for other terms. (Rand McNally *Classroom Atlas*, p. 180; **Note:** You may need to tell students the meanings of these terms.)

Section IX. ANTARCTICA

175–177

- Antarctica (Rand McNally *Classroom Atlas*, p. 190; globe)
- Both are in the Southern Hemisphere. Possible similarities: location south of Equator; both have mountains. Differences include climate, population, environments, and economic activities. (Rand McNally *Classroom Atlas*, pp. 24–25, 182–185, 188–190; **Note:** students can use thematic maps on pp. 184–185 to find information about Australia; they will have to determine information about Antarctica from the physical map on p. 190.)
- * Possible answers include locations relative to other continents, physical features, environments, and climates. (Rand McNally *Classroom Atlas*, pp. 24–31, 190)

178–180

- Vinson Massif (Rand McNally *Classroom Atlas*, p. 190, outside back cover)
- Mt. Erebus 12,451 ft. (3,795 m.); Mt. Kirkpatrick 14,856 ft. (4,528 m.); Mt. Sidley 13,717 ft. (4,181 m.); Vinson Massif 16,066 ft. (4,897 m.). Denali in North America is 4,254 ft. (1,297 m.) taller than Vinson Massif. (Rand McNally *Classroom Atlas*, pp. 24–25, 54, 190, outside back cover)
- * Yes; the coast of Antarctica at 110° W does not extend far enough north to be seen from 70° S. (Rand McNally *Classroom Atlas*, pp. 26–27, 190)

Show What You Know Questions might include climate, environment, geographic features, or animals. (Rand McNally *Classroom Atlas*, pp. 24–35, 188–190)

APPENDIX B: GLOSSARY

- Atlantic Provinces** . . . Newfoundland and Labrador, New Brunswick, Nova Scotia, Prince Edward Island: provinces of Canada
- Australian English** . . . a vocabulary developed by pioneer settlers in Australia's Outback
- cardinal directions** . . . north, south, east, and west
- continents** . . . the largest landmasses on Earth. Historically, seven continents are recognized; however, Europe and Asia share the same landmass.
- declination** . . . the difference between true north and the direction the needle points on a compass
- Gross Domestic Product** . . . the total value of goods and services a country produces in a year
- Gulf Stream** . . . a warm ocean current that originates in the western Caribbean. The Gulf Stream influences the climate of the east coast of the United States, as well as western Europe
- haiku** . . . a form of Japanese poetry consisting of 17 syllables arranged in three lines
- index** . . . an alphabetical listing of places that appear on the maps with page numbers and alphanumeric locations. The index is found in the back of the Atlas
- intermediate directions** . . . directions between the cardinal directions: northeast, northwest, southeast, and southwest
- landlocked country** . . . a country that is surrounded by other countries instead of having a coastline
- latitude** . . . refers to imaginary lines that run east and west around the globe. They measure distances north and south of the Equator. Lines of latitude sometimes are referred to as parallels.
- life expectancy** . . . the average number of years a person will probably live
- longitude** . . . refers to imaginary lines that run from the North Pole to the South Pole. They measure distances east and west of the Prime Meridian. Lines of longitude sometimes are referred to as meridians.
- map projection** . . . a way of showing the Earth's curved surface on a flat piece of paper
- Maritime Provinces** . . . New Brunswick, Nova Scotia, Prince Edward Island: provinces of Canada
- Oceania** . . . the name for the islands of the central and south Pacific Ocean, and sometimes Australia and New Zealand
- oceans** . . . the five largest bodies of saltwater on the Earth: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean
- Pangaea** . . . Scientists believe the continents were once part of one huge landmass that broke into pieces about 200 million years ago. Pangaea is the name for this landmass.
- per capita income** . . . the average annual income per person in a given area, such as a country
- physical map** . . . a map that emphasizes land elevation and major physical features
- political map** . . . a map that emphasizes countries, states, provinces, territories, and cities
- Prairie Provinces** . . . Alberta, Saskatchewan, Manitoba: provinces of Canada
- region** . . . a part of the earth that shares similar characteristics
- thematic map** . . . a map that gives information about a specific topic, such as climate; also called special purpose map

NOTES