



Junior  
**Classroom Atlas**  
4<sup>th</sup> Edition



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Included Digital Resources

This Teacher's guide includes access to a library of digital resources including online 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/EDU00464>

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October 2015 Printing

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Printed in the United States of America

Rand McNally  
Skokie, Illinois 60076-8906

ISBN: 0-528-01520-6  
13-Digit ISBN: 978-0-528-01520-5

1 2 3 4 MP 13 12 11

For information about ordering the Rand McNally *Junior Classroom Atlas* or Rand McNally *Junior Classroom Atlas* Teacher's Guide, please call 1-800-333-0136 or visit our website at [www.randmcnally.com/education](http://www.randmcnally.com/education)

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# INTRODUCTION

The Rand McNally *Junior Classroom Atlas* Teacher's Guide provides step-by-step guidelines to help you use the Rand McNally *Junior Classroom Atlas* effectively in your classroom. The Rand McNally *Junior Classroom Atlas* provides a learning bridge between the introductory map skills presented in the Rand McNally *Primary Atlas* and the more complex understandings developed in the Rand McNally *Classroom Atlas*.

## Features of the Rand McNally Junior Classroom Atlas

- Grade-level-appropriate topics are organized in a format that is easy for students to understand.
- Large, easy-to-read maps provide a wealth of information about the world.  
**NOTE:** Map colors in the Rand McNally *Junior Classroom Atlas* correlate with colors on Rand McNally wall maps and desk maps.
- “Map Question” features guide students to find information on maps.
- Simple text presents main ideas about each topic.
- Full-color photos illustrate main ideas, and captions relate each photo to a map.
- Graphs and timelines expand learning about continents and countries.
- “Did You Know?” features present interesting facts related to places around the world.
- The Handbook of Map Skills teaches basic skills that can be used with any map or globe.
- The Index lists countries, national capitals, states, state capitals, and other major cities. It guides students to a map in the atlas on which they can find each place.

## Features of the Rand McNally Junior Classroom Atlas Teacher's Guide

The following list provides a detailed description of each feature of the Rand McNally *Junior Classroom Atlas* Teacher's Guide:

- 26 activities, or lessons, consisting of two Teaching Resources pages, one reproducible Student Activity page, and one Home Connection page
- 14 Blackline Master Maps
- One two-page reproducible Map Skills Test

## Teaching Resources Pages

**Geography Standards** lists the National Geography Standards addressed in each activity. (See the table on page 8 of this guide.)

**Critical Thinking Skills** lists critical thinking skills emphasized in each activity. (See the table on page 7 of this guide.)

**Materials Needed** lists materials that are provided in the teacher's guide or are readily available in the classroom.

**Background Information** summarizes the main ideas on which each activity is based.

**Introducing the Activity** includes step-by-step strategies and comprehension questions (with answers) to use with each page of the Rand McNally *Junior Classroom Atlas*.

**Map Question** provides the answers to Map Questions featured on the pages of the Rand McNally *Junior Classroom Atlas*.

**Assessment** guides you to the reproducible student page for each activity.

## Student Activity Sheet

**Answers** provides answers to all questions on the reproducible student page for each activity.

## Using a Blackline Master Map

provides directions for helping students use a blackline master map to reinforce the main understandings developed in each activity. Blackline master maps are provided in the Teacher's Guide.

**Extension** suggests a way to extend the understandings developed in each activity. Many of these extensions provide an opportunity for students to practice map skills.

## Connections

**Internet** suggests an Internet website related to each activity. **NOTE:** We cannot guarantee that the suggested website will be available, because websites change frequently. We strongly suggest that you access a website to make sure the content is appropriate before referring students to it.

**Cross-curricular Link** suggests language arts, math, reading/phonics, or science strategies related to each activity. (See the table on page 7 of this guide.)

**Optional Materials** refers you to other Rand McNally materials that are related to the material presented in each activity.

### **Reproducible Student Activity Pages**

These reproducible pages are designed for students to complete independently. Each student activity page includes the following features:

**Directions** refer students to specific pages of the Rand McNally *Junior Classroom Atlas* on which they will find the material they need to answer the questions.

**Questions** review and reinforce the main understandings developed in each activity and provide opportunities for students to use critical thinking skills.

**Write-on lines** make each activity sheet a self-contained assessment by providing adequate space for students to list answers.

**Map Detective/Time Detective questions** enable students to synthesize what they have learned in each activity.

### **Home Connection Pages**

These reproducible pages provide suggestions for parent involvement. Each page lists ideas for parent-child activities related to the topics in the Rand McNally *Junior Classroom Atlas*. You might photocopy the Student Activity pages and Home Connection pages back-to-back so that parents can monitor their child's progress. Or, you might incorporate home-connection suggestions in your own newsletter to parents.

### **Blackline Master Maps**

The "Using a Blackline Master Map" features in the Teaching Resources pages provide directions for using one or more of the reproducible blackline master maps provided in the Rand McNally *Junior Classroom Atlas Teacher's Guide*. You may use the blackline master maps for other activities as well.

### **Map Skills Test**

This reproducible two-page test provides a review of map skills taught in the Rand McNally *Junior Classroom Atlas*. You may use it as a pre-test and post-test to evaluate students' progress.

### **Answers to Map Skills Test, pp. 141-142**

1. legend
2. map
3. bar scale
4. globe
5. compass rose
6. West
7. East
8. South
9. country
10. oceans
11. deserts
12. an island
13. Equator
14. d
15. g
16. e
17. f
18. c
19. a
20. b

## FREQUENTLY ASKED QUESTIONS

### ***How can I use the Rand McNally Junior Classroom Atlas with all my students?***

The Rand McNally *Junior Classroom Atlas* is designed to be used with students who have different abilities and learning styles. The Rand McNally *Junior Classroom Atlas* Teacher's Guide presents exercises that can be done by the whole class under your direction or carried out independently by students. Map-related activities provide the option of allowing students to refer to maps in the atlas or to complete the activities without referring to the atlas. The Handbook of Map Skills, atlas pages 36–43, provides a handy reference for students. You may teach map skills before students use the Rand McNally *Junior Classroom Atlas* or as they need to learn a particular map skill. Students may use the handbook anytime they need to review map skills.

### ***How can I evaluate what students have learned?***

The Rand McNally *Junior Classroom Atlas* and *Junior Classroom Atlas* Teacher's Guide provide many opportunities for assessment. The Map Questions that appear in the atlas help you determine whether students have grasped main ideas. The reproducible Student Activity pages and the Map Skills Test, pages 141–142 of this guide, may be used as formal assessment. Comprehension questions, extensions, and cross-curricular links in the Teaching Resources may be used as informal assessment. The blackline master maps that students complete for each activity may be used as portfolio assessment. You might have each student assemble his or her completed maps in a student-made atlas.

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

You might use the Rand McNally *Junior Classroom Atlas* as a unit of instruction in your social studies curriculum or as a supplement to your social studies textbook. Many teachers list a geography question on the board each day. Students may use the Rand McNally *Junior Classroom Atlas* as a reference to find the answers. Use the Rand McNally *Junior Classroom Atlas* anytime to teach and/or reinforce the map skills your students need to become geographically literate citizens.

# CRITICAL THINKING SKILLS

The Rand McNally *Junior Classroom Atlas* stimulates students' critical thinking processes by motivating them to learn more about their world. The Rand McNally *Junior Classroom Atlas* Teacher's Guide provides activities and assessments that incorporate critical thinking skills.

## Critical Thinking Skills in the Rand McNally *Junior 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
Analyzing	•	•	•	•	•		•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Classifying																	•						•			
Comparing/ contrasting		•			•	•			•	•	•	•		•		•		•		•				•	•	
Determining causes/effects			•																		•					
Drawing conclusions	•				•	•		•		•	•		•		•	•	•		•		•	•	•		•	
Generalizing		•	•			•	•	•				•		•	•	•		•	•	•		•				
Synthesizing	•			•			•		•	•			•											•	•	•

# CROSS-CURRICULAR ACTIVITIES

## Cross-curricular Links

The Rand McNally *Junior Classroom Atlas* develops reading skills by helping students gather information from text, maps, graphs, photos, captions, and timelines. The Rand McNally *Junior Classroom Atlas* Teacher's Guide provides activities related to language arts, math, reading/phonics, and science. The Connections section for each activity suggests a specific Cross-curricular Link.

## Cross-curricular Links in the Rand McNally *Junior 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
Language Arts	•	•		•			•	•							•	•				•				•		
Math									•	•		•						•	•						•	
Reading/Phonics											•		•	•										•		•
Science			•		•	•											•				•	•				

# GEOGRAPHY STANDARDS

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

## National Geography Standards in the Rand McNally *Junior 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
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					•																			•		•



## How to Use Your Atlas

### Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

### Critical Thinking Skills

analyzing, synthesizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 1, pp. 11–12 of this guide
- World Blackline Master Map (continents and oceans), p. 113 of this guide
- crayons or markers

### Background Information

- An atlas is a book of maps that may also contain illustrations, text, graphs, and tables.
- Most maps in the Rand McNally *Junior Classroom Atlas* are physical/political maps. They include physical features such as mountains, plains, plateaus, and rivers. They also include political features such as countries, states, and cities.
- Thematic maps, such as the World Land Use map and the United States Regions map, provide information about specific topics.

### Introducing the Activity

Provide time for students to examine their copies of the Rand McNally *Junior Classroom Atlas*. Tell them that an atlas is a book of maps. What other kinds of information are in this atlas? (Sample answers: photos, graphs, timelines.)

Have students turn to atlas page 3. Remind them that a table of contents tells the main topics that are in the book. Then have them turn to atlas page 44. Remind them that a glossary tells the meanings of words used in the book. Finally, have students turn to atlas page 46. Tell them that an atlas index is a list of places that appear on the maps in the atlas. The index gives information about the places and tells the page number(s) where each place can be found.

Point out that both a glossary and an index are arranged in alphabetical order. Ask questions, such as the following, to reinforce understanding:

- According to the Table of Contents, on what pages will you find information about Asia? (atlas pages 28–31)
- According to the Glossary, what does the word ocean mean? (One of the five largest bodies of salt water on the earth.)
- According to the Index, on what page will you find the country of Finland? (22)

Point out the abbreviation Eur. in the index entry for Finland. Have students look in the list of Index Abbreviations at the top of atlas page 46 to find out what the abbreviation stands for. (Europe)

Explain that the Index gives the information that Finland is a country on the continent of Europe.

Have students look through the Handbook of Map Skills on atlas pages 36–43. Tell them that a handbook explains how to do something. This part of the atlas explains how to use maps. It teaches the skills students need in order to gather information from maps. Tell students they can refer to this section of the atlas anytime they need to review a map skill. Ask questions, such as the following, to reinforce understanding:

- On what pages of the handbook will you find the meanings of geographical terms? (pages 36–37)
- On what pages of the handbook will you find out how to use a bar scale? (pages 40–41)

## How to Use Your Atlas



### Assessment

Have students complete Activity 1 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (continents and oceans), page 113 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Students will need to refer to their atlas to complete the activity.

List the following directions on the board:

- Look in the Table of Contents to find the pages that have information about Australia.
- Turn to those pages and find the map of Australia.
- Use a green crayon or marker to color Australia on the blackline master map.
- Label Australia on the blackline master map.

[Completed blackline master maps should indicate students' ability to use the Table of Contents to find information in the atlas. **NOTE:** Keep the completed maps for use with the Extension.]



### Extension

Help students practice using the Index to find information in the atlas. Have them find Mexico in the Index. What information does the Index provide? (Mexico is a country in N. A. It is on atlas page 18. If necessary, have students refer to the Index Abbreviations on atlas page 46 to find out what N.A. abbreviates.) Then, have students turn to atlas page 18 and find Mexico on the map. Have them use a purple crayon or marker to color Mexico on the blackline master map they used for the Using a Blackline Master Map activity. Have them label Mexico on the blackline master map.



### Connections

#### Internet

At “Learning Web” ([www.usgs.gov/education](http://www.usgs.gov/education)), students can find project ideas and links to helpful websites related to geography/maps, earth science, and other topics.

#### Cross-curricular Link: Language Arts

Have students browse through the photographs in the Rand McNally *Junior Classroom Atlas*. Have each student choose one photo of a place he or she would like to visit. As students share their choices with the class, have them locate the place they would like to visit on one of the maps in their atlas.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Young Geographers* provides information about how people use maps and globes.

### Student Activity Answers

1. pages 8–9
2. pages 26–27
3. pages 40–41
4. pages 44–45; making goods
5. pages 46–48; China is a country in Asia. It is on page 29.
6. T, F, T

**Atlas Detective:** United Kingdom

Name: \_\_\_\_\_

# Activity 1

## How to Use Your Atlas

**Use the Table of Contents on page 3 of the Rand McNally Junior Classroom Atlas to answer the following questions:**

1. On what pages will you find a map of the world's countries? \_\_\_\_\_
2. Will you find information about Africa on pages 26–27 or 32–33? \_\_\_\_\_
3. Which pages in the Handbook of Map Skills teach you how to use a bar scale? \_\_\_\_\_
4. On what pages will you find the Glossary? \_\_\_\_\_

Turn to those pages. What does the word “manufacturing” mean? \_\_\_\_\_  
\_\_\_\_\_

5. On what pages will you find the Index? \_\_\_\_\_

Turn to those pages. What information can you find out about China? \_\_\_\_\_

6. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ The Table of Contents is in the front of the atlas.

\_\_\_\_\_ The Index tells what words mean.

\_\_\_\_\_ The Glossary lists words in alphabetical order.

### Atlas Detective



\_\_\_\_\_

*Hint: Look for the list of index abbreviations.*

# How to Use Your Atlas

## Activity 1

### *Home Connection*

Use the following suggestions to help your child learn how to use an atlas:

- Tell your child some of the ways you might use an atlas. For example, you might use a road atlas to plan a trip. You might use a world atlas to find out where a foreign country or city is located.
- If you have a road atlas or a world atlas at home, help your child learn how to use it. Practice using the index to find the page or pages on which a place appears. Then turn to one of the pages and help your child locate the place on the map.
- Take your child to the reference section of a local library. Look at different kinds of atlases. Discuss the kinds of information they provide.

## Comparing Maps and Globes

### 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
3. how to analyze the spatial organization of people, places, and environments on Earth's surface

### Critical Thinking Skills

analyzing, comparing and contrasting, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 2, pp. 15–16 of this guide
- one or more globes
- World Blackline Master Map (continents and oceans), p. 113 of this guide
- crayons or markers

### Background Information

- The earth is a huge sphere that is slightly larger around the Equator than around the poles.
- A globe is a model of the earth. Because a globe has the same shape as the earth, land and water features on a globe have the same shape as they do on the earth.
- The curved surfaces of land and water features on the earth cannot be shown with absolute accuracy on the flat surface of a map. Because maps are flat, they always distort the shapes of earth's land and water features.

### Introducing the Activity

Have students read the text and captions on atlas pages 4–5. Ask questions, such as the following, to reinforce understanding:

- How are maps and globes alike? (Sample answers: Both show land and water on the earth. Both are smaller than the earth.)
- How are maps and globes different? (Sample answers: A map is flat. A globe is shaped like the earth. A map can show all of the earth's surface at once. As you turn a globe, you see different parts of the earth's surface.)

Have students compare the globes on atlas page 4 with the map on atlas page 5. Have them identify the continents shown on each globe by comparing the shapes with those shown and labeled on the map. (The globe on the left shows Europe and Africa and parts of Asia, North America, and South America. The globe on the right shows North America and South America and parts of Europe, Asia, and Africa.) Have students examine a globe and practice turning it to see different parts of the earth.

## Comparing Maps and Globes

### Map Question



How is a map different from a globe?

*Atlas, pp. 4–5:* A map is flat. A globe is shaped like the earth. A map can show all of the earth's surface at once. As you turn a globe, you see different parts of the earth's surface.



### Assessment

Have students complete Activity 2 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (continents and oceans), page 113 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map on page 5 of their atlas to complete the activity or complete the activity without referring to the map.

List the following directions on the board:

- Use a blue crayon or marker to color the oceans on the blackline master map.
- Use an orange crayon or marker to color South America on the blackline master map.
- Use a green crayon or marker to color Africa on the blackline master map.
- Label the continents you have colored.

[Completed blackline master maps should indicate students' ability to recognize continents by shape.]



### Extension

Have students create a Venn diagram to compare maps and globes: Draw two large intersecting circles on the board. Label one circle Map and the other circle Globe. Label the section where the circles intersect "Both." Have students fill in the diagram with information from atlas pages 4 and 5.



### Connections

#### Internet

Students might access <http://pao.gsfc.nasa.gov> to see spectacular views of the earth from space.

#### Cross-curricular Link: Language Arts

The earth, when viewed from space, is sometimes described as "a big blue marble." Have students write creative descriptions of the earth or of each continent as viewed from space.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Young Geographers* compares the uses of maps and globes.

### Student Activity Answers

1. a drawing of the earth's surface
2. a model of the earth
3. a globe
4. sphere
5. T, T, T
6. three-fourths

#### Map Detective:

**sample answer:** You would use a map because you can't see all of both North America and Australia at the same time on a globe.

Name: \_\_\_\_\_

# Activity 2

## Comparing Maps and Globes

Use pages 4–5 of the Rand McNally Junior Classroom Atlas to answer the following questions:

1. What is a map? \_\_\_\_\_
2. What is a globe? \_\_\_\_\_
3. Which one is shaped like the earth — a map or a globe? \_\_\_\_\_
4. Which word describes the shape of the earth — sphere or circle? \_\_\_\_\_
5. Write **T** for true or **F** for false in each blank.  
\_\_\_\_\_ Maps and globes help people learn about the earth.  
\_\_\_\_\_ A map is flat.  
\_\_\_\_\_ A globe can show all of the earth's surface at once.
6. About how much of the earth's surface is covered by water? \_\_\_\_\_

### Map Detective



You want to compare the sizes of North America and Australia. Would you use a map or a globe? Why?

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# Comparing Maps and Globes

## Activity 2

### *Home Connection*

Use the following suggestions to help your child learn about maps and globes:

- Help your child understand the concept of a model by examining model cars or dollhouse furniture. Discuss how models are like the real things they represent but much smaller. A globe is like the earth, but it is much smaller.
- Use a globe and/or a world map to help your child practice identifying continents and oceans.
- Help your child use a ball or a balloon to make a globe. Draw shapes representing the continents in the appropriate places on the ball or balloon.



## The World

### Geography Standards

3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places
7. the physical processes that shape the patterns of Earth's surface

### Critical Thinking Skills

analyzing, synthesizing, determining causes and effects

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 3, pp. 19–20 of this guide
- World Blackline Master Map (continents and oceans), p. 113 of this guide
- poster board, clay, paints
- crayons or markers

### Background Information

- Almost three-fourths of the earth's surface is water, most of which is in the oceans.
- Scientists believe that all land on the earth was once part of a huge landmass called Pangaea. Millions of years ago, Pangaea split apart and formed the continents.
- Scientists believe that the outer shell of the earth is made up of rigid pieces called tectonic plates. The movement of these plates over millions of years created many of the major physical features on the earth's surface.

### Introducing the Activity

Have students read the text at the top of atlas page 6. As you read the name of each continent and ocean, have students point to it on the map. Tell students that a physical map shows physical features, or things made by nature. Have students find definitions for the following geographical terms in the Handbook of Map Skills on atlas pages 36–37: coast, mountain, plain, plateau. Then have them find an example of each of these physical features on the map on atlas pages 6–7.

Direct students' attention to the map legend on atlas page 6. Explain that land elevation is how high the land is above the surface of the sea. Water depth is how deep the water is below the surface of the sea. Ask questions, such as the following, to reinforce understanding:

- What color on the map stands for the highest land on earth? (brown)
- Which physical features have the highest elevation—mountains or plains? (mountains)

### Map Question



Which ocean is between the continents of North America and Europe?

**Atlas, pp. 6–7:** The Atlantic Ocean

## The World



### Assessment

Have students complete Activity 3 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (continents and oceans), page 113 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map on pages 6–7 of their atlas to complete the activity.

List the following directions on the board:

- Label the continents and oceans on the blackline master map.
- Use a blue crayon or marker to color the oceans.
- Use a brown crayon or marker to color parts of the land with elevations of 10,000 feet and over.

[Completed blackline master maps should reflect understanding of land elevation, based on the map on atlas pages 6–7.]



### Extension

Use the following demonstration to help students understand land elevation:

Draw the outline of South America on a poster board. Use clay to create the major landforms shown on the map on atlas pages 6–7. Paint the clay to represent the land elevations shown on the map legend on atlas page 6. Have students make a legend for the map you have created. The legend should explain what each color on the map represents.



### Connections

#### Internet

Students might access [www.fourmilab.ch/cgi-bin/uncgi/Earth](http://www.fourmilab.ch/cgi-bin/uncgi/Earth) to see Earth viewed from space.

#### Cross-curricular Link: Science

Tell students scientists believe that long ago all land on the earth was one huge piece. The huge piece broke into parts that became the continents. Divide students into groups and provide each group with a copy of the World Blackline Master Map, page 113 of this guide. Have members of each group cut out the continents and discover how they might have fit together as part of one piece of land.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *What Changes Our Earth?* explains how the earth's physical features were formed. It briefly explains the theory of plate tectonics.

### Student Activity Answers

1. continents
2. oceans
3. seven
4. The Atlantic Ocean
5. F, T, F
6. Cape Horn

**Map Detective:**  
Pacific Ocean

Name \_\_\_\_\_

# Activity 3

## World

*Use the map on pages 6–7 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What are the largest bodies of land in the world called? \_\_\_\_\_
2. What are the largest bodies of water in the world called? \_\_\_\_\_
3. How many continents are there? \_\_\_\_\_
4. Which ocean would you cross to get from Africa to South America? \_\_\_\_\_
5. Write T for true or F for false in each blank.  
\_\_\_\_ Australia is the largest continent.  
\_\_\_\_ Africa is south of Europe.  
\_\_\_\_ The Arctic Ocean borders Antarctica.
6. A cape is a narrow piece of land that extends into the sea.  
What cape is at the southern tip of South America? \_\_\_\_\_

### Map Detective



Find the ocean whose name means "peaceful."

\_\_\_\_\_  
*Hint: It borders North America, South America, Asia, and Australia.*

## *Home Connections*

**Use the following suggestions to help your child learn about the world:**

- Place a world map in your child's room. Help your child practice recognizing continents by shape and location.
- Help your child use a world map to locate physical features, such as mountains, deserts, islands, and seas.
- Have your child choose one of the physical features he or she has located on the world map. Use a print reference or the Internet to find out information about that feature.

## More About the World

### 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
13. how the forces of cooperation and conflict among people influence the division and control of Earth's surface

### Critical Thinking Skills

analyzing, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 4, pp. 23–24 of this guide
- World Blackline Master Map (countries), p. 115 of this guide
- crayons or markers

### Background Information

- Most continents are divided into many countries. Australia has only one country; Antarctica has none.
- On physical/political maps in this atlas, colors designate countries. International boundaries separate one country from another.
- Russia is the largest country in the world, but most of its boundary runs along oceans and seas; China has the longest land boundaries.

### Introducing the Activity

Have students read the text at the top of atlas page 8. Tell them that a political map shows how people have divided the earth into countries and cities. Name a country on the map on atlas pages 8–9 and have students identify the continent on which it is located. Then have them finger-trace the international boundaries of the country. Ask questions, such as the following, to reinforce understanding:

- On what continent is the country of Nicaragua located? (North America)
- Is the country of Chad located on the continent of Africa or Asia? (Africa)
- What other South American countries border the country of Paraguay? (Brazil, Bolivia, Argentina)

Tell students that a national capital is the city where a nation's government leaders work. Every country has a national capital, but not all national capitals are labeled on the map on atlas pages 8–9. Have students find the symbol for "National capital" in the map legend on atlas page 8. Ask questions, such as the following, to reinforce understanding:

- What city is the national capital of the United States? (Washington, D.C.)
- What country in Asia has Tokyo as its national capital? (Japan)
- Is Cairo the national capital of Egypt or Saudi Arabia? (Egypt)

## More About the World

### Map Question



What countries does the United States touch?

*Atlas, p. 8:* Canada, Mexico



### Assessment

Have students complete Activity 4 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (countries), page 115 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map on atlas pages 8–9 to complete the activity.

List the following directions on the board:

- Use a pink crayon or marker to color the country in North America whose national capital is Ottawa.
- Use a purple crayon or marker to color the country in Africa whose national capital is Addis Ababa.
- Use a yellow crayon or marker to color the country in South America whose national capital is Santiago.
- Label the countries you have colored.

[Completed blackline master maps should show Canada (pink), Ethiopia (purple), and Chile (yellow).]



### Extension

Have students choose a country and name the other countries and/or bodies of water that border it in each direction. For example: The 48 mainland states of the United States are bordered on the north by Canada, on the east by the Atlantic Ocean, on the south by Mexico, and on the west by the Pacific Ocean. If necessary, have students read atlas page 39 before completing this activity.



### Connections

#### Internet

Students might access [www.flags.net](http://www.flags.net) to find information about the world's countries and pictures of national flags.

#### Cross-curricular Link: Language Arts

Have students use the following format to make up riddles about the world's countries: I am a country in Europe. I border Portugal and France. I am colored orange on the map. What country am I? (Spain) Provide time for each student to read a riddle and call on a classmate to solve it.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series, *Children Around the World* provides information about ways of life in different countries.

### Student Activity Answers

1. Canada
2. Algeria
3. Chile
4. Europe
5. Peru — South America  
France — Europe  
Sudan — Africa  
India — Asia
6. Russia

**Map Detective:**  
Costa Rica

# More About the World

## Activity 4

Use the map on pages 8–9 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. Which country in North America is farther north — Mexico or Canada? \_\_\_\_\_
2. Which country in Africa is larger — Algeria or Egypt? \_\_\_\_\_
3. Which country in South America borders the Pacific Ocean — Chile or Uruguay? \_\_\_\_\_
4. Which continent has more countries — Australia or Europe? \_\_\_\_\_
5. Draw lines to match each country with the continent on which it is located.

- |          |                 |
|----------|-----------------|
| Peru •   | • Africa        |
| France • | • Asia          |
| Sudan •  | • Europe        |
| India •  | • South America |

6. Which country in Asia borders the Arctic Ocean? \_\_\_\_\_

### Map Detective



Find the North American country whose name means "rich coast."

Hint: It borders Nicaragua, Panama, the Atlantic Ocean, and the Pacific Ocean

# More About the World

## Activity 4

### *Home Connections*

Use the following suggestions to help your child learn more about the world:

- Watch an international news broadcast with your child. Help your child use a world map to locate places where events in the news took place.
- Have your child choose a country he or she would like to learn more about. Help your child use a print reference or the Internet to learn about the country.
- Read folktales from around the world. Help your child use a world map to locate the country from which each story came.



## World Land Use

### Geography Standards

- 11. the patterns and networks of economic interdependence on Earth's surface
- 14. how human actions modify the physical environment
- 16. the changes that occur in the meaning, use, distribution, and importance of resources

### Critical Thinking Skills

comparing and contrasting, drawing conclusions, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 5, pp. 27–28 of this guide
- World Blackline Master Map (countries), p. 115 of this guide

### Background Information

- Almost one-third of the earth's land is used for farming and ranching.
- Climate largely determines the kinds of crops or livestock farmers raise.
- Parts of the earth used for manufacturing and trade usually have large populations.

### Introducing the Activity

Have students read the text at the top of atlas page 10. Explain that the map on atlas pages 10–11 shows the most important land uses on each continent. Have students use the map legend to match each color on the map with a land use. Explain that the purple areas on the map are places where people work on small farms to raise enough food for their families. Other people in these areas hunt for their food or raise herds of animals. These people move from place to place to find food for themselves or for their animals.

Have students look at the photos and read the captions on atlas pages 10–11. Help them relate each photo to a location on the map. (You may need to refer to the map on atlas pages 8–9 to identify locations.) Ask questions, such as the following, to reinforce understanding:

- What color on the map stands for places where manufacturing and trade are important land uses? (red)
- How is most of the land in Africa used? (herding, hunting, small farming)
- Is more of the land in South America used for forestry or ranching? (ranching)

### Map Question



How is most of the land in Australia used?

*Atlas, p. 10–11:* ranching

## World Land Use



### Assessment

Have students complete Activity 5 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (countries), page 115 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of world land use on pages 10–11 of their atlas to complete the activity.

List the following directions on the board:

- Make a picture or a symbol to stand for each of the following land uses: (1) farming; (2) manufacturing, trade
- Draw each picture or symbol in a correct location on each continent.
- Label the continents.

[Completed blackline master maps should show accurate placement of pictures or symbols, based on the map on atlas pages 10–11.]



### Extension

Use the following activities to help students compare information from different maps: (1) Have students use the map on atlas pages 8–9 to identify a country. Then have them use the map on atlas pages 10–11 to find out how land is used in that country. (2) Have students compare the land use map on atlas pages 10–11 with the world physical map on atlas pages 6–7 to find out how physical features affect land use. For example, point out that areas covered by the Sahara in northern Africa are used mostly for herding, hunting, and small farming. Some of these areas have little or no land use.



### Connections

#### Internet

Students might access [www.odci.gov/cia/publications/factbook](http://www.odci.gov/cia/publications/factbook) to find information about how people earn a living in different countries of the world.

#### Cross-curricular Link: Science

Wheat and rice are two of the world's most important crops. Have students work in groups to find out where and how these crops are raised.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *How Goods Are Moved* explains how transportation moves goods from where they are produced to where people buy them.

### Student Activity Answers

1. purple
2. llamas
3. green
4. Forests cover almost half the land.
5. F, F, T
6. North America, Europe

**Map Detective:** Antarctica

## World Land Use

*Use the photos and map on pages 10–11 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What color on the map includes areas where herding is an important land use?

\_\_\_\_\_

2. What kind of animals do some herders in Peru raise? \_\_\_\_\_

\_\_\_\_\_

3. Forestry is the use of land for growing trees that are made into useful products. What color on the map stands for areas where forestry is an important land use?

\_\_\_\_\_

4. Why is forestry an important land use in Quebec, Canada? \_\_\_\_\_

\_\_\_\_\_

5. Write T for true or F for false in each blank.

\_\_\_\_\_ Most land in Australia is used for farming.

\_\_\_\_\_ Forestry is an important land use in Africa.

\_\_\_\_\_ Some land in South America is used for ranching.

6. Which two continents have the most manufacturing and trade?

### Map Detective



**Find the continent that has little or no land use.**

\_\_\_\_\_

*Hint: It is in the southernmost part of the earth and its name means "opposite of Arctic."*

# World Land Use

## Activity 5

### *Home Connections*

Use the following suggestions to help your child learn about world land use:

- Take your child to the produce section of a grocery store and find out where the fresh fruits and vegetables were grown. Then help your child use a map to find the state or country where the crops were grown.
- Help your child use a print reference or the Internet to find out about forest products. Make a list of the products in your home that came from forests.
- Help your child find out how the land is used in your state. If possible, drive through areas where the land is used in different ways. For example, drive through an urban area where manufacturing is an important land use. Then drive through an area where crops or livestock are raised.

## World Climate

### Geography Standards

7. the physical processes that shape the patterns of Earth's surface
15. how physical systems affect human systems
18. how to apply geography to interpret the present and plan for the future

### Critical Thinking Skills

comparing and contrasting, drawing conclusions, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 6, pp. 31–32 of this guide
- World Blackline Master Map (countries), p. 115 of this guide
- crayons or markers

### Background Information

- Climate is the average weather (temperature and precipitation) a place has over a long period of time.
- Climate influences the kinds of clothing people wear, the kinds of homes they live in, the kinds of transportation they use, and the kinds of crops they grow.
- Climates differ because of the availability of moisture, differences in land and water temperature, and differences in land surface. Places that are near the Equator generally have warmer climates than places that are far from the Equator.

### Introducing the Activity

Have students read the text at the top of atlas page 12. Then have them use the map legend to identify the kind of climate in which they live. (It probably changes with the seasons.) Discuss how the climate changes in each season where you live. Explain that seasons in the Southern Hemisphere are the opposite of seasons in the Northern Hemisphere. You may want to teach or review the material on atlas page 42 to help students determine which places shown on the map on atlas pages 12–13 have seasons opposite from those in the United States.

Have students look at the photos and read the captions on atlas pages 12–13. Help them relate each photo to a location on the map. Discuss how climate affects the way people live. Ask questions, such as the following, to reinforce understanding:

- Why does rice grow well in Indonesia? (It is hot and rainy all year.)
- Why is skiing a popular winter sport in parts of Canada? (Parts of Canada have snowy winters.)

Ask questions, such as the following, to make sure students understand the relationship between the graph on atlas page 13 and the world climate map on atlas pages 12–13:

- What places have the driest climate in the world? (deserts)
- What color on the map stands for deserts? (yellow)
- How much average yearly rainfall do rain forests receive? (80 inches)
- According to the map, are most rain forests located in cold climates or warm climates? (warm climates)

### Map Question



The warmest climates are near the Equator.

Where are the coldest climates?

**Atlas, pp. 12–13:** near the northernmost and southernmost parts of the earth

## World Climate



### Assessment

Have students complete Activity 6 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (countries), page 115 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the world climate map on pages 12–13 of their atlas to complete the activity.

List the following directions on the board:

- Use a pink crayon or marker to color the parts of the world that have the warmest climates.
- Use a purple crayon or marker to color the parts of the world that have the coldest climates.
- Use a gray crayon or marker to color the parts of the world that have climate that changes with the seasons.

[Completed blackline master maps should agree with the map on atlas pages 12–13. NOTE: Keep the completed maps for use with the Extension.]



### Extension

Help students understand how climate is related to latitude. Point out the latitude lines labeled Tropic of Cancer and Tropic of Capricorn on the map on atlas pages 12–13. What kind of climate is found between these two latitude lines? (warm) Have students label the Tropic of Cancer and the Tropic of Capricorn on the blackline master map they used for the Using a Blackline Master Map activity. Point out the latitude line labeled Arctic Circle and the latitude line labeled Antarctic Circle. What kind of climate is found north of the Arctic Circle and south of the Antarctic Circle? (cold) Have students label the Arctic Circle and the Antarctic Circle on their blackline master maps.



### Connections

#### Internet

Students might access [www.worldclimate.com](http://www.worldclimate.com) to find out what the weather is usually like in thousands of places worldwide.

#### Cross-curricular Link: Science

Have students keep a record of the daily high temperature and the amount of rainfall in your area for a month. Then have them analyze the data and describe the weather as hot and dry, cool and wet, etc. Remind students that scientists study weather patterns over a long period of time to determine the climate of an area.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *What Changes Our Earth?* explains how wind, water, and ice change Earth's surface.

## Student Activity Answers

1. Europe
2. Antarctica
3. rice
4. Egypt
5. T, T, F
6. warm climates

**Map Detective:** Indonesia

## World Climate

*Use the map, photos, and graph on pages 12–13 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. Which continent does not have deserts — Europe or Asia? \_\_\_\_\_
2. Which continent does not have rain forests — Africa or Antarctica? \_\_\_\_\_
3. Which crop grows well in places that are hot and rainy all year — rice or olives? \_\_\_\_\_
4. Which place is hot and dry all year — Japan or Egypt? \_\_\_\_\_
5. Write **T** for true or **F** for false in each blank.  
\_\_\_\_ Deserts are the world's driest place.  
\_\_\_\_ The average yearly rainfall in rain forests is 80 inches.  
\_\_\_\_ Deserts and rain forests receive about the same amount of yearly rainfall.
6. Are most rain forests located in places with warm climates or cold climates? \_\_\_\_\_

### Map Detective



Find the country in Asia whose name means "Indian islands."

\_\_\_\_\_

*Hint: It is located on the Equator and has many rain forests.*

## *Home Connections*

Use the following suggestions to help your child learn about world climates:

- Discuss with your child some ways that climate affects your way of life. Examples include clothing, outdoor activities, and the kinds of crops that grow where you live.
- Help your child find out about climate in a rain forest or a desert region. How might your way of life be different if you lived in a rain forest or a desert?
- Have your child choose a country. Then use a print reference or the Internet to find out what kind of climate that country has.



## United States

### Geography Standards

4. the physical and human characteristics of places
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

### Critical Thinking Skills

analyzing, synthesizing,  
generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 7, pp. 35–36 of this guide
- United States Blackline Master Map (without labels), p. 117 of this guide
- crayons or markers

### Background Information

- The United States is made up of fifty states.
- Alaska is about 500 miles from the northern border of the state of Washington. Hawaii is about 2,400 miles from the coast of the state of California.
- The United States is the third largest country in the world in population.

### Introducing the Activity

Have students read the text at the top of atlas page 14. Then have them find the symbol for “State capital” in the map legend on page 15 and locate their state capital on the map. Remind students that a national capital is the city where a nation’s government leaders work. Have them identify and locate the national capital of the United States on the map. Ask questions, such as the following, to reinforce understanding:

- What is the state capital of New York? (Albany)
- Which state has Columbus as its state capital? (Ohio)
- How many state capitals does the United States have? (50)
- How many national capitals does the United States have? (one)

Have students finger-trace the United States on the map on atlas pages 14–15. Explain that 48 of the 50 states are joined together within these boundaries. Have students look at the inset maps of Alaska and Hawaii on atlas page 14. Then have them use the world map on atlas pages 8–9 to locate Alaska and Hawaii relative to the rest of the United States. Ask questions, such as the following, to reinforce understanding:

- Which state is farthest north? (Alaska)
- Which state is made up of islands located southwest of California? (Hawaii)
- Which states border Mexico? (California, Arizona, New Mexico, Texas)

### Map Question



What city is  
the capital of  
your state?

*Atlas, p. 14–15:* Answers will vary.

## United States



### Assessment

Have students complete Activity 7 independently.

### Using a Blackline Master Map

Distribute copies of the United States Blackline Master Map (without labels), page 117 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of the United States on pages 14–15 of their atlas to complete the activity.

List the following directions on the board:

- Color your state the same color as it is on the map on atlas pages 14–15.
- Draw a star on the map where your state capital is located. Label your state capital.
- Draw a star in a circle on the map where the national capital is located. Label the national capital.

[Completed blackline master maps should be accurate, based on the U.S. map on atlas pages 14–15.]



### Extension

Have students name the states that border the state where they live. Remind them that Alaska and Hawaii do not border any other states. Ask them to find a state that borders only one other state. (Maine borders only New Hampshire.) Challenge students to find the two states that border the most other states (Missouri and Tennessee each border eight other states.)



### Connections

#### Internet

Students might access [www.ipl.org/youth/stateknow](http://www.ipl.org/youth/stateknow) for information about each state.

#### Cross-curricular Link: Language Arts

Have students work in teams to arrange the names of the fifty states in alphabetical order. Then challenge them to group states according to the number of syllables in their names. For example, Maine has one syllable. Georgia, Kansas, New York, Texas, Utah, and Vermont have two syllables.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>™</sup> series' *Our Government* provides information about local, state, and national governments in the United States.

### Student Activity Answers

1. Washington, D.C.
2. Ohio River
3. Oklahoma
4. Portland, Maine
5. California — Sacramento  
Illinois — Springfield  
New York — Albany  
Texas — Austin
6. Mississippi River

**Map Detective:**  
Baton Rouge

Name \_\_\_\_\_

# Activity 7

## United States

Use the map on pages 14–15 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What is the national capital of the United States? \_\_\_\_\_
2. What body of water would you cross to get from Indiana to Kentucky? \_\_\_\_\_
3. What state borders Kansas on the south? \_\_\_\_\_
4. Which city is on the Atlantic coast — Portland, Maine, or Portland, Oregon? \_\_\_\_\_
5. Draw lines to connect each state with its state capital.  

California •	• Albany
Illinois •	• Austin
New York •	• Sacramento
Texas •	• Springfield
6. What river borders the southeastern side of the state of Minnesota? \_\_\_\_\_

### Map Detective



Find the city whose name means "red stick."

\_\_\_\_\_

*Hint: It is the state capital of Louisiana.*

# United States

## Activity 7

### *Home Connection*

Use the following suggestions to help your child learn about the United States:

- If you have lived in or visited other states, help your child locate these states on a map.
- When you are driving, have your child make a list of different license plates he or she sees. Later, help your child use a map to locate the states represented on the list.
- Look at the labels on foods to see where they were packaged. If they were packaged in the United States, help your child locate the cities on a map of the United States.

## More About the United States

### 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
4. the physical and human characteristics of places

### Critical Thinking Skills

analyzing, generalizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 8, pp. 39–40 of this guide
- United States Blackline Master Map (without labels), p. 117 of this guide
- crayons or markers

### Background Information

- The United States is the fourth largest country in the world in land area.
- The highest land in the United States is in the West. Many peaks of the Rocky Mountains are more than 14,000 feet high.
- The Mississippi River and its tributaries drain most of the land between the Rocky Mountains and the Appalachian Mountains.
- The Great Lakes are the world's largest group of freshwater lakes.

### Introducing the Activity

Have students finger-trace the coastlines of the United States on the map on atlas pages 14–15. As they finger-trace the map, read the names of the states that border the Atlantic Ocean, the Gulf of Mexico, and the Pacific Ocean. Point out that Alaska also borders the Pacific Ocean and that Hawaii is surrounded by the Pacific Ocean. Have students point to the Great Lakes on the map. Explain that four of these lakes form part of the international boundary between the United States and Canada. Lake Michigan is the only one of the Great Lakes that is entirely within the United States. Then have students finger-trace the following rivers on the map: Mississippi River, Ohio River, Missouri River, and Rio Grande. Ask questions, such as the following, to reinforce understanding:

- What state borders both the Atlantic Ocean and the Gulf of Mexico? (Florida)
- What river forms part of the international boundary between the United States and Mexico? (Rio Grande)

Have students locate the following mountain ranges on the map: Coast Ranges, Cascade Range, Sierra Nevada, Rocky Mountains, and Appalachian Mountains. Use the page break on atlas pages 14–15 as the dividing line between the eastern and western United States. Ask students to determine whether the eastern or western part of the United States has the highest land. (western)

## More About the United States



### Assessment

Have students complete Activity 8 independently.

### Using a Blackline Master Map

Distribute copies of the United States Blackline Master Map (without labels), page 117 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of the United States on pages 14–15 of their atlas to complete the activity.

List the following directions on the board:

- Use a blue crayon or marker to color the Great Lakes, the Atlantic Ocean, the Gulf of Mexico, and the Pacific Ocean.
- Use a yellow crayon or marker to color the state that borders four of the Great Lakes.
- Use an orange crayon or marker to color the state that borders the Atlantic Ocean and the Gulf of Mexico.
- Label the states and bodies of water you have colored.

[Completed blackline master maps should show Michigan (yellow) and Florida (orange).]



### Extension

Direct students' attention to the symbol for a swamp in the map legend on atlas page 15. Explain that a swamp is wet land. Help students locate swamp areas on the map on atlas pages 14–15. Then have students find the definitions for the following geographical terms in the Handbook of Map Skills on atlas pages 36–37: cape, gulf, island, lake, mountain, peninsula, river. Challenge students to find an example of each term on the map on atlas pages 14–15.



### Connections

#### Internet

Students might access [www.odci.gov/cia/publications/factbook](http://www.odci.gov/cia/publications/factbook) to find the CIA World Factbook, then follow the links to find out facts about United States geography.

#### Cross-curricular Link: Language Arts

Teach students how to use devices to help them remember United States geography. For example, the word HOMES stands for the names of the Great Lakes (Huron, Ontario, Michigan, Erie, Superior). The name MIMAL stands for the names of states that border the Mississippi River on the west (Minnesota, Iowa, Missouri, Arkansas, Louisiana).

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Where Do You Live?* describes life in different parts of the United States.

### Student Activity Answers

1. Pacific Ocean
2. Gulf of Mexico
3. Appalachian Mountains
4. F, F, T
5. Hawaii
6. Lake Michigan

**Map Detective:**  
Sierra Nevada

## More About the United States

*Use the map on pages 14–15 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What ocean borders the United States on the west? \_\_\_\_\_

2. What body of water borders Texas, Louisiana, Mississippi, Alabama, and Florida?  
\_\_\_\_\_

3. Which mountains are east of the Mississippi River — the Rocky Mountains or the Appalachian Mountains?  
\_\_\_\_\_

4. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ The Mississippi River forms part of the boundary between the United States and Mexico.

\_\_\_\_\_ The United States does not have any swamps.

\_\_\_\_\_ The Pacific Ocean borders Alaska and Hawaii.

5. An island is land surrounded by water. Which state is an island — Alaska or Hawaii?  
\_\_\_\_\_

6. Which one of the Great Lakes is completely within the United States?  
\_\_\_\_\_

### Map Detective



Find the mountains whose name means "a chain of snow-capped peaks."

\_\_\_\_\_  
*Hint: They are located in eastern California.*

# More About the United States

## Activity 8

### *Home Connection*

Use the following suggestions to help your child learn more about the United States:

- Find pictures of landscapes from different places in the United States. Help your child locate each place on a map.
- Help your child use a print reference or the Internet to find out about national parks in the United States. Have your child choose a park and find or draw pictures of its special physical features.
- Read folktales about Pecos Bill or Paul Bunyan. Help your child locate places from the stories on a map of the United States.



## United States Regions

### Geography Standards

5. that people create regions to interpret Earth's complexity
6. how culture and experience influence people's perceptions of places and regions
12. the processes, patterns, and functions of human settlement

### Critical Thinking Skills

analyzing, comparing and contrasting, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 9, pp. 43–44 of this guide
- United States Blackline Master Map (without labels), p. 117 of this guide
- crayons or markers

### Background Information

- Regions are areas of Earth's surface that have something in common, such as geographic features, cultural characteristics, or economic activities.
- A place may be divided into regions in different ways, depending upon the criteria used to define the regions.
- The map on page 16 of this atlas shows one way of dividing the United States into regions.

### Introducing the Activity

Have students read the text at the top of atlas page 16 and locate each region on the map as you read the names of the regions from the legend. Explain that regions are places that have something in common. The regions on this map are named for their location in the United States (Northeast, Mid-Atlantic, Southeast, Midwest, North Central, South Central, Southwest, and Northwest). Alaska and Hawaii are treated as their own separate regions. Have students identify the region in which they live.

Have students look at the photos and read the captions on atlas page 17. Help them relate each photo to a region on the map on page 16. Ask questions, such as the following, to reinforce understanding:

- In which region is the Grand Canyon located? (the Southwest Region)
- In which region is South Dakota located? (the North Central Region)

Read each entry in the time line (“The United States through History”), then ask the following questions to reinforce understanding:

- Who explored the northeast coast of North America about 1,000 years ago? (Vikings from Greenland)
- About how long ago did Spanish explorers travel through the south and southwest parts of what is now the United States? (about 500 years ago)
- When did English settlers start colonies along the Atlantic coast? (about 400 years ago)

### Map Question



In which region is the national capital located?

(Refer to the map on p. 15 to find the capital.)

**Atlas, pp. 15–16:** The Mid-Atlantic Region

## United States Regions



### Assessment

Have students complete Activity 9 independently.

### Using a Blackline Master Map

Distribute copies of the United States Blackline Master Map (without labels), page 117 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of U.S. Regions on page 16 and the United States map on pages 14–15 of their atlas to complete the activity.

List the following directions on the board:

- Find your state on the blackline master map. Then look at the map on page 16 of your atlas to find out what region your state is in.
- Use the map on page 16 of your atlas to find out what other states are in your region.
- On the blackline master map, color all the states in your region the same color as they are on the map on page 16 of your atlas.
- Label the states you have colored on the map.
- On another sheet of paper, make a map legend. Write the name of your region next to the color you used on the map.

[Completed blackline master maps should agree with the U.S. Regions map on atlas page 16. **NOTE:** Keep the completed maps to use for the Extension.]



### Extension

Have students use the blackline master maps they colored for the Using a Blackline Master Map activity. Have them color the remaining regions on their blackline master maps. Remind them to find the states in each region on the map on page 16 of their atlas. Then ask them to color the states in each region the same color as they are on the atlas map. Have students add the color and the name for each region to their map legends.



### Connections

#### Internet

Students might access [www.postcardsfrom.com](http://www.postcardsfrom.com) to tour the United States by viewing virtual postcards from different locations within the country.

#### Cross-curricular Link: Math

Help students make a bar graph to compare the number of states in each region on the map on page 16 of their atlas.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *A Trip Around the Gulf of Mexico* describes some features of the South and Southwest regions of the United States.

## Student Activity Answers

1. 10

2. 5

3. The Southwest Region

4. Badlands in South

Dakota — North

Central Region

Farms in Wisconsin —

Midwest Region

The Outer Banks of

North Carolina

— Southeast

Region

Bayou in Louisiana —

South Central Region

5. About 1,200 years ago

6. A little more than 200 years ago

**Time Detective:**

English settlers

## United States Regions

*Use the map on page 16 and the photos on page 17 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. How many U.S. regions are shown on the map on page 16? \_\_\_\_\_
2. How many states are in the Northwest Region? \_\_\_\_\_
3. In what region is the Grand Canyon located? \_\_\_\_\_
4. Draw lines to connect each place with the region in which it is located.

Badlands in South Dakota • • South Central Region

Farms in Wisconsin • • North Central Region

The Outer Banks of North Carolina • • Midwest Region

Bayou in Louisiana • • Southeast Region

*Use the timeline on atlas pages 16–17 to answer the following questions:*

5. About how long ago did the Hohokam farm in the desert southwest? \_\_\_\_\_
6. When did the United States become a nation? \_\_\_\_\_

### Map Detective



The first states were along the Atlantic Coast.

What group of people started colonies there about 400 years ago?

\_\_\_\_\_

# United States Regions

## Activity 9

### *Home Connection*

**Use the following suggestions to help your child learn about United States regions and history:**

- Sample foods generally associated with one of the regions of the United States. Examples might include New England clam chowder from the Northeast Region, Pacific coast salmon from the Northwest Region, or Key lime pie from the Southeast Region.
- Read a story or watch a movie about an event in United States history. Help your child identify the region in which the event took place. For example, the Pilgrims settled in the Northeast Region; much of the Civil War took place in the Mid-Atlantic Region and the Southeast Region.
- Help your child use a print reference or the Internet to find out about groups of Native Americans who lived on the land that became the United States. Discuss how their ways of life were suited to the region in which they lived.

## North America

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places

### Critical Thinking Skills

analyzing, comparing and contrasting, drawing conclusions, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 10, pp. 47–48 of this guide
- North America Blackline Master Map, p. 121 of this guide
- crayons or markers
- ruler or measuring strip

### Background Information

- North America is the third-largest continent in area and the fourth-largest in population.
- Canada, the United States, and Mexico cover most of North America, but the continent includes twenty-three independent countries and fourteen dependencies.
- Central America refers to the region made up of the countries of Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama.
- Middle America refers to the region made up of Mexico, Central America, and the Caribbean countries.

### Introducing the Activity

Have students read the text at the top of atlas page 18 and find North America on the world locator map. Then have them finger-trace the coastline of the continent on the map of North America, starting in northern Canada. As students finger-trace the coastline, name the bodies of water labeled on the map that border North America (Arctic Ocean, Hudson Bay, Atlantic Ocean, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Bering Sea, Bering Strait).

Explain that although Canada, the United States, and Mexico make up most of North America, the continent includes many other countries. Read the names of the countries and have students point to them on the map. Then ask questions, such as the following, to reinforce understanding:

- What country borders the United States to the south? (Mexico)
- What color is the island country of Jamaica on the map? (pink)
- Is Nicaragua north or south of Costa Rica? (north)

### Map Question



North America's largest country is a little larger than the United States.

What country is it?

**Atlas, p. 18:** Canada

## North America



### Assessment

Have students complete Activity 10 independently.

### Using a Blackline Master Map

Distribute copies of the North America Blackline Master Map, page 121 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of North America on page 18 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use a green crayon or marker to color the country where we live, including Alaska.
- Use a pink crayon or marker to color the largest country in North America.
- Use a purple crayon or marker to color the country that borders the United States to the south.
- Label the countries you have colored.

[Completed blackline master maps should show the United States (green), Canada (pink), and Mexico (purple).]



### Extension

Have students use a ruler or measuring strip to find the approximate distance between cities in North America. If necessary, have them review atlas pages 40–41 before assigning this activity.



### Connections

#### Internet

Students might access <http://geoimages.berkeley.edu> for aerial photographs of sites in western North America.

#### Cross-curricular Link: Math

Have Students count the number of countries in Central America, or the region of North America between Mexico and South America (7)

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Coast to Coast* provides additional information about North America.

### Student Activity Answers

1. Arctic Ocean, Atlantic Ocean, Pacific Ocean
2. Mt. McKinley
3. Canada, Mexico
4. Panama
5. Canada — Ottawa  
United States—  
Washington, D.C  
Mexico — Mexico City  
Cuba — Havana
6. Cuba

#### Map Detective:

Rio Grande

Name \_\_\_\_\_

# Activity 10

## North America

Use the map on page 18 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What three oceans border North America?

\_\_\_\_\_

2. What is the name of the highest point in North America?

\_\_\_\_\_

3. What two countries border the United States?

\_\_\_\_\_

4. Which North American country borders South America?

\_\_\_\_\_

5. Draw lines to connect each country with its national capital.

- |                 |                    |
|-----------------|--------------------|
| Canada •        | • Washington, D.C. |
| United States • | • Havana           |
| Mexico •        | • Ottawa           |
| Cuba •          | • Mexico City      |

6. An island is land surrounded by water. Which country is an island — Honduras or Cuba?

### Map Detective



Find the river whose name means "large river."

\_\_\_\_\_

*Hint: It forms part of the international boundary between Mexico and the United States.*

## *Home Connection*

Use the following suggestions to help your child learn about North America:

- Point out photos or stories about North American countries in newspapers or magazines.
- If you have visited or lived in any other countries in North America, help your child locate these places on a map.
- Have your child choose a North American country he or she would like to learn more about. Help your child use an encyclopedia, another print reference, or the Internet to find information about the country.
- Look at labels on foods, clothing, or other items to find out if they were grown or manufactured in a North American country other than the United States.



## More About North America

### Geography Standards

4. the physical and human characteristics of places
5. that people create regions to interpret Earth's complexity
17. how to apply geography to interpret the past

### Critical Thinking Skills

comparing and contrasting, analyzing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 11, pp. 51–52 of this guide
- North America Blackline Master Map, p. 121 of this guide
- book with pictures of flags and other information about North American countries

### Background Information

- Early people are believed to have migrated to North America from Asia during the last Ice Age by crossing a land bridge that once existed where the Bering Strait is now located.
- Native American groups settled throughout North America and developed different ways of life depending, in part, on the natural environment.
- Many North Americans today are descendants of the British, French, and Spanish colonists who settled the continent in the 1600s. Other are descendants of Africans who were brought to North America as slaves.
- The North American population also reflects the heritage of immigrants from every part of the world.

### Introducing the Activity

Have students look at the photos and read the captions on atlas page 19. Help them relate each photo to a location on the map on page 18. Tell students that grizzly bears once ranged from Mexico to Alaska. Have them locate on the map the areas where grizzly bears are found today (Alaska, western Canada).

Ask questions, such as the following, to make sure students understand the graphs on atlas page 19:

- Which two countries in North America are almost the same size in land area? (Canada and the United States)
- Which country has the most people? (United States)
- Does Mexico have more people or fewer people than Canada? (more)

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- Who built an empire in Mexico about 700 years ago? (Aztecs)
- About how long ago did Europeans begin to explore North America? (500 years)
- Did the United States become a nation before or after the Panama Canal opened? (before)

## More About North America

### **Assessment**

Have students complete Activity 11 independently.

### **Using a Blackline Master Map**

Distribute copies of the North America Blackline Master Map, page 121 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of North America on page 18 of their atlas to complete the activity.

List the following directions on the board:

- Label these places on the blackline master map: Great Plains, New York, Mexico City.
- Make a picture or a symbol to stand for each of these things: National University, wheat field, Statue of Liberty.
- Draw each picture or symbol next to the correct location on the map.

[Completed blackline master maps should show symbols or pictures representing a wheat field on the Great Plains, National University in Mexico City, and the Statue of Liberty in New York.]

### **Extension**

Assign a different country in North America to each student. Provide encyclopedias or other references with pictures of national flags. Have students draw and color the flag for their assigned country. Display the flags and have each student use the map on atlas page 18 to locate the country his or her flag represents.

### **Connections**

#### **Internet**

At <http://atlas.gc.ca/site/english/learningresources/facts/supergeneral.html>, students can learn about Canada's many unique geographical features, while [www.elbalero.gob.mx/kids/explora/html/home.html](http://www.elbalero.gob.mx/kids/explora/html/home.html) offers background on each of the Mexican states and Mexico City.

#### **Cross-curricular Link: Reading**

Help students find information about ways of life in North America in trade books, encyclopedias, or other references. Have groups of students draw pictures or give oral reports about what they learned.

#### **Optional Materials**

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Children Around the World* provides additional information about life in Canada, the United States, and Mexico.

### **Student Activity Answers**

1. wheat
2. Mexico City
3. New York Harbor
4. Alaska, western Canada
5. T, T, F
6. Mexico

**Time Detective: 4**

Name \_\_\_\_\_

## Activity 11

### More About North America

*Use the photos and graphs on page 19 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What is the major crop in the Great Plains region? \_\_\_\_\_
2. In what city is Mexico's National University located? \_\_\_\_\_
3. Where would you go to see the Statue of Liberty? \_\_\_\_\_
4. In what parts of North America are grizzly bears mostly found? \_\_\_\_\_
5. Write **T** for true or **F** for false in each blank.  
\_\_\_\_\_ The United States and Canada are almost the same size.  
\_\_\_\_\_ Canada has more land than Mexico has.  
\_\_\_\_\_ Mexico has more people than the United States has.

*Use the timeline on atlas page 19 to answer the following questions:*

6. In what part of North America did the Aztecs build an empire about 700 years ago?  
\_\_\_\_\_

#### Time Detective



A century is 100 years. About how many centuries ago did Europeans start colonies in North America?

\_\_\_\_\_

# More About North America

## Activity 11

### *Home Connection*

Use the following suggestions to help your child learn about North America:

- Find out about holidays and/or celebrations in North American countries other than the United States.
- Listen to music from Mexico or the Caribbean countries.
- Visit your local library or historical society to find out about Native Americans and/or early settlers in the area where you live.
- Find pictures of animals that live in North America. Include pictures of coyotes, pronghorns, and bison, which are found only in North America.

## South America

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
4. the physical and human characteristics of places
8. the characteristics and spatial distribution of ecosystems on Earth's surface

### Critical Thinking Skills

comparing and contrasting, analyzing, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 12, pp. 55–56 of this guide
- South America Blackline Master Map, p. 123 of this guide
- crayons or markers
- strips of paper or string

### Background Information

- South America is the fourth largest continent in area. It includes 13 countries.
- South America's unique physical features include the world's largest tropical rain forest and the world's longest chain of mountains above sea level — the Andes.
- The Amazon rain forest covers more than 2 million square miles in northern South America. It occupies parts of Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, and French Guiana. It contains more kinds of plants and animals than any other place on Earth.

### Introducing the Activity

Have students read the text at the top of atlas page 20 and find South America on the world locator map. Then have them finger-trace the continent on the map of South America, starting in Venezuela. As students finger-trace the map, read the names of the countries along the coasts. Then have students point to Paraguay and Bolivia. Ask questions, such as the following, to reinforce understanding:

- Which two countries border the Caribbean Sea? (Colombia, Venezuela)
- What is the largest country in South America? (Brazil) What color is it on the map? (yellow)
- Is Chile east or west of Argentina? (west)

Help students locate and finger-trace the Andes Mountains, which extend along western South America from Venezuela to the southern tip of the continent. Then help them locate and trace the Amazon River from Peru across Brazil to the Atlantic Ocean. Explain that the Amazon is the main river of South America, and it is the second longest river in the world.

### Map Question



Which two South American countries are not along a coast?

**Atlas, p. 20:** Bolivia, Paraguay

## South America

### **Assessment**

Have students complete Activity 12 independently.

### **Using a Blackline Master Map**

Distribute copies of the South America Blackline Master Map, page 123 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of South America on page 20 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use an orange crayon or marker to color the country that borders North America.
- Use a yellow crayon or marker to color the largest South American country.
- Use a green crayon or marker to color the country that borders Brazil, Paraguay, Argentina, Chile, and Peru.
- Label the countries you have colored.

[Completed blackline master maps should show Colombia (orange), Brazil (yellow), and Bolivia (green).]

### **Extension**

Have students name the countries that the Equator crosses (Ecuador, Colombia, Brazil). Ask them to explain why places in northern South America generally have warmer climates than places in the southern part of the continent. (Places nearest the Equator have the warmest climates.) If necessary, have students review atlas pages 12–13 to complete this activity.

### **Connections**

#### **Internet**

Students might access [www.infoplease.com/atlas/southamerica.html](http://www.infoplease.com/atlas/southamerica.html) for links to South American maps and individual country profiles.

#### **Cross-curricular Link: Math**

The Amazon rain forest receives 50 to 120 inches of rain each year. Help students mark these measurements on a strip of paper or a string. Then have them find out the average annual rainfall where they live. Have them mark that measurement on the paper or string and compare the average yearly rainfall in their area with that in the Amazon rain forest.

#### **Optional Materials**

Rand McNally *People, Spaces & Places*™ series' *Forests, Grasslands, Deserts* provides additional information about life in Canada, the United States, and Mexico.

### **Student Activity Answers**

1. Brazil
2. Argentina
3. Colombia
4. Atlantic Ocean
5. Peru — Lima  
Argentina — Buenos Aires  
Venezuela — Caracas  
Ecuador — Quito
6. Rio de Janeiro, Brazil

**Map Detective:**  
Andes Mountains

Name \_\_\_\_\_

# Activity 12

## South America

Use the map on page 20 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What is the largest country in South America? \_\_\_\_\_
2. In what country is the highest point in South America located? \_\_\_\_\_
3. Which South American country borders North America? \_\_\_\_\_
4. Into what ocean does the Amazon River flow? \_\_\_\_\_
5. Draw lines to connect each country with its national capital.

- |             |                |
|-------------|----------------|
| Peru •      | • Caracas      |
| Argentina • | • Quito        |
| Venezuela • | • Buenos Aires |
| Ecuador •   | • Lima         |

6. A port is a city where ships load and unload passengers and cargo. Which city is a port — Rio de Janeiro, Brazil, or Medellín, Colombia?

### Map Detective



Find the mountains whose name comes from an Indian word meaning "copper."

Hint: These mountains stretch along the west coast of South America.

# South America

## Activity 12

### *Home Connection*

Use the following suggestions to help your child learn about South America:

- Find pictures of South American landscapes or cities in reference books or travel brochures.
- If you have visited any places in South America, help your child locate these places on a map.
- Look at labels on foods, clothing, or other items to find out if they were grown or manufactured in a South American country.
- If your ancestors came from South America, help your child locate the country from which they came.



## More About South America

### Geography Standards

4. the physical and human characteristics of places
11. the patterns and networks of economic interdependence on Earth's surface
13. how the forces of cooperation and conflict among people influence the division and control of Earth's surface

### Critical Thinking Skills

analyzing, synthesizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 13, pp. 59–60 of this guide
- South America Blackline Master Map, p. 123 of this guide
- crayons or markers, scissors

### Background Information

- Before the arrival of Europeans, Native Americans lived throughout South America.
- The Incas developed a large empire that included magnificent cities in the mountains of Peru.
- Many South Americans today are descendants of native peoples. Others are descendants of the Spanish and Portuguese settlers who came to South America in the 1500s and 1600s.
- South America has tremendous resources, but economic development of its countries varies widely.

### Introducing the Activity

Have students look at the photos and read the captions on atlas page 21. Help them relate each photo to a location on the map on atlas page 20. Tell students that the Galapagos Islands belong to Ecuador. They are home to several kinds of animals found nowhere else in the world.

Ask questions, such as the following, to make sure students understand the graph on atlas page 21:

- Which countries shown on the graph are in South America? (Brazil and Colombia)
- How much coffee does each cup on the graph stand for? (100,000 tons)
- About how much coffee does Indonesia produce? (500,000 tons)

**(NOTE:** Coffee production changes annually. This graph presents typical annual production figures for the listed countries).

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- In what part of South America were lands ruled by the Inca? (along the west coast)
- What country was claimed by Portugal about 500 years ago? (Brazil)
- About how long ago did South American countries win freedom from European rulers? (200 years)

## More About South America



### Assessment

Have students complete Activity 13 independently.

### Using a Blackline Master Map

Distribute copies of the South America Blackline Master Map, page 123 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of South America on page 20 of their atlas to complete the activity.

List the following directions on the board:

- Label the following countries on the blackline master map: Brazil, Colombia, Ecuador, Peru.
- Draw a coffee cup on the map in each of the countries that is a leading coffee producer.
- Write Inca on the map in the country where the ancient city Machu Picchu was located.
- Write market on the map in the country shown in the photo of an outdoor market.

[Completed blackline master maps should show a coffee cup on Brazil and Colombia, Inca in Peru, and market in Ecuador.]



### Extension

Divide students into small groups and give each group a copy of the blackline master map of South America, page 118 of this guide. Have members of each group color and label the countries on the map. Then have them cut apart the countries along international boundaries to make a puzzle map of South America. You might have a contest to see which group can put together its map in the fastest time.



### Connections

#### Internet

Students might access [www.geocities.com/RainForest/Vines/3995/rainforest.html](http://www.geocities.com/RainForest/Vines/3995/rainforest.html) for information and links about the rain forest.

#### Cross-curricular Link: Reading

Help students find books about a South American country of their choice in the school library. Have them work in groups to report the following information about the country they chose: landforms, major cities, places to visit, ways of earning a living.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Children Around the World* provides additional information about life in Brazil.

### Student Activity Answers

1. tropical rain forest
2. Peru
3. Galapagos Islands
4. T, F, T
5. Spain
6. about 100 years ago

#### Time Detective:

Portugal ruled Brazil for many years.

## More About South America

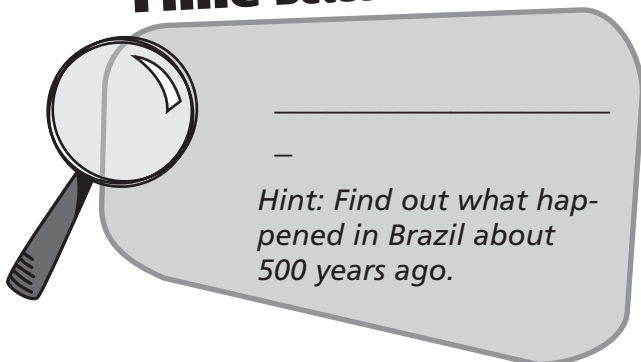
*Use the photos and graph on page 21 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What kind of forest covers most of northern South America? \_\_\_\_\_
2. In what country would you find the ruins of Machu Picchu? \_\_\_\_\_
3. On what islands are marine iguanas found? \_\_\_\_\_
4. Write **T** for true or **F** for false in each blank.  
\_\_\_\_ Brazil and Colombia are the world's leading producers of coffee.  
\_\_\_\_ Colombia produces twice as much coffee as Brazil.  
\_\_\_\_ Vietnam produces about 400,000 tons of coffee.

*Use the timeline on atlas page 21 to answer the following questions:*

5. What country ruled much of South America about 400 years ago? \_\_\_\_\_
6. About how long ago did the population of Buenos Aires reach one million?  
\_\_\_\_\_

### Time Detective



**Most South Americans speak Spanish. Why do people in Brazil speak Portuguese?**

\_\_\_\_\_

# More About South America

## Activity 13

### *Home Connection*

Use the following suggestions to help your child learn more about South America:

- Watch a television program or read a book with your child about the Amazon rain forest. Discuss reasons why this region is important to the rest of the world.
- Find pictures of animals that live in South America, such as llamas, jaguars, toucans, anacondas, rheas, and Galapagos tortoises. Help your child locate on a map the region in which each kind of animal lives.
- Help your child use an encyclopedia or other reference to find out about the ancient Inca civilization.

## Europe

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places

### Critical Thinking Skills

comparing and contrasting,  
analyzing, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 14, pp. 63–64 of this guide
- Europe Blackline Master Map, p. 125 of this guide
- crayons or markers

### Background Information

- Europe is the second smallest continent in area, but it has more people than any other continent except Asia.
- Europe's more than forty countries include four that extend into Asia.
- The United Kingdom is a country that includes four political divisions. England, Scotland, and Wales make up the island of Great Britain. Northern Ireland is the northeastern part of the island of Ireland.

### Introducing the Activity

Have students read the text at the top of atlas page 22 and find Europe on the world locator map on atlas page 23. Then have them finger-trace the coastline of the continent on the map of Europe, starting in northern Norway. As students finger-trace the map, name the following countries that are peninsulas or are located on peninsulas: Norway and Sweden, Denmark, Spain and Portugal, Italy, Greece. Have students finger-trace the island countries in northwestern Europe. Explain that the United Kingdom includes England, Scotland, Wales, and Northern Ireland. Point out that Europe is connected to the continent of Asia on the east and that some countries are located on both continents. Read the names of these countries and have students point to them on the map (Russia, Kazakhstan, Azerbaijan, and Turkey). Ask questions, such as the following, to reinforce understanding:

- Is Hungary north or south of Slovakia? (South)
- What five countries border France on the east? (Belgium, Luxembourg, Germany, Switzerland, Italy)
- What sea would you cross to get from Scotland to Norway? (North Sea)

### Map Question



Moscow is Europe's largest city.

In what country is it located?

*Atlas, p. 23:* Russia

## Europe



### Assessment

Have students complete Activity 14 independently.

### Using a Blackline Master Map

Distribute copies of the Europe Blackline Master Map, page 125 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of Europe on pages 22–23 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use a yellow crayon or marker to color the country whose national capital is Rome.
- Use an orange crayon or marker to color the country in which Europe's largest city is located.
- Use a pink crayon or marker to color the countries that are part of the United Kingdom.
- Label the countries you have colored.

[Completed blackline master maps should show Italy (yellow), Russia (orange), and United Kingdom (pink).]



### Extension

Have students use the map on atlas pages 12–13 to identify which countries in Europe have the coldest climates.



### Connections

#### Internet

Students might access [www.geography-games.com/GREurope.htm](http://www.geography-games.com/GREurope.htm) for an interactive map of Europe that provides information about its countries.

#### Cross-curricular Link: Phonics

Have students work in groups to arrange the names of European countries in alphabetical order. Challenge them to find two countries whose names have five syllables. (Macedonia and Lithuania)

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *What Changes Our Earth?* helps students understand the physical processes that shaped the continents.

## Student Activity Answers

1. Portugal
2. 18,510 feet
3. English Channel
4. Italy
5. Germany — Berlin  
Norway — Oslo  
Ireland — Dublin  
Poland — Warsaw
6. Pyrenees

#### Map Detective:

Mediterranean Sea

# Europe

**Use the maps on pages 22–23 of the Rand McNally Junior Classroom Atlas to answer the following questions:**

1. What country borders Spain on the west? \_\_\_\_\_
2. How tall is the highest point in Europe? \_\_\_\_\_
3. What body of water would you cross to get from the United Kingdom to France?  
\_\_\_\_\_

4. A peninsula is a piece of land nearly surrounded by water.  
Which country is a peninsula — Italy or Hungary? \_\_\_\_\_

5. Next to each of the following countries, write its national capital.

Germany \_\_\_\_\_

\_ Norway \_\_\_\_\_

\_ Ireland \_\_\_\_\_

\_ Poland \_\_\_\_\_

6. What mountains separate France and Spain — the Alps or the Pyrenees?  
\_\_\_\_\_

## Map Detective



**Find the sea whose name means “in the middle of the land.”**

\_\_\_\_\_

*Hint: It touches the coasts of Europe, Africa, and Asia.*

## *Home Connection*

**Use the following suggestions to help your child learn about Europe:**

- If you have visited or lived in any countries in Europe, help your child locate these places on a map.
- If your ancestors came from Europe, help your child locate the country from which they came.
- Read the travel ads in magazines or newspapers. Help your child locate European travel destinations on a map.
- Look at labels on clothing or other items to find out if they were made in Europe.



## More About Europe

### Geography Standards

- 4. the physical and human characteristics of places
- 10. the characteristics, distribution, and complexity of Earth's cultural mosaics
- 17. how to apply geography to interpret the past

### Critical Thinking Skills

analyzing, generalizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 15, pp. 67–68 of this guide
- Europe Blackline Master Map, p. 125 of this guide

### Background Information

- Europe covers only about 7% of Earth's land, but it is home to about 13% of Earth's people.
- Europe is more densely populated than any other continent except parts of Asia.
- About 60 languages are spoken in Europe. Most of these are derived from Latin, Germanic, or Slavic origins.
- From the time of the ancient Greeks, Europe has had a major influence on the development of western civilization.

### Introducing the Activity

Have students look at the photos and read the captions on atlas pages 24–25. Help them relate each photo to a location on the map on atlas pages 22–23. Tell students that the Matterhorn is located in the Alps, which extend from France to northern Slovenia. Have students finger-trace this mountain range on the map.

Ask questions, such as the following, to make sure students understand the graph on atlas page 25:

- Which city in Europe has the most people? (Moscow)
- Which city has more people — Paris or Rome? (Rome)
- About how many people live in London? (7 million)

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- About how long ago did Greek civilization begin? (4,500 years ago)
- Which happened first — the Renaissance or the Industrial Revolution? (Renaissance)
- What war that was fought about 65 years ago destroyed many European cities? (World War II)

## More About Europe



### Assessment

Have students complete Activity 15 independently.

### Using a Blackline Master Map

Distribute copies of the Europe Blackline Master Map, page 125 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of Europe on pages 22–23 of their atlas to complete the activity.

List the following directions on the board:

- Label these cities on the blackline master map: Athens, Greece; Paris, France; Rome, Italy; London, England.
- Make a picture or a symbol to stand for each of these famous landmarks: Parthenon, Eiffel Tower, Colosseum, Big Ben.
- Draw each picture or symbol next to the correct city on the map.

[Completed blackline master maps should show a picture or symbol representing the Parthenon in Athens, the Eiffel Tower in Paris, the Colosseum in Rome, and Big Ben in London.]



### Extension

Have students work in small groups to make up riddles about European cities. Each riddle should be based on information provided in the Rand McNally *Junior Classroom Atlas*, pages 22–25. For example:

I am a national capital. I am located on the Seine River. If you visit me, you can see the Eiffel Tower. What city am I? (Paris) Use the riddles to review what students have learned about Europe.



### Connections

#### Internet

Students might access [www.net-cities.com/europe.html](http://www.net-cities.com/europe.html) for virtual tours of some cities in Europe.

#### Cross-curricular Link: Language Arts

Read Aesop's fables or stories from Greek mythology to the class. Have students draw pictures or act out scenes from the stories.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Children Around the World* provides additional information about life in the United Kingdom.

### Student Activity Answers

1. Paris, France
2. Big Ben
3. the Colosseum
4. high-speed trains or express trains
5. T, F, F
6. about 1,000 years ago

#### Time Detective:

the area around the Mediterranean Sea

## More About Europe

*Use the photos and graph on pages 24–25 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. Where would you go to see the Eiffel Tower? \_\_\_\_\_
2. What is the name of the famous bell in the clock tower of Parliament in London?  
\_\_\_\_\_
3. What large outdoor amphitheater in Rome was built almost 2,000 years ago?  
\_\_\_\_\_
4. What kind of transportation carries passengers from France to major cities throughout Europe?  
\_\_\_\_\_
5. Write **T** for true or **F** for false in each blank.  
\_\_\_\_ Moscow has more people than any other city listed on the graph.  
\_\_\_\_ All cities listed on the graph have more than 4 million people.  
\_\_\_\_ More people live in Berlin than in London.

*Use the timeline on atlas pages 24–25 to answer the following questions:*

6. When did towns begin to grow in Europe? \_\_\_\_\_

### Time Detective



Find out in what area of Europe Roman roads, bridges, and other buildings are found.

\_\_\_\_\_  
*Hint: What area did the Romans rule about 2,000 years ago?*

# More About Europe

## Activity 15

### *Home Connection*

Use the following suggestions to help your child learn more about Europe:

- Read fairy tales or other stories that came from Europe.
- Sample foods from a European restaurant or make a recipe from a European country to try at home.
- Find out about holidays or customs in a European country.

## Africa

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places

### Critical Thinking Skills

comparing and contrasting, generalizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 16, pp. 71–72 of this guide
- Africa Blackline Master Map, p. 127 of this guide
- crayons or markers

### Background Information

- Africa is the second largest continent in area, but it has more countries than any other continent.
- Deserts make up about two-fifths of Africa's land. The Sahara covers an area almost as large as the entire United States.
- Africa's physical features include tropical rain forests and vast grasslands.

### Introducing the Activity

Have students read the text at the top of atlas page 26 and find Africa on the world locator map. Then have them finger-trace the continent on the map of Africa, starting in Morocco. As students finger-trace the map, name the bodies of water labeled on the map that border Africa. (Mediterranean Sea, Red Sea, Indian Ocean, Atlantic Ocean) Explain that the Sahara stretches across northern Africa from the Atlantic Ocean to the Red Sea. It covers all or parts of many countries. Read the names of these countries and have students point to them on the map: Western Sahara, Mauritania, Morocco, Mali, Algeria, Niger, Libya, Chad, Egypt, and Sudan.

Ask questions, such as the following, to reinforce understanding of Africa's physical and political features:

- What country has coasts on both the Atlantic Ocean and the Indian Ocean? (South Africa)
- Which country borders both the Mediterranean Sea and the Red Sea? (Egypt)
- What countries does the Equator cross? (Gabon, Congo, Democratic Republic of the Congo, Uganda, Kenya, Somalia)

### Map Question



What desert is found along the Atlantic coast in the southern part of Africa?

**Atlas, p. 26:** Namib Desert

## Africa

### **Assessment**

Have students complete Activity 16 independently.

### **Using a Blackline Master Map**

Distribute copies of the Africa Blackline Master Map, page 127 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of Africa on page 26 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use an orange crayon or marker to color the southernmost country in Africa.
- Use a green crayon or marker to color the country whose national capital is Algiers.
- Use a purple crayon or marker to color the country that borders Libya and Sudan.
- Label the countries you have colored.

[Completed blackline master maps should show South Africa (orange), Algeria (green), and Egypt (purple).]

### **Extension**

Have students use the map on pages 10–11 of their atlas to find out how land in different parts of Africa is used.

### **Connections**

#### **Internet**

Students might access [library.thinkquest.org/16645/](http://library.thinkquest.org/16645/) for information about physical features of Africa.

#### **Cross-curricular Link: Language Arts**

Have students suggest ways to remember the countries of Africa. They might make up sentences in which the first letter of each word is the first letter of a country. For example, the following sentence may help them remember the African countries on the Equator: Good cows don't usually kick skunks.

#### **Optional Materials**

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Forests, Grasslands, Deserts* provides additional information about environments and animals in Africa.

### **Student Activity Answers**

1. Atlantic Ocean, Indian Ocean
  2. Madagascar
  3. Mediterranean Sea
  4. Atlas Mountains
  5. Egypt — Cairo  
Angola — Luanda  
Tanzania —  
Dar es Salaam  
South Africa —  
Cape Town
  6. Kenya
- Map Detective:**  
Mt. Kilimanjaro

Name \_\_\_\_\_

# Activity 16

## Africa

Use the map on page 26 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What two oceans border Africa? \_\_\_\_\_
2. What island country is east of Mozambique? \_\_\_\_\_
3. Into what body of water does the Nile River flow? \_\_\_\_\_
4. What mountains are in northwestern Africa? \_\_\_\_\_
5. Draw lines to connect each country with its national capital.  
Egypt • Dar es Salaam  
Angola • Cape Town  
Tanzania • Cairo  
South Africa • Luanda
6. Which country does the Equator cross — Libya or Kenya? \_\_\_\_\_

### Map Detective



Find the peak whose name means "shining mountain."

\_\_\_\_\_

*Hint: It is the highest point in Africa.*

## *Home Connection*

**Use the following suggestions to help your child learn about Africa:**

- If you have visited any countries in Africa, help your child locate these places on a map.
- If your ancestors came from Africa, help your child locate the country from which they came.
- Point out pictures of African landscapes in travel brochures or on calendars.
- Help your child use an encyclopedia, another print reference, or the Internet to find information about a country in Africa.



## More About Africa

### Geography Standards

4. the physical and human characteristics of places
8. the characteristics and spatial distribution of ecosystems on Earth's surface

### Critical Thinking Skills

analyzing, drawing conclusions, classifying

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 17, pp. 71–72 of this guide
- Africa Blackline Master Map, p. 127 of this guide
- crayons or markers

### Background Information

- Africans belong to many different ethnic groups and cultures, and some follow the traditional ways of life of their ancestors.
- Most Africans live in rural villages, and agriculture is the leading economic activity.
- African cities are among the world's fastest-growing urban areas.

### Introducing the Activity

Have students look at the photos and read the captions on atlas page 27. Help them relate each photo to a location on the map on atlas page 26. Tell students that the Great Sphinx, like the pyramids, is located in the desert near Cairo, Egypt.

Ask questions, such as the following, to make sure students understand the graph on atlas page 27:

- Which continent has the world's longest river? (Africa)
- How long is the Amazon River? (4,000 miles)
- What is the longest river in North America? (Mississippi-Missouri)

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- About how long ago did Egypt become a great kingdom? (5,100 years ago)
- Who sailed around Africa to India about 500 years ago? (Portuguese explorers)
- When did most African countries win freedom from European rule? (about 50 years ago)



### Assessment

Have students complete Activity 17 independently.

## More About Africa

### Using a Blackline Master Map

Distribute copies of the Africa Blackline Master Map, page 127 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of Africa on page 26 of their atlas to complete the activity.

List the following directions on the board:

- Label Cairo, Egypt, and Nairobi, Kenya, on the blackline master map.
- Draw the Equator by connecting the 0° marks at the sides of the map.
- Put an X near the Equator in the Democratic Republic of the Congo on the blackline master map.
- Make a picture or a symbol to stand for each of these things: pyramids, lowland gorilla, and trade center.
- Draw each picture or symbol next to the correct location on the map.

[Completed blackline master maps should show a picture or symbol representing the pyramids in Cairo, lowland gorilla in the Democratic Republic of the Congo, and trade center in Nairobi.]



### Extension

Teach or review the material on atlas pages 42–43 before completing the following activity with your students: Distribute copies of the Africa Blackline Master Map, page 127 of this guide. Have students draw the prime meridian by connecting the 0° marks at the top and bottom of the map. Then have them draw the Equator by connecting the 0° marks at the sides of the map. Have students color the part of Africa that is in both the Northern and Eastern Hemispheres green. Have them color the part of Africa that is in both the Northern and Western Hemispheres red. Have them color the part of Africa that is in both the Southern and Eastern Hemispheres yellow.



### Connections

#### Internet

The site <http://pbskids.org/africa> introduces kids to African folktales, music, and the daily lives of African schoolchildren.

#### Cross-curricular Link: Science

Help students categorize animals of Africa according to the environment in which they live. For example, students might list animals that live in grasslands, animals that live in tropical rain forests, and animals that live in deserts. Have students work in small groups to find or draw pictures of the animals in a category. Then help them find information about how each group of animals is suited to its environment.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Children Around the World* provides additional information about life in Kenya.

### Student Activity Answers

1. in central Africa, in rain forests near the Equator
2. Egypt
3. Nairobi
4. F, T, F
5. Kush
6. about 50 years ago

**Time Detective:** Egypt

## More About Africa

*Use the photos and graph on page 27 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. In what part of Africa do lowland gorillas live?

\_\_\_\_\_

2. In what African country would you find pyramids? \_\_\_\_\_

3. What is the largest city in Kenya? \_\_\_\_\_

4. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ The Amazon River is the longest river in the world.

\_\_\_\_\_ The Mississippi-Missouri is the longest river in North America.

\_\_\_\_\_ Australia contains the second longest river in the world.

*Use the timeline on atlas page 27 to answer the following questions:*

5. What kingdom became a center of art, learning, and trade about 4,000 years ago?

\_\_\_\_\_

6. When did most African countries win freedom from European rule?

### **Time Detective**



Some of the pyramids are 4,500 years old. They were built as tombs for ancient kings. What great kingdom that started about 5,100 years ago buried its rulers in pyramids?

\_\_\_\_\_

# More About Africa

## Activity 17

### *Home Connection*

Use the following suggestions to help your child learn more about Africa:

- Read folk tales or other stories that came from Africa.
- Help your child make a list of animals from Africa. View these animals at a zoo or find photos of them in a reference book or on the Internet. Help your child locate on a map the region in which each kind of animal lives.
- Find out about the customs and celebrations of different groups of people who live in Africa.

## Asia

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places

### Critical Thinking Skills

analyzing, comparing and contrasting, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 18, pp. 79–80 of this guide
- Asia Blackline Master Map, p. 129 of this guide
- crayons or markers

### Background Information

- Asia is the largest continent in area and in population.
- The northernmost parts of Asia extend north of the Arctic Circle; the southernmost parts extend south of the Equator.
- Asia's physical features include the world's highest point (Mt. Everest) and the world's largest inland body of water (Caspian Sea).

### Introducing the Activity

Have students read the text at the top of atlas page 28 and find Asia on the world locator map. Then have them read the text in the box and find Eurasia on the locator map. On the map of Asia, have students finger-trace the Ural Mountains. Explain that these mountains form part of the boundary between Asia and Europe. Then have students continue finger tracing Asia on the map as you name some of the major bodies of water that border the continent (Caspian Sea, Black Sea, Mediterranean Sea, Red Sea, Arabian Sea, Indian Ocean, Bay of Bengal, Philippine Sea, Pacific Ocean, Bering Sea, Arctic Ocean)

Ask questions, such as the following, to reinforce understanding of Asia's physical and political features:

- What country borders Mongolia on the north? (Russia)
- What island country of Asia extends farthest south? (Indonesia)
- What sea would you cross to get from Saudi Arabia to Africa? (Red Sea)

### Map Question



The world's largest country covers much of Asia and Europe.

What country is it?

**Atlas, pp. 28–29:** Russia

## Asia



### Assessment

Have students complete Activity 18 independently.

### Using a Blackline Master Map

Distribute copies of the Asia Blackline Master Map, page 129 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of Asia on pages 28–29 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use a green crayon or marker to color the island country whose national capital is Tokyo.
- Use a yellow crayon or marker to color the country in which the Yangtze River is located.
- Use an orange crayon or marker to color the country that borders China, Laos, and Cambodia.
- Label the countries you have colored.

[Completed blackline master maps should show Japan (green), China (yellow), and Vietnam (orange).]



### Extension

Have students use the map on atlas pages 12–13 to identify which country in Asia has the coldest climate and which countries have the warmest climates.



### Connections

#### Internet

Students might access [www.askasia.org/students/index.htm](http://www.askasia.org/students/index.htm) for readings, maps, photographs, drawings, and timelines about Asia.

#### Cross-curricular Link: Math

Challenge students to determine which Asian country has the most neighbors, or countries that border it. (China borders 14 other countries.)

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Forests, Grasslands, Deserts* provides information about environments in parts of Asia.

## Student Activity Answers

1. Arctic Ocean, Pacific Ocean, Indian Ocean
2. Russia
3. Mt. Everest
4. Iran
5. Japan — Tokyo  
China — Beijing  
India — New Delhi  
Iran — Tehran

**Map Detective:** Sri Lanka

Name \_\_\_\_\_

# Activity 18

## Asia

**Use the maps on pages 28–29 of the Rand McNally Junior Classroom Atlas to answer the following questions:**

1. What three oceans border Asia? \_\_\_\_\_
2. What country in Asia extends farthest north? \_\_\_\_\_
3. The highest point in Asia is also the highest point in the world. What is the name of this mountain?  
\_\_\_\_\_
4. What country is between Iraq and Afghanistan? \_\_\_\_\_
5. Next to each of the following countries, write its national capital.  
Japan \_\_\_\_\_  
China \_\_\_\_\_  
\_ India \_\_\_\_\_  
\_ Iran \_\_\_\_\_
6. What mountains separate Asia from Europe — the Ural Mountains or the Himalayas?  
\_\_\_\_\_

### Map Detective



Find the island country whose name means “resplendent (shining) land.”

\_\_\_\_\_

*Hint: It is located near the southeast coast of India.*

## ***Home Connection***

**Use the following suggestions to help your child learn about Asia:**

- If you have visited or lived in any countries in Asia, help your child locate these places on a map.
- Look at labels on clothing or other items to find out if they were made in Asia.
- Help your child use a print reference or the Internet to find out more about a country in Asia.
- If your ancestors came from Asia, help your child locate the country from which they came.



## More About Asia

### Geography Standards

3. how to analyze the spatial organization of people, places, and environments on Earth's surface
5. that people create regions to interpret Earth's complexity
9. the characteristics, distribution, and migration of human populations on Earth's surface

### Critical Thinking Skills

analyzing, generalizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 19, pp. 83–84 of this guide
- Asia Blackline Master Map, p. 129 of this guide

### Background Information

- Asia has about five times as many people as any other continent. About one third of the world's people live in China and India.
- One of the earliest known civilizations began in Asia between the Tigris and Euphrates Rivers.
- Asia's people belong to a variety of ethnic, religious, and language groups.

### Introducing the Activity

Have students look at the photos and read the captions on atlas pages 30–31. Help them relate each photo to a location on the map on atlas pages 28–29. Tell students that Southwest Asia is made up of Iran and the countries to the west of it. Have students point to these countries on the map.

Ask questions, such as the following, to make sure students understand the graph on atlas page 30:

- Which continent has the most people? (Asia)
- Which continent has the fewest people? (Australia)
- Which continent has more people — Europe or North America? (Europe)

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- About how long ago did the Chinese invent paper? (about 1,900 years ago)
- Which was built first — the Great Wall or the Taj Mahal? (Great Wall)
- When did India and other Asian nations win freedom? (about 50 years ago)

## More About Asia



### Assessment

Have students complete Activity 19 independently.

### Using a Blackline Master Map

Distribute copies of the Asia Blackline Master Map, page 129 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of Asia on pages 28–29 of their atlas to complete the activity.

List the following directions on the board:

- Label these countries on the blackline master map: China, India, Indonesia.
- Make a picture or a symbol to stand for each of these things: Great Wall, Taj Mahal, animals pulling a plow.
- Draw each picture or symbol in the correct country on the map.

[Completed blackline master maps should show a picture or symbol representing the Great Wall in China, the Taj Mahal in India, and animals pulling a plow in Indonesia.]



### Extension

Have students use the map on pages 10–11 of their atlas to find out how land is used in different parts of Asia.



### Connections

#### Internet

Students might access [www.askasia.org/adult\\_free\\_zone/afz\\_frame.htm](http://www.askasia.org/adult_free_zone/afz_frame.htm) for activities about Asia.

#### Cross-curricular Link: Math

Most of the world's countries with the largest populations are in Asia. Help students use the Internet or another reference to find current populations for the top ten countries. Then help them make a bar graph to compare the populations of these countries.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Children Around the World* provides additional information about life in China.

## Student Activity Answers

1. Southwest Asia
2. the Himalayas
3. India
4. T, T, F
5. about 11,000 years ago
6. the Great Wall

**Time Detective:**  
India

## More About Asia

*Use the photos and graph on pages 30–31 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What part of Asia supplies most of the world's oil? \_\_\_\_\_
2. What are the highest mountains in the world? \_\_\_\_\_
3. In what country would you find the Taj Mahal? \_\_\_\_\_
4. Write **T** for true or **F** for false in each blank.  
\_\_\_\_\_ Asia is the continent with the largest population in the world.  
\_\_\_\_\_ Europe has more people than South America.  
\_\_\_\_\_ Africa and Australia have about the same number of people.

*Use the timeline on atlas pages 30–31 to answer the following questions:*

5. About how long ago did people begin farming in Southwest Asia?  
\_\_\_\_\_
6. What did China begin building about 2,200 years ago? \_\_\_\_\_

### Time Detective



The Taj Mahal is considered one of the wonders of the world. In which country did a ruler order the construction of the Taj Mahal about 400 years ago?

\_\_\_\_\_

## *Home Connection*

Use the following suggestions to help your child learn more about Asia:

- Read stories that came from Asia, such as *The Arabian Nights*.
- Sample foods from an Asian restaurant or make a recipe from an Asian country to try at home.
- Learn a game or craft from Asia, such as Origami—the Japanese art of folding paper into decorative objects.

# Australia

## Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
4. the physical and human characteristics of places
8. the characteristics and spatial distribution of ecosystems on Earth's surface

## Critical Thinking Skills

comparing and contrasting, analyzing, generalizing

## Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 20, pp. 87–88 of this guide
- Australia Blackline Master Map, p. 131 of this guide
- crayons or markers

## Background Information

- Australia is about the same size as the United States, but the U.S. population is about fifteen times greater than that of Australia.
- Australia is called “The Land Down Under” because it lies completely in the Southern Hemisphere.
- More than two-thirds of Australia is dry, and much of it is desert.

## Introducing the Activity

Have students read the text at the top of atlas page 32 and find Australia on the world locator map. Then have them finger-trace the coastline of the continent on the map of Australia, starting on the northeast coast. As students finger-trace the coastline, read the names of the bodies of water labeled on the map that border Australia (Coral Sea, Pacific Ocean, Tasman Sea, Indian Ocean). Point out that the island of Tasmania is part of Australia. New Zealand is a separate country. Ask questions, such as the following, to reinforce understanding:

- What continent is north of Australia? (Asia)
- Which city is in Australia — Hobart or Auckland? (Hobart)

Help students locate the following physical features: Great Dividing Range, Darling River, Murray River, Great Sandy Desert, and Great Victoria Desert. Point out that much of central and western Australia is made up of deserts and dry grasslands. Therefore, most of Australia's major cities are located along the coasts. Have students locate and name the cities labeled on the map that are on or near a coast (Brisbane, Sydney, Canberra, Melbourne, Hobart, Adelaide, Perth, Darwin). Which city labeled on the map is not near a coast? (Alice Springs)

## Map Question



What is the only national capital on the continent of Australia?

**Atlas, p. 32:** Canberra

## Australia



### Assessment

Have students complete Activity 20 independently.

### Using a Blackline Master Map

Distribute copies of the Australia Blackline Master Map, page 131 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the map of Australia on page 32 of their atlas or complete the activity without referring to the map.

List the following directions on the board:

- Use a green crayon or marker to color Australia.
- Use a blue crayon or marker to color the water.
- Label the continent you have colored.
- Label the following bodies of water you have colored: Pacific Ocean, Indian Ocean

[Completed blackline master maps should show accurate colors and labels.]



### Extension

Use the world map on atlas pages 8–9 to explain why Australia is called “The Land Down Under.” Have students locate the Equator on the map. Point out that the whole continent of Australia is south of (or down under) the Equator.



### Connections

#### Internet

Students might access [www.csu.edu.au/australia/ozdat.html](http://www.csu.edu.au/australia/ozdat.html) to view a guide to Australia that includes photos and information about the continent.

#### Cross-curricular Link: Language Arts

Have students make a dictionary of Australian terms. They might include the following: boomer (kangaroo), brumby (wild horse), chocky-bickie (chocolate bar), fair dinkum (true, real), station (ranch).

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Forests, Grasslands, Deserts* includes information about the world's desert regions.

### Student Activity Answers

1. Indian Ocean, Pacific Ocean
2. Mt. Kosciuszko
3. Great Dividing Range
4. Tasman Sea
5. F, T, T
6. Tasmania

**Map Detective:** Canberra

Name \_\_\_\_\_

# Activity 20

## Australia

Use the map on page 32 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What two oceans border Australia? \_\_\_\_\_
2. What is the name of the highest point in Australia? \_\_\_\_\_
3. What mountain range is in eastern Australia? \_\_\_\_\_
4. What sea would you cross to get from Australia to New Zealand? \_\_\_\_\_
5. Write **T** for true or **F** for false in each blank.  
\_\_\_\_ Sydney is the national capital of Australia.  
\_\_\_\_ The continent of Australia has only one country.  
\_\_\_\_ Most of Australia's major cities are located on or near its coasts.
6. On what island is the city of Hobart located? \_\_\_\_\_

### Map Detective



Find the city whose name comes from an Aborigine word meaning "a meeting place."

\_\_\_\_\_

*Hint: This city is Australia's national capital.*

# Australia

## Activity 20

### *Home Connection*

Use the following suggestions to help your child learn about Australia:

- If you have visited any places in Australia, help your child locate these places on a map.
- Find pictures of Australia's tourist attractions in travel brochures or reference books.
- Help your child use a print reference or the Internet to find out more about the Great Barrier Reef or about the dry interior region of Australia known as the "Outback."



## More About Australia

### Geography Standards

- 8. the characteristics and spatial distribution of ecosystems on Earth's surface
- 15. how physical systems affect human systems
- 17. how to apply geography to interpret the past

### Critical Thinking Skills

analyzing, drawing conclusions, determining cause and effect

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 21, pp. 91–92 of this guide
- Australia Blackline Master Map, p. 131 of this guide
- a globe
- a piece of string

### Background Information

- Aborigines were the first people in Australia. They lived there for thousands of years before white settlers arrived.
- Most Australians today are descendants of the British who began to settle the continent in the late 1700s.
- The official language of Australia is a version of English that includes many Aborigine words and a colorful vocabulary invented by pioneer settlers.

### Introducing the Activity

Have students look at the photos and read the captions on atlas page 33. Help them relate each photo to a location on the map on page 32. Tell students that kangaroos live in many parts of Australia, and they are protected by laws. Ask questions, such as the following, to make sure students understand the graph on atlas page 33:

- How many sheep does each picture on the graph stand for? (10 million)
- Which country produces more sheep — New Zealand or China? (China)
- Which country listed on the graph produces the most sheep? (Australia)

**(NOTE:** Sheep production changes annually. This graph presents typical annual sheep production figures for the listed countries).

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- Who arrived in northern Australia about 600 years ago? (Chinese settlers)
- What part of Australia did the Dutch explore about 400 years ago? (the coasts)
- About how long ago did Great Britain begin to claim land in Australia? (a little more than 200 years ago)

## More About Australia



### Assessment

Have students complete Activity 21 independently.

### Using a Blackline Master Map

Distribute copies of the Australia Blackline Master Map, page 131 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of Australia on page 32 of their atlas to complete the activity.

List the following directions on the board:

- Label the following places on the blackline master map: Sydney, Alice Springs, Great Barrier Reef.
- Make a picture or a symbol to stand for each of these things: Opera House, Uluru, and fish.
- Draw each picture or symbol in the correct location on the map.

[Completed blackline master maps should show a picture or symbol representing the Opera House in Sydney, Uluru in Alice Springs, and a fish in the Great Barrier Reef.]



### Extension

Help students use a globe and a piece of string to measure the approximate distance between your city and a city in Australia. Hold one end of the string on the globe as close as possible to the city where you live. Then stretch the string across the globe to a city in Australia and make a mark on the string. Use the bar scale on the globe to determine the approximate distance between the two cities. You may wish to have students review atlas pages 40–41 before doing this activity.



### Connections

#### Internet

Students might access [www.ozramp.net.au/~senani/animaust.htm](http://www.ozramp.net.au/~senani/animaust.htm) for photos and information about Australia's unique animals.

#### Cross-curricular Link: Science

Tell students that marsupials are animals that give birth to very tiny babies that develop in their mother's pouch. Help them use a print reference or the Internet to find out which of Australia's animals are marsupials. Have students work in small groups to draw pictures of these animals. Then assemble the pictures in a book about marsupials.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *Children Around the World* provides additional information about life in Australia.

## Student Activity Answers

1. Sydney
2. Alice Springs
3. along the northeast coast of Australia
4. T, F, T
5. Great Britain
6. about 100 years ago

### Time Detective:

Gold was discovered

Name \_\_\_\_\_

## Activity 21

### More About Australia

*Use the photos and graph on page 33 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. What is the largest city in Australia? \_\_\_\_\_
2. Near what city is Uluru located? \_\_\_\_\_
3. Where is the Great Barrier Reef? \_\_\_\_\_
4. Write **T** for true or **F** for false in each blank.  
\_\_\_\_ More sheep are raised in Australia than in any other country.  
\_\_\_\_ More sheep are raised in India than in China.  
\_\_\_\_ About 5 million sheep are raised in New Zealand each year.

*Use the timeline on atlas page 33 to answer the following questions:*

5. What country began to claim land in Australia a little more than 200 years ago?  
\_\_\_\_\_
6. About how long ago did Australia become a nation? \_\_\_\_\_

#### Time Detective



The population of Australia increased rapidly in the 1850s. What event that took place about 150 years ago brought many settlers to Australia?

\_\_\_\_\_

# More About Australia

## Activity 21

### *Home Connection*

Use the following suggestions to help your child learn more about Australia:

- Help your child find out more about Australia's animals. If possible, visit a zoo to see some of the animals that come from Australia.
- Help your child use the card catalog or on-line catalog at a local library to find stories about Australia.
- Help your child use the Internet to find out about a city in Australia. Calculate the distance between that city and the place where you live. Find out how long it would take to travel to that city.

## Antarctica

### Geography Standards

3. how to analyze the spatial organization of people, places, and environments on Earth's surface
4. the physical and human characteristics of places
15. how physical systems affect human systems

### Critical Thinking Skills

analyzing, drawing conclusions, generalizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 22, pp. 95–96 of this guide
- Antarctica Blackline Master Map, p. 133 of this guide
- crayons or markers

### Background Information

- Antarctica is larger in area than Europe or Australia.
- Many kinds of animals live in Antarctica's coastal waters, but few species can survive the harsh climate of the continent's interior.
- Antarctica has no permanent population. Several countries maintain bases on the continent where scientists and other specialists conduct research.

### Introducing the Activity

Have students read the text at the top of atlas page 34 and find Antarctica on the world locator map. Have them finger-trace the coastline of the continent on the map of Antarctica, starting at the Ronne Ice Shelf. Explain that ice shelves are broad, flat sheets of the ice that float in Antarctica's bays. Have students locate two other major ice shelves labeled on the map (Amery Ice Shelf, Ross Ice Shelf).

Have students look at the photos and read the captions on atlas page 35. Ask questions, such as the following, to make sure students understand the graph on page 35:

- On which continent was the world's lowest temperature recorded? (Antarctica)
- What was the lowest temperature recorded in Africa? ( $-9^{\circ}$  F)
- Was the lowest temperature recorded in South America higher or lower than that recorded in North America? (higher)

Read each entry on the timeline, then ask the following questions to reinforce understanding:

- When did explorers first see Antarctica? (about 200 years ago)
- Who reached the South Pole about 100 years ago? (a Norwegian explorer)
- According to an agreement made about 40 years ago, how will countries use Antarctica? (for scientific research)

### Map question



What is the highest point in Antarctica?

**Atlas, p. 34:** Vinson Massif

## Antarctica



### Assessment

Have students complete Activity 22 independently.

### Using a Blackline Master Map

Distribute copies of the Antarctica Blackline Master Map, page 133 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the map of Antarctica on page 34 of their atlas to complete the activity.

List the following directions on the board:

- Use a gray crayon or marker to color Antarctica.
- Use a blue crayon or marker to color the water.
- Draw a + on the map where the South Pole is located. Label the South Pole.
- Draw an s on the map where Antarctica's highest point is located. Label the highest point.

[Completed blackline master maps should agree with the map on atlas page 34.]



### Extension

Have students use the map on atlas pages 12–13 to explain why Antarctica is a cold place. Explain that the northernmost parts of the continent may have summer temperatures as warm as 50° F. Help students find the northernmost parts of Antarctica on the climate map. Then help them find these areas on the map of Antarctica on page 34 (NOTE: the northernmost parts are those that extend north of the Antarctic Circle).



### Connections

#### Internet

Students might access [astro.uchicago.edu/cara/vtour/vtourmap.html](http://astro.uchicago.edu/cara/vtour/vtourmap.html) for a virtual tour of Antarctica.

#### Cross-curricular Link: Science

Help students use a print reference or the Internet to find out how emperor penguins care for their young. Have them draw a series of pictures showing what they have learned.

#### Optional Materials

Rand McNally *People, Spaces & Places*<sup>TM</sup> series' *What Changes Our Earth?* explains how ice changes Earth's surface.

### Student Activity Answers

1. the South Pole
2. the Southern Ocean
3. Transantarctic Mountains
4. T, T, F
5. about 200 years ago
6. a Norwegian explorer

#### Time Detective:

for scientific research

Name \_\_\_\_\_

# Activity 22

## Antarctica

*Use the map, graph, and photos on pages 34–35 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. Does Antarctica surround the North Pole or the South Pole? \_\_\_\_\_
2. What ocean borders Antarctica? \_\_\_\_\_  
\_\_\_\_\_
3. What mountains cross the continent of Antarctica? \_\_\_\_\_
4. Write **T** for true or **F** for false in each blank.  
\_\_\_\_\_ Antarctica is colder than any other continent.  
\_\_\_\_\_ The lowest recorded temperature in Antarctica was  $-129^{\circ}$  F.  
\_\_\_\_\_ The lowest recorded temperature on each continent was above  $0^{\circ}$  F.

*Use the timeline on atlas page 35 to answer the following questions:*

5. About how long ago did explorers first sight Antarctica? \_\_\_\_\_
6. Who reached the South Pole about 100 years ago? \_\_\_\_\_

### Time Detective



Several countries have bases in Antarctica. According to an agreement made about 40 years ago, what is the purpose of these bases?

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# Antarctica

## Activity 22

### *Home Connection*

Use the following suggestions to help your child learn about Antarctica:

- Point out photos or stories about Antarctica in newspapers or magazines.
- Help your child use the card catalog or on-line catalog at the library to find a book about the exploration of Antarctica.
- Help your child find pictures of animals that live on the coasts of Antarctica or in the surrounding waters. Discuss ways these animals are suited to their cold environment.



## Geographical Terms

### Geography Standards

- 4. the physical and human characteristics of places
- 17. how to apply geography to interpret the past
- 18. how to apply geography to interpret the present and plan for the future

### Critical Thinking Skills

analyzing, classifying, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 23, pp. 99–100 of this guide
- World Blackline Master Map (continents and oceans), p. 113 of this guide
- crayons or markers

- large index cards

### Background Information

- Physical features are the landforms and water bodies that make up the surface of the earth.
- Human features include cities, roads, railroads, factories, and other things made by people.
- Physical features influence where people live and how they meet their needs and wants.

### Introducing the Activity

Have students read the text at the top of atlas page 36. As you read the definition of each geographical term, have students point to the corresponding feature on the drawing on atlas pages 36–37.

Write the headings land and water on the board. Have students write each geographical term defined on atlas pages 36–37 under the appropriate heading on the board (land: canyon, cape, coast, desert, forest, hill, island, mountain, peninsula, plain, plateau, valley; water: gulf, harbor, lake, river, sea).

Remind students that physical features, such as hills, islands, and lakes, are made by nature. Human features, such as cities, railroads, and power plants, are made by people. List the headings physical features and human features on the board. Using the drawing on atlas pages 36–37 as a reference, have students write the name of each feature under the appropriate heading.

## Geographical Terms



### Assessment

Have students complete Activity 23 independently.

### Using a Blackline Master Map

Distribute copies of the World Blackline Master Map (continents and oceans), page 113 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the world map on pages 6–7 of their atlas to complete the activity.

List the following directions on the board:

- Label the continents on the blackline master map.
- Use a blue crayon or marker to color the Gulf of Mexico in North America.
- Use a green crayon or marker to color the Iberian Peninsula in Europe.
- Use a yellow crayon or marker to color the Ethiopian Plateau in Africa.
- Make a map legend to show what each color on your map stands for.

[Completed blackline master maps should indicate students' understanding of geographical terms and their ability to locate physical features on a world map.]



### Extension

Tell students that geographical features affect the location of cities. Have students find the city in the drawing on atlas pages 36–37. Near what physical features is it located? (river, harbor) Discuss reasons why people might have started a city near a river and a harbor (possible answers: Rivers provide water and transportation. Harbors are important for trade). Have students look at the world map on atlas pages 8–9. Have them work in groups to list as many cities as they can find that are located near a river or a coast.



### Connections

#### Internet

Students might access <http://earth.jsc.nasa.gov> to view Earth's landscapes from space.

#### Cross-curricular Link: Reading

Have students work in pairs to make flash cards to review geographical terms. On one side of a large index card, have students write a term and definition from atlas pages 36–37. On the opposite side of the card, have them draw a picture to illustrate the term.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Where Do You Live?* describes the physical features of different places where people live.

### Student Activity Answers

1. island
2. hill
3. forest
4. T, F, T
5. gulf, harbor, lake, river, sea
6. North America

**Map Detective:**  
Gobi Desert

## Geographical Terms

*Use pages 36–37 of the Rand McNally Junior Classroom Atlas to answer the following questions:*

1. Which kind of land is completely surrounded by water — a peninsula or an island?

\_\_\_\_\_

2. Which kind of land is higher than the land around it — a valley or a hill?

\_\_\_\_\_

3. Which kind of land is covered with trees — a desert or a forest? \_\_\_\_\_

4. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ A gulf is smaller than a sea.

\_\_\_\_\_ A cape is a deep, narrow valley with high, steep sides.

\_\_\_\_\_ A plateau is generally flat land.

5. Which five terms listed on pages 36–37 are water features? \_\_\_\_\_

\_\_\_\_\_

*Use the map on atlas pages 6–7 to answer the following questions:*

6. Is the Yucatan Peninsula in North America or Europe? \_\_\_\_\_

### Map Detective



Find the name of the northernmost desert in the world.

\_\_\_\_\_

*Hint: It is in Asia, northeast of the Plateau of Tibet and southeast of the Altai Mountains.*

# Geographical Terms

## Activity 23

### *Home Connection*

Use the following suggestions to help your child learn geographical terms:

- Help your child make a list of the geographical features (landforms and bodies of water) that are found in the area where you live. Discuss how these features affect the way you live.
- Read a folktale or other kind of story that mentions geographical features. Have your child draw a picture of the setting in which the story takes place.
- Help your child find pictures of geographical features in magazines, in travel brochures, or on calendars. If possible, locate each feature on a world map.

## Symbols, Legend, and Compass Rose

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface

### Critical Thinking Skills

analyzing, comparing and contrasting, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 24, pp. 103–104 of this guide
- United States Blackline Master Map (with labels), p. 119 of this guide
- crayons or markers, large sheet of drawing paper

### Background Information

- Consistent symbols are used on all maps in Rand McNally *Junior Classroom Atlas*.
- The exact location of a city on a map is indicated by the symbol rather than the label.
- On maps, north is always toward the North Pole and south is always toward the South Pole. On most maps, north is toward the top of the map.

### Introducing the Activity

Have students read the text at the top of atlas page 39. As you read the caption under each photo, have students trace the arrow from the photo to the symbol that represents that place on the map. Then have students read the text at the top of atlas page 39 under the heading “Legend.” Have them relate each symbol on the legend to a location on the map on atlas page 38. Ask questions, such as the following, to reinforce understanding:

- What symbol stands for a “National capital”. (🌐)
- Lima is the national capital of what country? (Peru)

Have students read the text under the heading “Compass Rose.” Have them point to each letter on the compass rose and tell what direction it stands for. Then have them find the compass rose on the map on atlas page 38. Ask questions, such as the following, to reinforce understanding:

- Is the Atlantic Ocean east or west of Uruguay? (east)
- What country borders Ecuador on the north? (Colombia)

### Map question



What symbol on the map stands for a river?

*Atlas, p. 39:* thin blue line

### Map question



If you are facing north, what direction is to the right?

*Atlas, p. 39:* east

## Symbols, Legend, and Compass Rose



### Assessment

Have students complete Activity 24 independently.

### Using a Blackline Master Map

Distribute copies of the United States Blackline Master Map (with labels), page 119 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Allow students to refer to the United States map on pages 14–15 of their atlas to complete the activity.

List the following directions on the board:

- Draw a compass rose in the lower right corner of the blackline master map.
- Use a blue crayon or marker to label the ocean that is east of Florida.
- Use a red crayon to trace the international boundaries of the United States.
- Use a light green crayon or marker to color the state of Texas.
- Draw a small black square on the map to show where the city of Houston is located. Label the city.

[Completed blackline master maps should indicate students' ability to use a map legend and compass rose.]



### Extension

Draw a compass rose on a large sheet of drawing paper and place it on the floor. Have a student label the arrows (N, E, S, W) and tell what direction each letter stands for (North, East, South, and West). Tell students these are called cardinal directions. Intermediate directions fall between the cardinal directions. For example, Northeast (NE) falls between north and east. Draw a line between N and E on the compass rose and label it NE. Then draw a line between E and S on the compass rose. What direction falls between east and south? (Southeast) Have a student label the line SE. Continue in a similar manner to draw and label lines for southwest and northwest on the compass rose. Position the compass rose so that it indicates accurate directions in your classroom. Have students take turns standing on or near the center of the compass rose. Ask them to name someone or something in the classroom that is in each direction from where they are standing.



### Connections

#### Internet

Students might access [www.faa.gov/education/resource/compass.htm](http://www.faa.gov/education/resource/compass.htm) to find directions for making a compass.

#### Cross-curricular Link: Language Arts

Have students work in groups to make a map of the classroom. Have them include a compass rose and a legend. Then have them write a sentence describing the location of something on their map. (Example: John's desk is east of Lea's desk.)

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series, *Young Geographers* provides information about the symbols, legend, and compass rose on a map.

### Student Activity Answers

1. symbols
2. what the symbols on a map mean
3. compass rose
4. ■ — City  
▲ — Highest point  
★ — National capital
5. Atlantic Ocean
6. Argentina

#### Map Detective:

Buenos Aires, Argentina

Name \_\_\_\_\_

# Activity 24

## Symbols, Legend, and Compass Rose

Use pages 38–39 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. What are the lines, colors, and shapes that stand for something else on a map called?

\_\_\_\_\_

2. What does a map legend explain? \_\_\_\_\_

\_\_\_\_\_

3. What part of a map shows directions? \_\_\_\_\_

4. Draw lines to connect each symbol with its meaning.



• Highest point



• National capital

• City

Compare the map on atlas page 38 with the legend on atlas page 39 to answer the following questions:

5. What ocean is along the east coast of Brazil? \_\_\_\_\_

6. In what country is the highest point shown on this map located? \_\_\_\_\_

### Map Detective



Find the national capital whose name means “fair winds.”

\_\_\_\_\_

*Hint: It is just west of the national capital of Uruguay.*

# Symbols, Legend, and Compass Rose

## Activity 24

### *Home Connection*

Use the following suggestions to help your child learn how to read a map:

- Show your child a map of your community. Find which direction is north. Use the map legend to find out what the symbols on the map stand for.
- Help your child draw a map of his or her bedroom. Draw symbols to stand for the furniture. Make a legend to show what each symbol stands for.
- Help your child draw a map of your neighborhood. Draw symbols to stand for houses and other buildings. Make a legend to show what each symbol stands for. Draw a compass rose to show which direction on the map is north.



## Bar Scale

### Geography Standards

1. how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. how to analyze the spatial organization of people, places, and environments on Earth's surface

### Critical Thinking Skills

comparing and contrasting, synthesizing, drawing conclusions

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 25, pp. 107–108 of this guide
- Bar Scale Blackline Master Map, p. 135 of this guide
- index cards or strips of paper
- rulers
- crayons or markers

### Background Information

- Scale is the relationship between distances on maps and distances in real life.
- All maps are much smaller than the actual area they represent. Scale tells how much smaller.
- The bar scale on a map can be used to measure distances on that map.

### Introducing the Activity

Tell students that all maps are much smaller than the real places they represent. Have students read the text at the top of atlas page 40 to find out what helps us understand distances on a map (bar scale). Then have them find the bar scale on the map on atlas page 40 and compare it with the picture of the ruler under it. Point out that the one-inch mark on the ruler falls between the 200- and 300-mile marks on the bar scale, closer to the 200-mile mark. Have students read the caption to find out how many miles one inch on this map stands for (about 225).

Have students read the text and caption and study the illustrations on atlas page 41. Then provide each student with an index card or a strip of paper. Tell students to line up the left edge of their index card or paper strip with the left side of the bar scale at the top of atlas page 41. Have students copy the mile marks and label them 0, 100, 200, 300, and 400.

Have students use their paper bar scale to measure the distance between Baton Rouge, Louisiana, and Montgomery, Alabama, on the map at the bottom of atlas page 41. Make sure that they line up the 0 mark on their paper bar scale with the symbol (R) for Baton Rouge on the map. The symbol for Montgomery should fall between the 300- and 400-mile marks on the bar scale, closer to the 300-mile mark. Have students use their paper bar scales to answer the Map Question (**NOTE:** Keep the paper bar scales for use with Activity 25).

### Map Question



How far apart are Atlanta, Georgia, and Columbia, South Carolina?

*Atlas, pp. 40–41:* about 200 miles

## Bar Scale



### Assessment

Have students complete Activity 25 independently. Students will need rulers, or they may use the paper bar scales they made for the previous activity.

### Using a Blackline Master Map

Distribute copies of the Bar Scale Blackline Master Map, page 135 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. Students will need rulers to complete the activity.

List the following directions on the board:

- Use a red crayon or marker and a ruler to draw a straight line from Jefferson City, Missouri, to Frankfort, Kentucky.
- Use a blue crayon or marker and a ruler to draw a straight line from Springfield, Illinois, to Nashville, Tennessee.
- Measure the length of the red line and compare it with the bar scale on the map. How far apart are Jefferson City, Missouri, and Frankfort, Kentucky?
- Measure the length of the blue line and compare it with the bar scale on the map. How far apart are Springfield, Illinois, and Nashville, Tennessee?

[Completed blackline master maps should indicate students' understanding of how to use a bar scale. Jefferson City and Frankfort are about 400 miles apart. Springfield and Nashville are about 300 miles apart.]



### Extension

Have students compare the bar scales on different maps in their atlas. For example, point out that one inch on the world map on atlas pages 8–9 equals about 1,700 miles on the earth. One inch on the map of South America on atlas page 20 equals about 750 miles on the earth. Lead students to draw the following conclusions: Every map has its own bar scale. One inch equals more miles on maps that show a large part of the earth's surface than on maps that show a smaller part of the earth's surface.



### Connections

#### Internet

Students might access [www.indo.com/distance](http://www.indo.com/distance) to find the distance (as the crow flies) between any two cities on the earth.

#### Cross-curricular Link: Math

Help students make a scale drawing of the classroom. Have them measure the length and width of the room. Then have them draw the outline of the room, using the scale one inch equals one foot.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *A Bird's-eye View* helps students understand the concept of scale.

## Student Activity Answers

1. 225 miles
2. a little more than 300 miles
3. T, F, F
4. about 225 miles
5. Des Moines, Iowa
6. Cincinnati, Ohio

**Map Detective:** Tallahassee

Name \_\_\_\_\_

# Activity 25

## Bar Scale

**Use pages 40–41 of the Rand McNally Junior Classroom Atlas to answer the following questions:**

1. According to the bar scale on page 40, one inch on the map equals about how many miles on the earth?

\_\_\_\_\_

2. According to the map on page 41, about how far apart are Baton Rouge, Louisiana, and Montgomery, Alabama?

\_\_\_\_\_

3. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ You can use a bar scale to measure distances on a map.

\_\_\_\_\_ One inch on a map equals one inch on the earth.

\_\_\_\_\_ A bar scale helps you understand directions on a map.

**Use a ruler or a paper bar scale and the map on atlas page 40 to answer the following questions:**

4. About how far apart are Miami, Florida, and Orlando, Florida? \_\_\_\_\_

5. Which city is farther from Chicago, Illinois — Indianapolis, Indiana, or Des Moines, Iowa?

\_\_\_\_\_

6. Is Washington, D.C., about 400 miles from Cincinnati, Ohio, or from Richmond, Virginia?

### Map Detective



Find the city in Florida whose name means "old town."

\_\_\_\_\_

*Hint: It is about 400 miles east of Baton Rouge, Louisiana.*

# Bar Scale

## Activity 25

### *Home Connection*

Use the following suggestions to help your child understand map scale:

- Help your child measure a room in your house. Then draw an outline of the room, using the scale one inch equals one foot. For example, if the room is 8 feet by 10 feet, draw a rectangle that is 8 inches by 10 inches.
- Help your child measure the distance between two places on a map of your community. Then walk or drive between the two places to compare the actual distance on the earth with the distance on the map.
- Help your child practice measuring distances on different kinds of maps.

## Latitude and Longitude

### 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

### Critical Thinking Skills

analyzing, synthesizing

### Materials Needed

- The Rand McNally *Junior Classroom Atlas*
- Activity 26, pp. 111–112 of this guide
- Latitude/Longitude Blackline Master Map, p. 137 of this guide
- Hemispheres Blackline Master Map, p. 139 of this guide

### Background Information

- Lines of latitude (also called parallels) run east and west on globes and maps. They measure distances north and south of the Equator.
- Lines of longitude (also called meridians) run from the North Pole to the South Pole. They measure distances east and west of the prime meridian.
- The Equator divides the earth into the Northern Hemisphere and the Southern Hemisphere. The prime meridian ( $0^\circ$ ) and the  $180^\circ$  meridian (shown on the world maps on atlas pages 6–13) divide the earth into the Eastern Hemisphere and the Western Hemisphere.

### Introducing the Activity

Have students read the text at the top of atlas page 42 and finger-trace the Equator on the map. Have them read the captions to find the meaning of Northern Hemisphere and Southern Hemisphere. Ask questions, such as the following, to reinforce understanding:

- Which continents have all their land in the Northern Hemisphere? (North America, Europe)
- Which continents have all their land in the Southern Hemisphere? (Australia, Antarctica)
- Which continents are in both the Northern and Southern Hemispheres? (South America, Africa, Asia)

Have students read the text at the top of atlas page 43 and finger-trace the prime meridian on the map. Have them read the captions to find the meaning of Eastern Hemisphere and Western Hemisphere. Ask questions, such as the following, to reinforce understanding:

- Is South America in the Eastern Hemisphere or the Western Hemisphere? (Western Hemisphere)
- Which three continents does the prime meridian cross? (Europe, Africa, Antarctica)

### Map question



In which two hemispheres is North America located?

**Atlas, pp. 42–43:** Northern Hemisphere and Western Hemisphere

**NOTE:** Technically, part of North America is in the Eastern Hemisphere because the Aleutian Islands extend past the  $180^\circ$  meridian, which divides the Eastern and Western Hemispheres. To avoid confusion at this grade level, students are taught that North America is in the Western Hemisphere.

## Latitude and Longitude



### Assessment

Have students complete Activity 26 independently.

### Using a Blackline Master Map

Distribute copies of the Latitude/Longitude Blackline Master Map, page 137 of this guide. Depending upon the ability level of your students, you may do the following activity with the class or assign it as independent work. You may allow students to refer to the maps on pages 42 and 43 of their atlas or complete the activity without referring to the maps.

List the following directions on the board:

- Use a red crayon or marker to trace all the latitude lines on the blackline master map.
- Use a green crayon or marker to trace all the longitude lines on the blackline master map.
- Label the Equator and the prime meridian.

[Completed blackline master maps should indicate students' understanding that latitude lines run east and west and longitude lines run north and south.]



### Extension

Distribute copies of the Hemispheres Blackline Master Map, page 139 of this guide. You may allow students to refer to the maps on pages 42 and 43 of their atlas or complete the following activity without referring to the maps. Have students color all land and water in the Northern and Eastern Hemispheres green. Have them color all land and water in the Northern and Western Hemispheres red. Have them color all land and water in the Southern and Eastern Hemispheres yellow. Have them color all land and water in the Southern and Western Hemispheres blue.



### Connections

#### Internet

Students might access [www.bcca.org/misc/qiblih/latlong\\_oc.html](http://www.bcca.org/misc/qiblih/latlong_oc.html) to find the latitude and longitude of major cities around the world.

#### Cross-curricular Link: Reading

Write the following latitude/longitude location on the board and read it to the class:

30° N, 90° W (thirty degrees north latitude, ninety degrees west longitude). Explain that the small circle after a number stands for degrees. The capital letters stand for directions. Latitude is written before longitude. Write several other locations on the board and have students practice reading them. Then help students find each location on a map.

#### Optional Materials

Rand McNally *People, Spaces & Places*™ series' *Primary Atlas Teaching Guide* includes optional activities related to latitude and longitude.

### Student Activity Answers

1. east and west
2. a hemisphere
3. Equator
4. north and south
5. E, T, T
6. Europe, Africa, Antarctica

**Map Detective:** Australia

Name \_\_\_\_\_

# Activity 26

## Latitude and Longitude

Use pages 42–43 of the *Rand McNally Junior Classroom Atlas* to answer the following questions:

1. Which directions do latitude lines run on globes and maps? \_\_\_\_\_

2. What is half of the earth called? \_\_\_\_\_

3. What latitude line divides the earth into the Northern Hemisphere and the Southern Hemisphere?  
\_\_\_\_\_

4. Which directions do longitude lines run on globes and maps? \_\_\_\_\_

5. Write **T** for true or **F** for false in each blank.

\_\_\_\_\_ The prime meridian is a latitude line.

\_\_\_\_\_ All land and water north of the Equator is in the Northern Hemisphere.

\_\_\_\_\_ South America is in the Western Hemisphere.

6. Which three continents does the prime meridian cross? \_\_\_\_\_  
\_\_\_\_\_

### Map Detective



Find the continent whose name means "southern."

\_\_\_\_\_

*Hint: All of its land is in the Southern Hemisphere, but it is not Antarctica.*

# Latitude and Longitude

## Activity 26

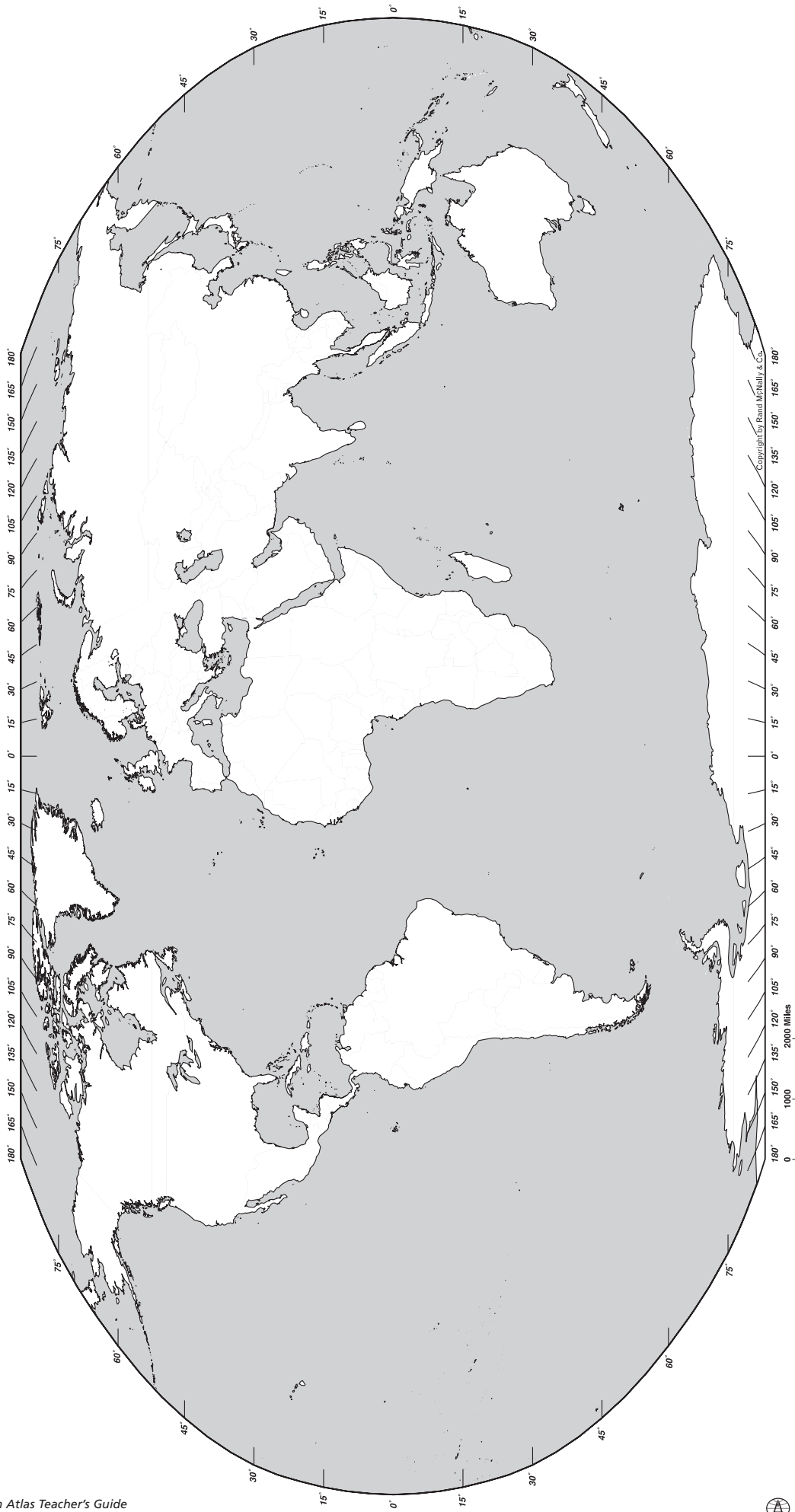
### *Home Connection*

Use the following suggestions to help your child learn about latitude and longitude:

- On a globe or a world map, have your child locate 30° north latitude. Starting in the United States, trace the latitude line around the globe or across the world map. Make a list of all the other countries it crosses.
- Help your child find your city or a nearby city on a map of the United States. Between which two lines of latitude is the city located? Between which two lines of longitude is it located?
- Help your child use a print reference or the Internet to find out the latitude and longitude of cities around the world. Then help your child use the information to find each city on a map or a globe.



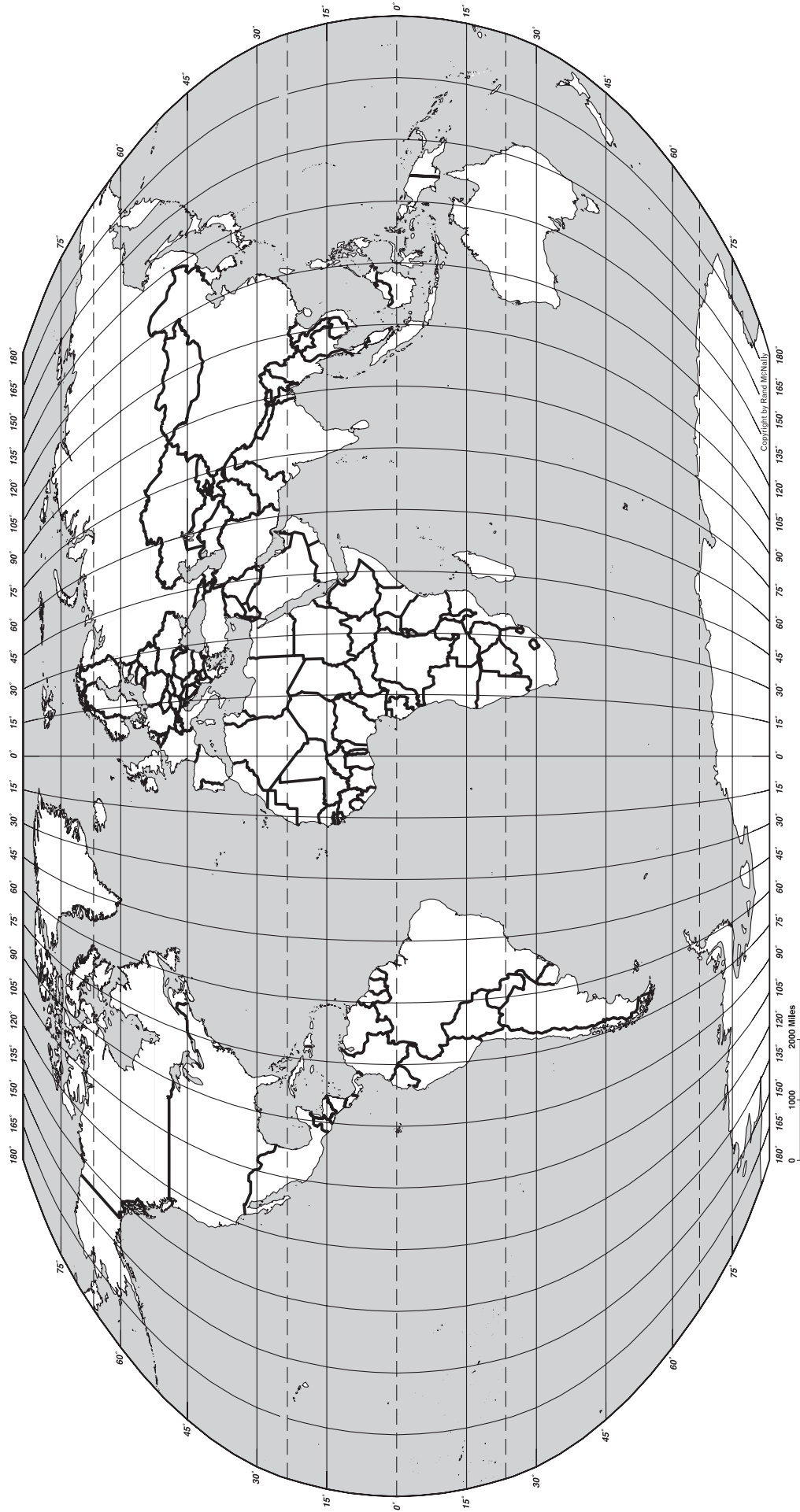
# World Blackline Master Map (continents and oceans)



Name \_\_\_\_\_



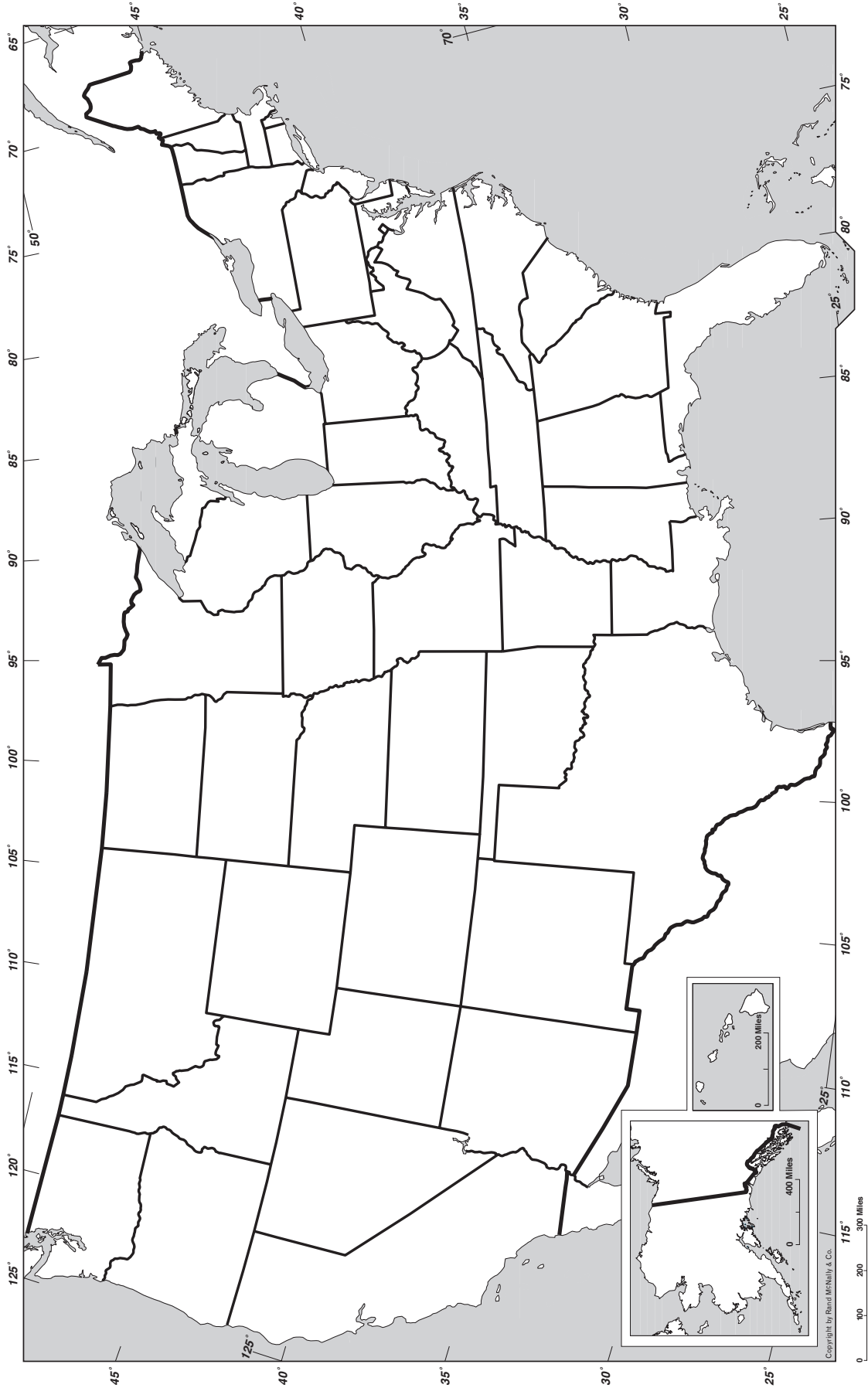
# World Blackline Master Map (countries)



Name \_\_\_\_\_



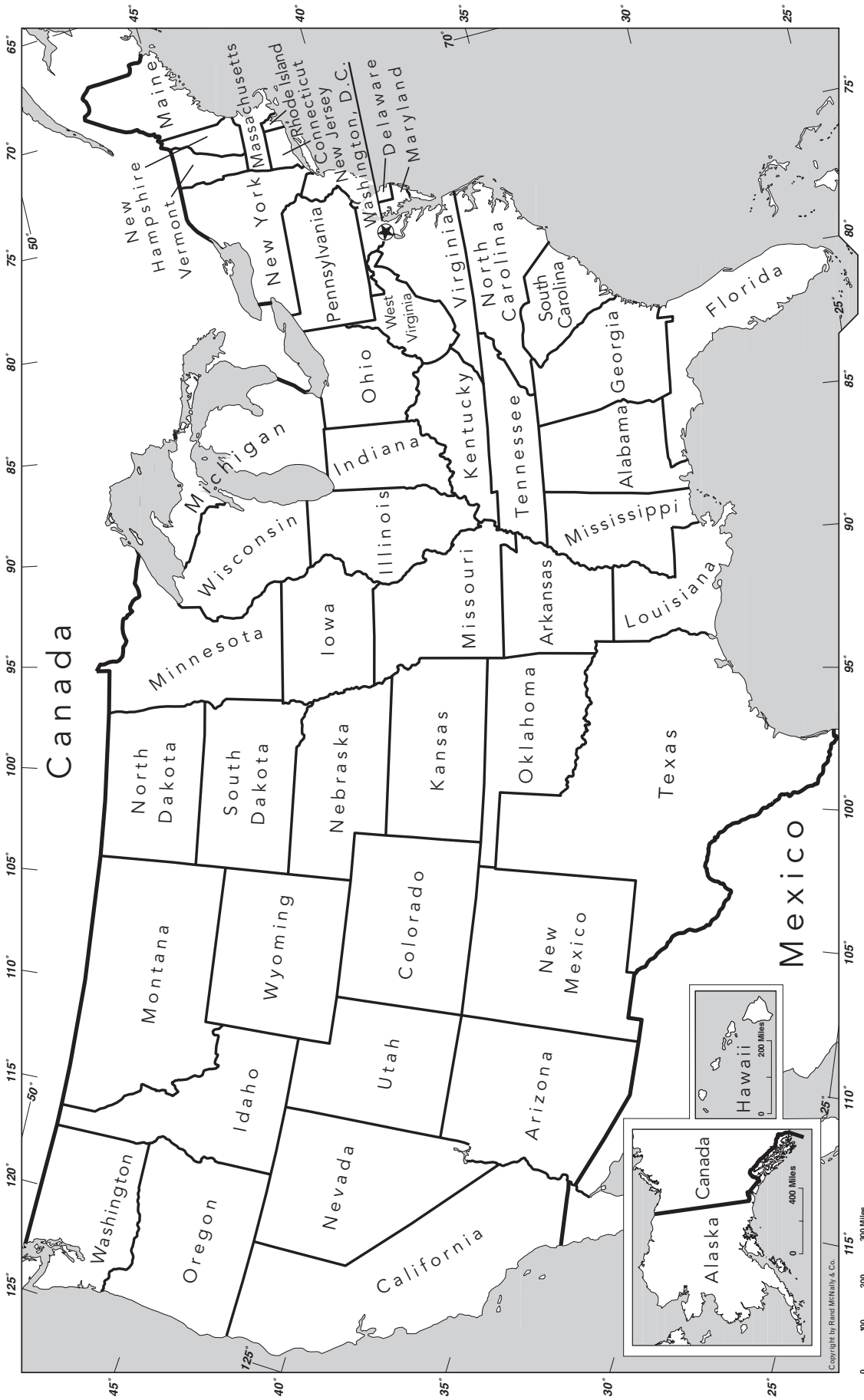
# United States Blackline Master Map (without labels)



Name \_\_\_\_\_



# United States Blackline Master Map (with labels)



Name \_\_\_\_\_





# North America Blackline Master Map



Name \_\_\_\_\_



# South America Blackline Master Map



Name \_\_\_\_\_



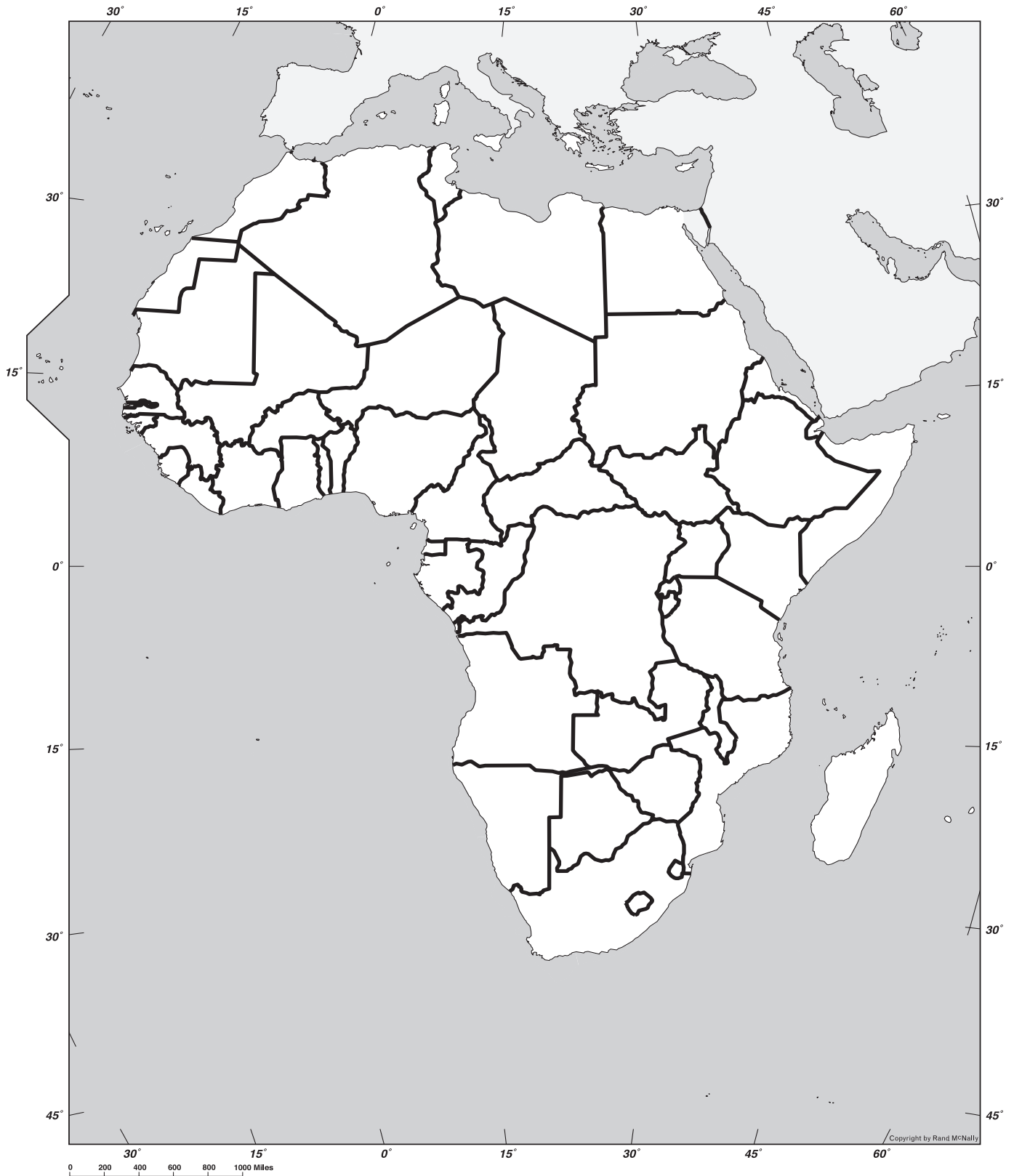
# Europe Blackline Master Map



Name \_\_\_\_\_



# Africa Blackline Master Map

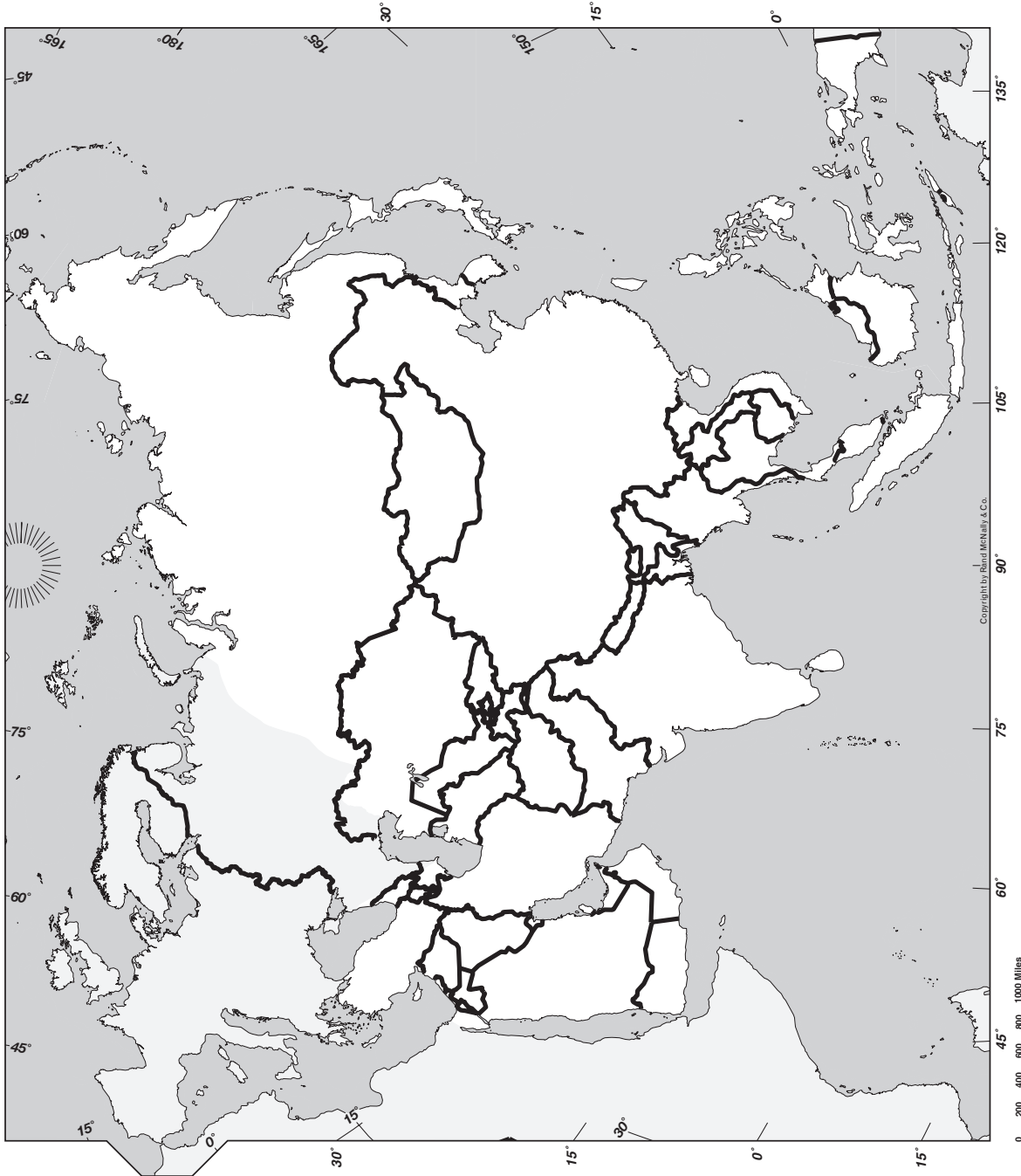


Name \_\_\_\_\_





# Asia Blackline Master Map



Name \_\_\_\_\_



# Australia Blackline Master Map

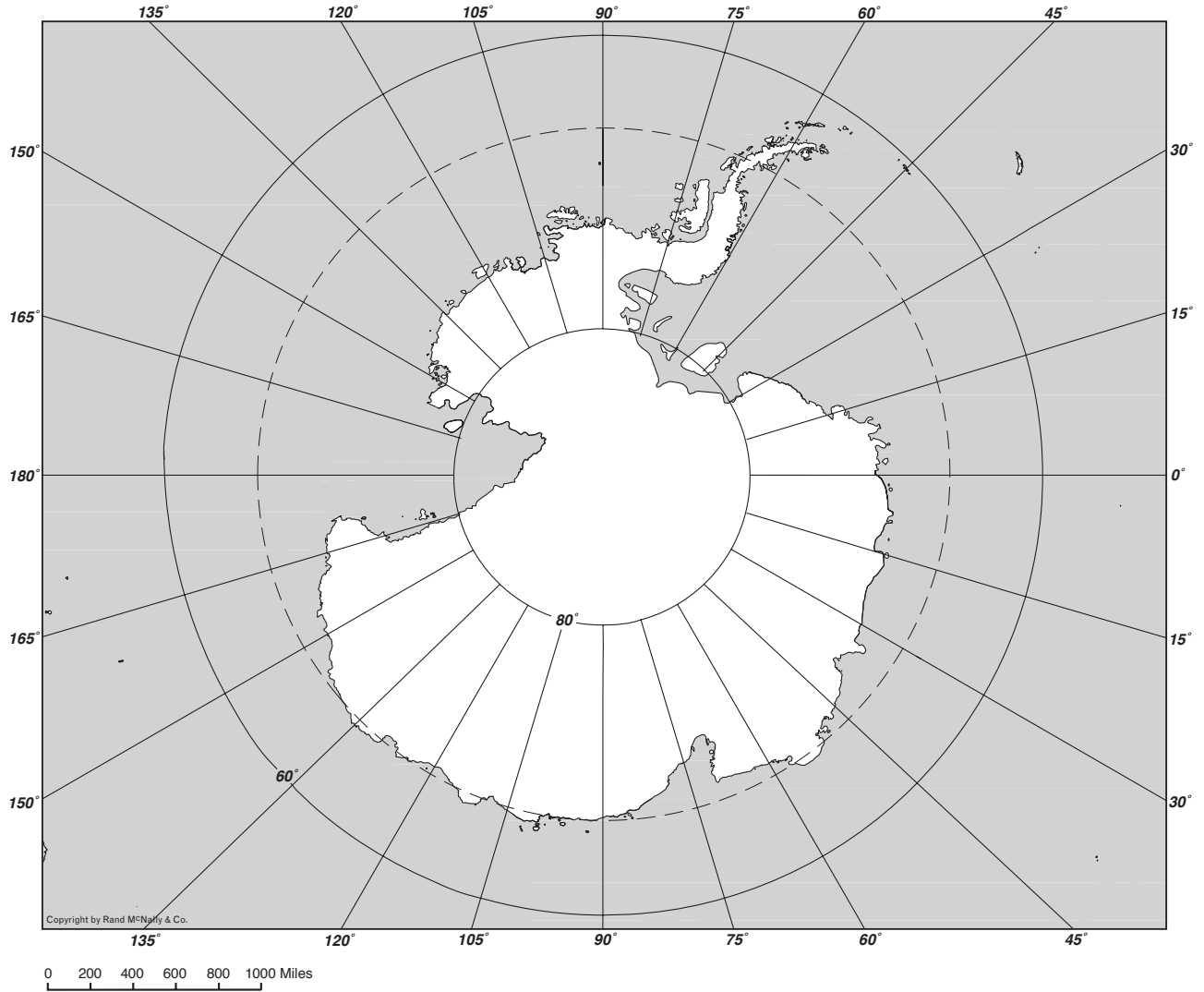


Name \_\_\_\_\_



# Antarctica Blackline Master Map

## Activity



Name \_\_\_\_\_



# Bar Scale Blackline Master Map

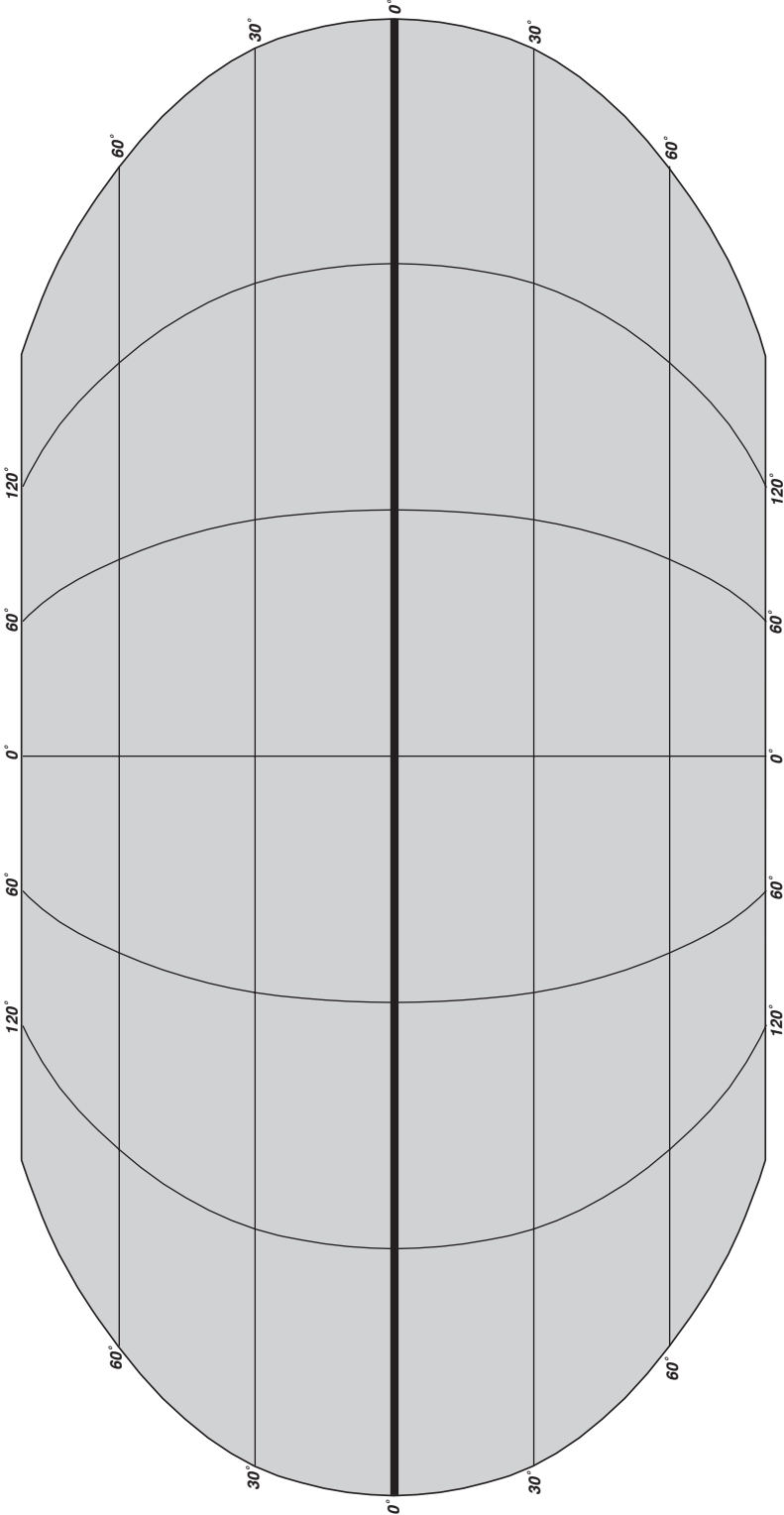


Name \_\_\_\_\_





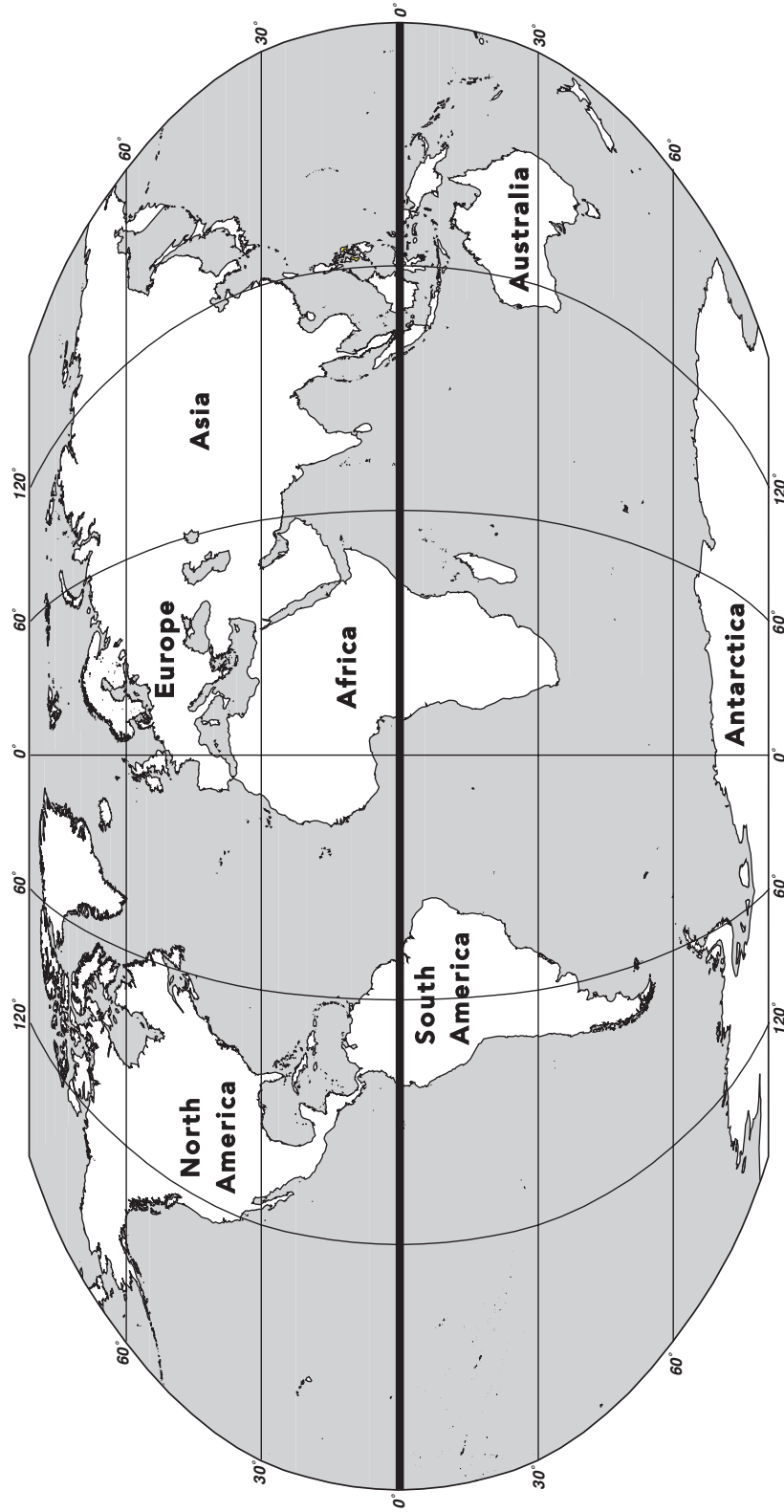
# Latitude/Longitude Blackline Master Map



Name \_\_\_\_\_



# Hemispheres Blackline Master Map



Name \_\_\_\_\_



Name \_\_\_\_\_

## Map Skills Test

*Write the correct word from the box in each blank.*


globe	compass rose	bar scale	map	legend
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1. A \_\_\_\_\_ explains what the symbols on a map mean.
2. A \_\_\_\_\_ is flat. It can show all of the earth's surface at once.
3. A \_\_\_\_\_ helps you measure distances on a map.
4. A \_\_\_\_\_ is shaped like the earth. When you turn it, you see a different part of the earth.
5. A \_\_\_\_\_ shows directions on a map.

*Write each of the following directions in the correct place: South, West, East.*

6. \_\_\_\_\_

North



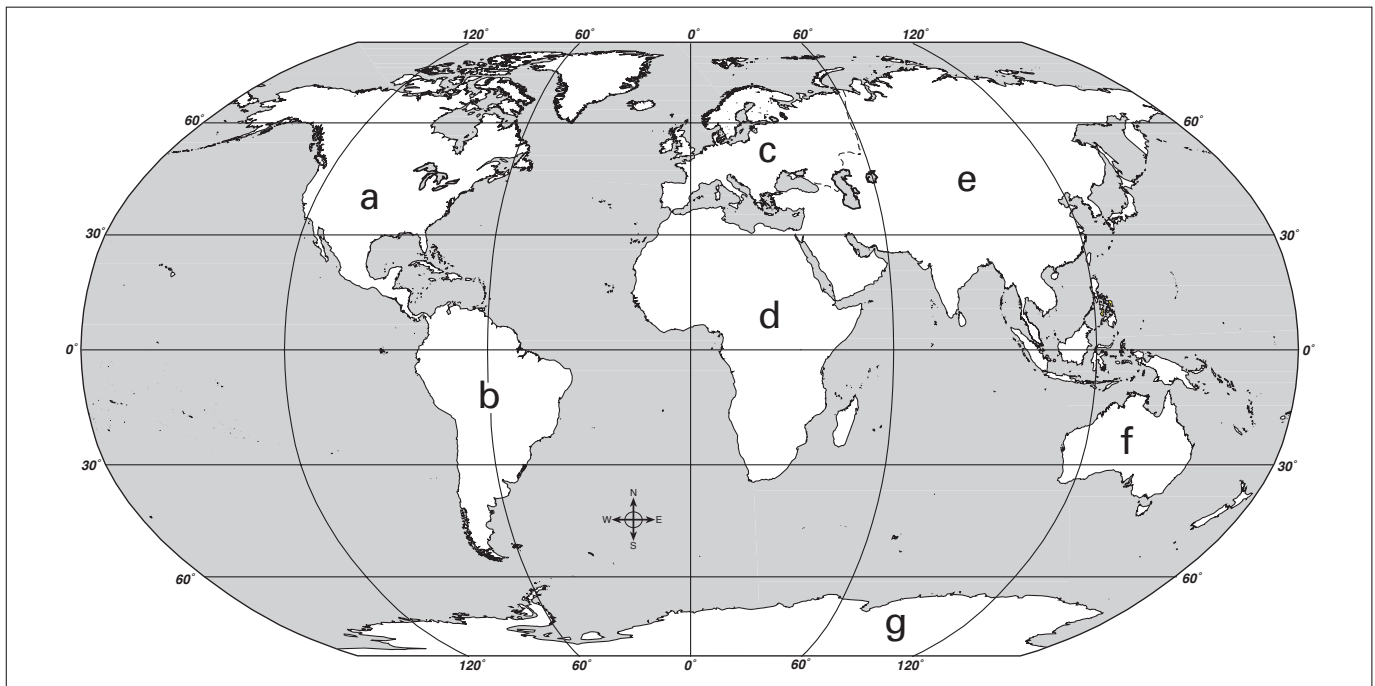
7. \_\_\_\_\_

8. \_\_\_\_\_

***Underline the correct answer in each pair.***

9. The United States is a (continent, country).
10. The largest bodies of water in the world are (oceans, rivers).
11. The driest places on the earth are (deserts, rain forests).
12. A piece of land surrounded by water is (a plateau, an island).
13. The (Equator, prime meridian) divides the earth into the Northern Hemisphere and the Southern Hemisphere.

***Match the name of each continent with its shape on the map. Write the correct letter in each blank.***



- |                      |                         |
|----------------------|-------------------------|
| _____ 14. Africa     | _____ 18. Europe        |
| _____ 15. Antarctica | _____ 19. North America |
| _____ 16. Asia       | _____ 20. South America |
| _____ 17. Australia  |                         |

[**NOTE:** Answers to Map Skills Test are on page 5 of this guide.]