UNIT 1 RESOURCES

The World

CHAPTER 1  How Geographers Look at the World
CHAPTER 2  The Physical World
CHAPTER 3  Climates of the Earth
CHAPTER 4  The Human World
Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

**HOW THIS BOOK IS ORGANIZED**

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 1 appears in the front part of this book, you may plan to use this activity in class during the study of the world's culture regions in Chapter 4.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

**Acknowledgments**

# Table of Contents

To the Teacher ........................................................................................................................................... v

## Unit 1

**Resources** ............................................................................................................................................... vi
- Location Activity 1 .................................................................................................................................... 1
- Real-Life Applications and Problem Solving Activity 1 ........................................................................ 3
- GeoLab Activity 1 ................................................................................................................................... 5
- Environmental Issues Case Study 1 ....................................................................................................... 9
- World Literature Contemporary Selection 1 .......................................................................................... 11

**Chapter 1 Resources** .......................................................................................................................... 13
- Vocabulary Activity 1 ............................................................................................................................. 14
- Reteaching Activity 1 ............................................................................................................................... 15
- Reinforcing Skills Activity 1 .................................................................................................................. 17
- Enrichment Activity 1 ............................................................................................................................ 19

**Chapter 1 Section Resources** ............................................................................................................. 20
- Guided Reading Activity 1-1 .................................................................................................................... 21
- Guided Reading Activity 1-2 .................................................................................................................... 22

**Chapter 2 Resources** .......................................................................................................................... 23
- Vocabulary Activity 2 ............................................................................................................................. 24
- Reteaching Activity 2 ............................................................................................................................... 25
- Reinforcing Skills Activity 2 .................................................................................................................. 27
- Enrichment Activity 2 ............................................................................................................................ 29

**Chapter 2 Section Resources** ............................................................................................................. 30
- Guided Reading Activity 2-1 .................................................................................................................... 31
- Guided Reading Activity 2-2 .................................................................................................................... 32
- Guided Reading Activity 2-3 .................................................................................................................... 33
<table>
<thead>
<tr>
<th><strong>Chapter 3 Resources</strong></th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Activity 3</td>
<td>35</td>
</tr>
<tr>
<td>Reteaching Activity 3</td>
<td>37</td>
</tr>
<tr>
<td>Reinforcing Skills Activity 3</td>
<td>39</td>
</tr>
<tr>
<td>Enrichment Activity 3</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chapter 3 Section Resources</strong></th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Activity 3-1</td>
<td>43</td>
</tr>
<tr>
<td>Guided Reading Activity 3-2</td>
<td>44</td>
</tr>
<tr>
<td>Guided Reading Activity 3-3</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chapter 4 Resources</strong></th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Activity 4</td>
<td>47</td>
</tr>
<tr>
<td>Reteaching Activity 4</td>
<td>49</td>
</tr>
<tr>
<td>Reinforcing Skills Activity 4</td>
<td>51</td>
</tr>
<tr>
<td>Enrichment Activity 4</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chapter 4 Section Resources</strong></th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading Activity 4-1</td>
<td>55</td>
</tr>
<tr>
<td>Guided Reading Activity 4-2</td>
<td>56</td>
</tr>
<tr>
<td>Guided Reading Activity 4-3</td>
<td>57</td>
</tr>
<tr>
<td>Guided Reading Activity 4-4</td>
<td>58</td>
</tr>
</tbody>
</table>

| **Answer Key** | 59 |
To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

• Location Activities
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

• Real-Life Applications and Problem Solving Activities
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

• GeoLab Activities
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

• Environmental Issues Case Studies
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

• World Literature Contemporary Selections
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

• Vocabulary Activities
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

• Reteaching Activities
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

• Reinforcing Skills Activities
  These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

• Enrichment Activities
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

• Guided Reading Activities
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
Unit 1
Resources

Location Activity 1
The World ................................................................. 1

Real-Life Applications and Problem Solving Activity 1
Making Historical Judgments.............................................. 3

GeoLab Activity 1
Practicing Sewer Science ................................................... 5

Environmental Issues Case Study 1
Taking a Stand on Global Warming: The Kyoto Protocol ................. 9

World Literature Contemporary Selection 1
The World ........................................................................... 11
Location Activity 1A

Use with Unit 1

DIRECTIONS: Label each continent and ocean using the Reference Atlas on pages RA1–RA40 of World Geography and Cultures.
**Location Activity 1B**

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

The World

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
Making Historical Judgments

Imagine that you are a cultural geographer. You study the human aspects of geography, especially the location and diffusion of cultures. Your specialty is ancient civilizations and the way in which they continue to influence everyone who lives today.

This week you are attending a conference for cultural geographers in Mexico City—a site that was itself part of a great ancient civilization. The agenda includes a program on the navigational achievements and contributions of early civilizations. You and your colleagues will choose the contributions that you think were most important to both ancient and modern peoples. To help you make an informed judgment about the achievements of early civilizations, you and your colleagues have created the table below.

Complete the table, and then answer the questions that follow.

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Major Contributions</th>
<th>Importance to Ancient Civilization</th>
<th>Importance to Modern World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assyrian</td>
<td>developed huge library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>developed cartography (mapmaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egyptian</td>
<td>built boats made of papyrus and, later, wood planks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td>developed system of measurement using sun’s angles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haida (North America)</td>
<td>developed seaworthy dugout canoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phoenician</td>
<td>navigated by stars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inca</td>
<td>built seaworthy balsa rafts; developed centerboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sumerian</td>
<td>developed sailboat; used wheeled vehicles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Which three contributions do you think are the most important?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. a. Which contribution do you think is the single most important?

__________________________________________________________________________

b. Explain the reason for your choice.

__________________________________________________________________________
__________________________________________________________________________

3. What criteria did you use to judge which contributions are most important?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. Were any of the contributions in the table important to the ancient civilization but not important to the world today? What conclusions might you draw from this?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. Explain why you agree or disagree with this statement, made by a fellow conference participant: “It is impossible to decide which are the most important contributions because all contributions to civilization are important in different ways.”

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
GeoLab Activity

In this GeoLab Activity, you will perform an experiment to see how various polluting materials are removed from water.

Practicing Sewer Science

OVERVIEW

Clean water is one of the Earth’s most important resources. People cannot live without clean water. Many everyday human activities create wastewater, or water that is unfit for human consumption and use. Wastewater must pass through a sewage treatment system before reentering the community water supply.

Most water treatment facilities use a two-stage process. First, wastewater passes through filters that remove large objects and solid waste. Oil and grease are skimmed from the remaining liquid, called effluent sewage, and chlorine is added to kill disease-causing microorganisms. In the second stage, the effluent is aerated, or exposed to oxygen in a tank, where beneficial microorganisms consume the remaining organic material. Additional chlorine is added to the water before returning it to the community water supply.

OBJECTIVES

1. To discover the different properties of pollutants.
2. To understand how sediment (sludge) forms and how it can be separated from wastewater.

Materials

For each team:
- 3 cups dirt
- 1 cup clean sand
- 1 cup clean pebbles or aquarium gravel
- 2 to 5 rocks, each about 1 inch (2.6 cm) in diameter
- 1 gallon tap water
- 1 cup salad oil
- turkey baster
- eyedropper
- 4 clear plastic cups, numbered from 1 to 4
- small aquarium or goldfish bowl
- bucket
- writing materials

(continued)
**GeoLab Activity**

2. **Procedures**

- Mix the dirt and water in a bucket. Using the turkey baster, fill cup 1 with the dirt-water mixture. Observe what happens to the mixture. Record your observations on a chart like the one shown on page 7.
- Add the sand, pebbles, and rocks, and mix them with the dirty water in the bucket. Scoop a cupful of this mixture into cup 2. Observe what happens, and record your observations.
- Pour the salad oil into the bucket. Insert the turkey baster several inches below the surface of the bucket’s contents, and fill the baster. Transfer this material to cup 3. Record your observations.
- Fill the turkey baster from the surface of the bucket’s contents. Place this material in cup 4. Record your observations.
- Without mixing the bucket’s contents, pour the remainder into the aquarium. Notice what happens to each material, and record the properties of each.
- Record your observations after one hour, five hours, one day, and one week, noting any changes in any of the materials.
1. Create a table like the one below to record your observations. Using your notes, explain how the four samples differ from one another at each stage of settling.

<table>
<thead>
<tr>
<th>Properties</th>
<th>Cup 1</th>
<th>Cup 2</th>
<th>Cup 3</th>
<th>Cup 4</th>
<th>Aquarium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1 week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How could you remove the oil from the samples in cups 3 and 4?

3. Is it possible to remove the sludge from the bottom of the aquarium without disturbing the liquid on top?

---

**Critical Thinking**

**Drawing Conclusions** According to your observations, what happens to the water in streams and rivers over time? Why would this process be inadequate for meeting the water treatment needs of a large community?
Environmental Issues
Case Studies

Taking a Stand on Global Warming: The Kyoto Protocol

In 1997 diplomats from countries around the globe met in Kyoto, Japan, to draft a treaty aimed at reducing global warming. Many scientists agree that global warming is accelerating because of increased greenhouse gases, primarily from the burning of fossil fuels. In November 2000, diplomats again met in The Hague, Netherlands, to establish the treaty’s specific limits on greenhouse gas emissions, which would take effect in 2008.

The goal of the treaty, known as the Kyoto Protocol, is to require industrialized countries to reduce their emissions of six greenhouse gases to a specified level by 2012. However, emissions-reducing strategies cost money. These costs would create hardships for some developing countries, so they are not required to participate in the agreement. The Kyoto Protocol has caused much debate—over whether developing countries should be included in the treaty, over the requirements of the treaty, and over whether the treaty is even necessary.

DIRECTIONS: Read the pro and con arguments below. Then, answer the questions under Examining the Issue. Use another sheet of paper for your answers if necessary.

PRO
Global warming is a trend that must be stopped before we do irreparable damage to Earth’s climate and ecosystems. The Kyoto Protocol is a small beginning toward minimizing the damage. The negative effects of global warming already can be seen in our environment, from the meltdown of Antarctic ice structures to the increasing occurrence of severe droughts and storms. The world community must take a stand against the wasteful and destructive practices that cause global warming, and the Kyoto Protocol is a good place to start.

“Economics aside, there is a far more important yardstick by which to judge Kyoto, and that is the accelerating destabilization of the climate. The science clearly tells us that to restore our atmosphere to a hospitable state we need to cut emissions by a staggering sixty to seventy percent . . . . That is a large task—but it is one that can and must ultimately be achieved using the launching pad known as the Kyoto Protocol.”
—Pulitzer Prize-winning journalist
Ross Gelbspan
Environmental Issues

Case Studies

**CON** The Kyoto Protocol is a treaty with good intentions, but it does not provide realistic solutions. It places the burden of responsibility on developed countries, such as the United States and the European Union, while allowing developing countries the option of continuing “business as usual.” We must look to science, not government regulations, to better understand the goals and to develop ways to achieve those goals without crippling our economy. It is important to protect the environment, but the Kyoto Protocol is not the way.

“To be perfectly blunt, the facts I have reviewed lead me to believe that the Kyoto Protocol is seriously flawed—so flawed, in fact, that it cannot be salvaged. The Kyoto treaty is based on immature science, costs too much, leaves too many procedural questions unanswered, is grossly unfair because developing countries such as yourselves are not required to participate, and will do nothing to solve the speculative problem it is intended to solve.”

—F. James Sensenbrenner, Jr., Chairman of the U.S. Committee on Science

Examining the Issue

**Recalling Facts**

1. What is the Kyoto Protocol?

2. Name one reason some people are opposed to the Kyoto Protocol.

**Critical Thinking Skills**

3. **Making Judgments** Given the arguments in the Pro and Con sections above, do you think the Kyoto Protocol should be implemented? Explain your answer.

4. **Making Inferences** Why might a developing country not be able to afford the costs of reducing its emissions?

**Investigating Further**

Gather in a small group and research the Kyoto Protocol to find out what parts of the treaty people oppose. Decide as a group on the elements that you think should be changed. Write a memo to the United Nations Framework Convention on Climate Change—the committee which developed the Kyoto Protocol—explaining the elements they should revise when they meet to rework the treaty.
World Literature: The World

About the Author

Virginia Hamilton (b. 1936) was born in Ohio. Both of her parents were accomplished storytellers, and her delight in their tales led her to major in writing during college. She first traveled to Africa in the mid-1950s. African and African American history and culture are major themes in her work. Hamilton’s first young-adult novel, *Zeely*, was published in 1967. She quickly became one of America’s most popular and respected authors of children’s fiction, nonfiction, and folktales. This excerpt is taken from a creation story from the Yoruba people of Nigeria.

**GUIDED READING** As you read this excerpt from “Owner of the Sky,” think about what it has in common with other creation stories you have read or heard.

**from “Owner of the Sky: Olorun the Creator”**

Olorun was the Owner of the Sky and the Highest Being. He lived in the sky with other spirits. In the beginning, the earth was all watery, just a marshy place, a waste.

Sometimes, Olorun and the other gods came down to play about in the marsh-waste. There were long spiders’ webs hanging from the sky. They draped across sweeping spaces like graceful silk bridges.

Yet there was no solid land anywhere. No ground on which to stand. There could be no human beings under the sky until there was a hard place for them to plant their feet.

Olorun, Owner of the Sky and the Highest Being, called the chief of the divine ones to him. This chief was Great God.

Olorun told Great God, “I want you to make some firm ground down below, right away. Here,” Olorun went on, “take this.”

He gave Great God a shell. There was a small amount of earth in the shell. And there was also a pigeon in there and a hen with five toes.

Great God did as he was told. He went down to the marsh land, sliding down the spider silks. Then he threw the earth out from the shell and spread it around him. He put the pigeon and the hen down on the bit of earth from the shell.

The pigeon and the hen began scratching and scratching the earth with their feet. It didn’t take long for them to scratch the soil over the whole marsh-waste. That was how the firm, hard ground came to be.

Great God went back up to the sky. There he found Olorun waiting.

“It is done. I’ve formed the ground, and it is solid and true,” Great God said.

Olorun sent down Chameleon to take a look at the work of Great God.

Now, Chameleon took his time about most things. He walked slowly, and he went down the spider line from the sky carefully. He rolled his big eyes around, looking at everything. And slowly he changed his color from sky blue to earth brown as he walked the land Great God had made.

“Well, the earth is plenty wide,” Chameleon told Olorun when he had returned, “but it’s not quite dry enough.”

“Go again,” Olorun commanded. And Chameleon went down from the sky a second time.

He came back to report once more to the Owner of the Sky.
“It is well,” Chameleon said. “The earth is wide, and it is dry this time.”

“Good,” Olorun said. He named the place Ifé, and that meant wide. Ile was brought to stand on Ifé, and Ile meant house. All other houses came from that first one that stood at Ifé. And to this day, the city of Ile-Ifé is the most sacred to Olorun’s people.

It took four days to make the earth. On the fifth day, Great God was to be worshipped as the Maker.

Then Olorun sent Great God back to Ifé to plant trees and to feed humans when they came, and to give them goods. He planted palm trees with palm nuts. The humans would drink their juice. More trees were planted there, and rain was made to fall and water them.

The first people came from heaven. Olorun sent them down to earth to live. Great God made some of the people’s parts out of the earth. He molded their bodies and their heads.

Bringing these still figures to life was left to Olorun, Owner of the Sky, the Creator.

Great God was jealous of Olorun’s work. He wanted to bring life to the earth figures he had made.

“I will watch Olorun to see how he does it,” thought Great God.

So he stayed there with the figures and hid amongst them so that he might see the work of Olorun firsthand.

But Olorun knew everything. He knew whenever there were watchers. He saw Great God there where he had hidden. And he put Great God into a very deep sleep.

Great God slept and slept. When he woke up again, all of the people had come to life. He never saw it happen.

INTERPRETING THE READING

1. Why did Olorun want to add solid land to the Earth?

2. Who created the first people?

3. What roles do animals play in this story? What does this suggest about their importance to the Yoruba who first told this story?

CRITICAL THINKING

4. Comparing and Contrasting Which aspects of this creation story remind you of other creation stories you know? Which aspects are unique?
Chapter 1 Resources

Vocabulary Activity 1
How Geographers Look at the World ................................................................. 14

Reteaching Activity 1
How Geographers Look at the World ................................................................. 15

Reinforcing Skills Activity 1
Understanding Graphs ....................................................................................... 17

Enrichment Activity 1
Chinese Mapmaking .......................................................................................... 19
How Geographers Look at the World

**DIRECTIONS:** Complete the following sentences, using the words from the word bank. Then use the words to fill in the answer blanks in the puzzle. After you have completed the puzzle, read down the column of boxed letters to find the mystery word.

**Word Bank**

- absolute location
- cartography
- ecosystem
- formal region
- functional region
- geographic information systems (GIS)
- grid system
- hemisphere
- human-environment interaction
- location
- movement
- perceptual region
- place
- region
- relative location
- site
- traditional
- situation

1. ___________ is defined by popular feelings and images rather than objective data.
2. A central place and the surrounding area linked to it are called a(n) ___________.
3. A(n) ___________ is an area defined by some common characteristic.
4. The exact spot at which a place is found on the globe is its ___________.
5. Lines of latitude and longitude form a(n) ___________, a pattern that helps locate places on the globe.
6. Geographers refer to each half of the globe as a(n) ___________.
7. ___________ is an expression of relative location.
8. A(n) ___________ is a particular space with physical and human meaning.
9. A recurring theme in geography is the ___________ of people, goods, and ideas.

What is a community of plants and animals that depend on one another for survival?

1. __ __ __ __ __ __ __ __ __ __
2. __ __ __ __ __ __ __ __ __ __
3. __ __ __ __ __ __ __ __ __ __
4. __ __ __ __ __ __ __ __ __ __
5. __ __ __ __ __ __ __ __ __ __
6. __ __ __ __ __ __ __ __ __ __
7. __ __ __ __ __ __ __ __ __ __
8. __ __ __ __ __ __ __ __ __ __
9. __ __ __ __ __ __ __ __ __ __
RETEACHING ACTIVITY 1

Terms and Concepts

DIRECTIONS: Match each term from Chapter 1 with the correct definition.

1. geographic information systems
2. meteorology
3. location
4. region
5. relative location
6. cartography
7. ecosystem
8. functional region

a. area united by specific characteristics
b. mapmaking
c. community of plants and animals
d. way that most people identify a place
e. study of weather
f. a specific place on the earth
g. computer tools that organize data and satellite images
h. central place and its surroundings

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

One way of locating a place is by describing its absolute location—the exact spot at which the place is found on the globe. To determine absolute location, geographers use a network of imaginary lines around the Earth. The Equator, the line circling the earth midway between the North and South Poles, divides the Earth into hemispheres, or two halves (Northern and Southern). The Prime Meridian, the north-south line that runs through Greenwich, England, also divides the Earth into hemispheres (Eastern and Western). The Equator, the Prime Meridian, and other lines of latitude and longitude cross one another to form a pattern called a grid system. Using the grid, you can name the absolute, or precise, location of any place on Earth.

9. What is the main point of this passage? __________________________________________________________

10. How many hemispheres are formed by the grid system? ____________________________

11. Why are lines of latitude and longitude necessary? ________________________________________

(continued)
**RETEACHING ACTIVITY 1**

**Working with Geography**

**DIRECTIONS:** Study the diagram, and then answer the questions.

12. What name is given to the line of latitude halfway between the North and South Poles? __________

13. What is the name and degree of the line of longitude that passes through Greenwich, England? __________

14. Between which lines of longitude does most of South America lie? __________

15. What absolute location shown on the global grid is closest to the southern tip of Africa? __________

**Connecting Ideas**

**DIRECTIONS:** Answer the following questions in the space provided.

16. Why are geographers needed in so many different fields of work? Give one example. __________

17. What is relative location, and why do most people use it? __________
Understanding Graphs

Graphs present facts in an easy-to-read visual pattern. Bar graphs compare different values by showing heights or lengths of bars in relation to one another. For example, the information about Chile’s population shown in this graph compares figures between 1900 and 2050. From 1900 to 2009, Chile’s population, more than quadrupled, rising from 3.5 million to 17.0 million. In the next 50 years that growth is expected to slow, reaching 20.7 million people in 2050. It takes time to grasp this kind of statistical information. If you look at the bar graph, however, you can see the pattern of Chile’s population growth immediately.

The title and labels that appear along the bottom and side of a graph describe the information being presented. A key often shows colors or patterns that give additional information. By comparing the bars to see their relationships, conclusions can be drawn.

Practicing the Skill

DIRECTIONS: Study the bar graph, and answer the following questions.

1. What is the title of the graph?
2. For which years is the population given?
3. How did the populations of the three countries compare in 1900?
4. What population trend is occurring in all three countries?
5. Which country had the most people in 2009?
6. Which country’s population is expected to grow the least?
7. About how many more people are expected to live in Argentina in 2050 than lived there in 2009?
8. Which country will have more than double the population of Chile by 2050?
Enrichment Activity 1

Chinese Mapmaking

The people of China have been making maps since ancient times. Their first maps were copied by hand. Archaeologists found two remarkable examples of hand-copied maps in 1973 while studying a 2,000-year-old Han dynasty tomb in the Hunan province. By A.D. 1155, printed maps had appeared in China.

At the right is a detail of a map included in the Guang Yu Tu, an important Chinese atlas by Luo Hongzian printed in 1555. The atlas covered all Chinese geographical knowledge of that time and served as China’s major reference for cartographic information for the next 250 years. It included information on population, taxation, and trade. Luo’s maps of Chinese provinces and other countries were extremely accurate in the scale and shape of landforms because of the grid system developed by earlier Chinese cartographers. They also used symbols to represent geographic and human features, and the list of these symbols in the Guang Yu Tu is an early example of a map key. On this map rivers are depicted flowing into a sea, represented by waves.

DIRECTIONS: Use the article above and study the map to answer the questions below.

1. What three physical features are found on the map? __________________________

2. Why do you think Luo used 3 different symbols—circles, squares, and diamonds—to represent settlements? __________________________

3. What might the single curved lines represent? __________________________

4. In what century was the Guang Yu Tu published? __________________________

5. Why were rivers prominently featured in maps of ancient China? __________________________

6. Why would early Chinese leaders have felt that it was important to make maps of their territory? __________________________

Northern Zhi Li Province, 1555
Chapter 1
Section Resources

Guided Reading Activity 1-1
Geography Skills Handbook ................................................................. 21

Guided Reading Activity 1-2
The Geographer’s Craft ......................................................................... 22
DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. What is the principal advantage of a flat map over a round globe?

2. What are the main differences between differing map projections?

3. What forms the “global grid”?

4. What is the Prime Meridian?

5. How is the absolute location of a place determined?

6. What is relative location?

7. Describe the function of a map's key.

8. What types of features would you expect to see on a political map?

9. What are the main features of a physical map?

10. What is the purpose of a thematic map?
The Geographer’s Craft

Modified True or False

DIRECTIONS: Use the information in your textbook to determine whether the underlined word or phrase makes each sentence true or false. Circle the correct answer. If the sentence is false, fill in the blank with the word or phrase that makes the sentence true.

1. The two major branches of geography are physical geography and ecology. (true/false)

2. Physical geographers study the Earth’s physical features. (true/false)

3. Human geography is the study of human activities such as politics, economics, and science. (true/false)

4. One of the specialized research methods geographers use in their work is direct observation. (true/false)

5. Geographers who make or design maps are known as cartographers. (true/false)

6. Photographing people helps geographers learn how people think or feel about a place. (true/false)

7. Computers help geographers use technology to simplify complex data. (true/false)

8. Satellites, computers, and geographic information systems are types of technology used by geographers. (true/false)

9. The study of cartography and government helps geographers understand how places have changed over time. (true/false)

10. By studying economics, geographers learn how the location of cities affects various economic activities. (true/false)
Chapter 2
Resources

Vocabulary Activity 2
The Physical World ................................................................. 24

Reteaching Activity 2
The Physical World ................................................................. 25

Reinforcing Skills Activity 2
Comparing and Contrasting .................................................... 27

Enrichment Activity 2
Natural Wonders of the World ................................................ 29
The Physical World

**DIRECTIONS:** Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank at the left of each description. Not all terms will be used.

1. the Earth’s crust
2. theory that the continents were joined and then drifted apart
3. sea plates pulling apart
4. large, slow-moving body of ice
5. rain, snow, or sleet
6. the wearing away of the Earth’s surface by wind, glaciers, and moving water
7. the regular movement of the Earth’s water
8. oceans, lakes, rivers, and other bodies of water
9. a process that occurs when a heavier sea plate dives beneath a lighter continental plate
10. large pile of rock and debris left by a receding glacier
11. the movement of large segments of the Earth’s crust
12. the part of the Earth that supports life
13. a crack in the Earth’s crust
14. water vapor changing into liquid water
15. the process of making freshwater from ocean water
16. part of a continent that extends underwater
17. the process that changes liquid water to vapor, or gas
18. freshwater beneath the Earth’s surface
19. molten rock within the Earth
20. type of planet that has a solid, rocky crust

Options:
- a. accretion
- b. aquifer
- c. atmosphere
- d. biosphere
- e. condensation
- f. continental drift
- g. continental shelf
- h. desalination
- i. erosion
- j. evaporation
- k. hydrosphere
- l. fault
- m. fold
- n. glacier
- o. groundwater
- p. lithosphere
- q. magma
- r. mantle
- s. moraine
- t. plate tectonics
- u. precipitation
- v. spreading
- w. subduction
- x. terrestrial
- y. water cycle
- z. weathering
Terms and Concepts

DIRECTIONS: Match each term from Chapter 2 with the correct definition.

1. atmosphere  
2. fault  
3. precipitation  
4. magma  
5. lithosphere  
6. glacier  

- a. molten rock within the Earth  
- b. large, moving mass of ice  
- c. crack in the Earth’s crust  
- d. moisture that falls as rain, snow, or sleet  
- e. layer of gases extending above the Earth’s surface  
- f. land, including land beneath the oceans

Visualizing Information

DIRECTIONS: Complete this diagram by explaining the steps in the water cycle in the spaces provided.

The Water Cycle

8. Condensation

9. Precipitation

7. Evaporation

cloud

lake
DIRECTIONS: Answer each question in the space provided.

10. Why is it risky to live in a place located along the Ring of Fire?

11. Why is it more likely that a terrestrial planet, not a gas giant planet, could support human life?

DIRECTIONS: Read the passage, and then answer the questions.

The Earth is composed of three layers: the core, the mantle, and the crust. At the very center of the planet is a super-hot but solid inner core. Surrounding the inner core is a liquid outer core, about 1,400 miles (about 2,250 km) thick. Next to the outer core is a thick layer of hot, dense rock called the mantle. The outer layer is the crust, a rocky shell that forms the Earth’s surface. The crust ranges from about 2 miles (about 3 km) thick under the oceans to about 75 miles (about 121 km) thick under mountains.

12. What is the main idea of the passage?

13. How do the thicknesses of the different layers compare?

14. How does the crust’s thickness vary?
Comparing and Contrasting

When you look for similarities and differences between two or more things, you are comparing and contrasting. Many kinds of characteristics and features can be compared and contrasted. To compare, look for similarities that things share. To contrast, look for differences between things.

To compare and contrast, ask the questions:

• What items are being compared and contrasted?
• Which characteristics will be used to compare and contrast items?
• What are the similarities and differences in these characteristics?

In the chart below, facts are given about several lakes in Africa. The chart’s title and column headings give important information about what can be compared and contrasted.

Practicing the Skill

DIRECTIONS: Study the chart about selected lakes in Africa, and answer the following questions.

<table>
<thead>
<tr>
<th>Lake</th>
<th>Area in Square Miles (square kilometers)</th>
<th>Maximum Depth in Feet (meters)</th>
<th>Elevation in Feet (meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria</td>
<td>26,828 (69,484)</td>
<td>270 (82)</td>
<td>3,720 (1,134)</td>
</tr>
<tr>
<td>Tanganyika</td>
<td>12,700 (32,893)</td>
<td>4,823 (1,470)</td>
<td>2,534 (772)</td>
</tr>
<tr>
<td>Nyasa</td>
<td>11,150 (28,878)</td>
<td>2,280 (695)</td>
<td>1,550 (472)</td>
</tr>
<tr>
<td>Chad</td>
<td>6,300 (16,317)</td>
<td>24 (7)</td>
<td>787 (240)</td>
</tr>
<tr>
<td>Turkana</td>
<td>2,473 (6,405)</td>
<td>240 (73)</td>
<td>1,230 (375)</td>
</tr>
<tr>
<td>Albert</td>
<td>2,075 (5,374)</td>
<td>168 (51)</td>
<td>2,030 (619)</td>
</tr>
<tr>
<td>Kariba</td>
<td>2,050 (5,309)</td>
<td>390 (119)</td>
<td>1,590 (485)</td>
</tr>
</tbody>
</table>

Source: The World Almanac 2001

1. According to the chart, what aspects of the lakes can be compared or contrasted?

2. Which lake covers the largest area?

3. Which two lakes cover areas of about the same size?

4. Which two lakes show the greatest difference in maximum depth?

5. How many lakes are at elevations of less than 2,000 feet (610 m)?

6. Which lake is at the lowest elevation?

7. List the lakes in order of maximum depth, from deepest to shallowest.
Natural Wonders of the World

DIRECTIONS: Study the map showing several natural wonders of the world. Then, answer the following questions about the map.

1. On which continent is Angel Falls?

   How high is this waterfall? ________________

2. What is the lowest point on land?

   ________________

3. On which continent is the world’s highest mountain?

   What is that mountain’s name?

4. What is the difference in elevation between the Dead Sea and Mount Everest? The Mariana Trench and Mount Everest? ________________

5. If the Nile River empties into the Mediterranean Sea, in which direction does it flow?

   ________________

6. What is the only living thing among the natural wonders on the map?

   ________________

7. Why do you think that cameras with special lights are needed to view the Mariana Trench?

   ________________
Chapter 2
Section Resources

Guided Reading Activity 2-1
Planet Earth ................................................................. 31

Guided Reading Activity 2-2
Forces of Change .......................................................... 32

Guided Reading Activity 2-3
Earth’s Water ............................................................... 33
Planet Earth

Underline the Correct Word

DIRECTIONS: Use the information in your textbook to choose the word or phrase that best completes the sentence. Underline the correct word.

1. The solar system consists of the Earth and the other planets that ________________ around the sun. (revolve/gravitate)

2. Each of our solar system’s ________________ planets has its own orbit around the sun. (six/eight)

3. Earth is a solid, terrestrial planet, unlike Saturn, which is a ________________ giant planet. (molten/gas)

4. The asteroid ________________ is a region of space between Mars and Jupiter that contains many small asteroids. (path/belt)

5. Earth is not a perfect sphere; it is wider around the ________________ than it is around the poles. (Prime Meridian/Equator)

6. About ________________ percent of the Earth’s surface is water. (50/70)

7. Ocean basins are part of the Earth’s ________________. (lithosphere/water)

8. The part of the Earth where life exists is called the ________________. (ecosystem/biosphere)

9. Natural features of the Earth’s surface are ________________. (hydrosphere/landforms)

10. There are seven major landmasses on Earth, called ________________. (landforms/continents)

11. A continental shelf is the part of land that extends under the ________________. (lake/ocean)

12. The highest point on the Earth is ________________. (the Andes Mountains/Mount Everest)

13. The lowest point on dry land is the shore of the ________________. (Dead Sea/Jordan River)

14. The ________________ in the Pacific Ocean is the deepest point on Earth. (Bermuda Triangle/Mariana Trench)
For use with textbook pages 34–40.

Forces of Change

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. The three layers of the Earth are the core, the mantle, and the ________________.

2. The Earth’s super-hot inner core is made up of iron and nickel under great ________________.

3. The ________________ outer core is also extremely hot.

4. The mantle is a layer of hot, dense ________________.

5. The theory that explains how Pangaea broke apart is called ________________.

6. Plate ________________ refers to plates crashing into or pulling away from one another.

7. When continental plates collide, ________________ are created.

8. When sea plates collide with continental plates, either subduction or ________________ occurs.

9. At sites of sea plate ________________, magma forms underwater mountains.

10. The San Andreas fault in California is a place where two plates sliding past each other have created ________________, in the Earth.

11. The tension built up along faults when two plates move past or against each other is released during ________________.

12. The area of earthquake and volcanic activity around the rim of the Pacific Ocean is called the ________________.

13. Volcanoes are formed when ________________ or lava breaks through the earth’s crust.

14. One type of physical ________________ is caused by the wind.

15. Huge bodies of ice called ________________ move over land and erode soil and rock.

16. Water ________________ occurs when quickly moving water wears away soil and rock.
Guided Reading  Activity 2-3

Earth’s Water

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. The Water Cycle
   A. (1.)
      1. Oceans
      2. Lakes
      3. (2.)
      4. Other bodies of water
   B. Water Is Constantly Moving
      1. Water evaporates from the oceans.
      2. (3.)
      3. Precipitation sinks into the ground and collects in streams and lakes.
      4. (4.)

II. Bodies of Saltwater
   A. (5.)
      1. Most of the Earth’s water is a large, continuous body covering the Earth.
      2. Ocean water is converted to freshwater by desalination.
   B. Seas, Gulfs, and Bays
      1. Smaller than oceans
      2. (6.)

III. Bodies of Freshwater
   A. Three percent of the Earth’s total water is freshwater.
      1. The Antarctic ice cap contains 70 percent of the Earth’s freshwater.
      2. (7.)
   B. Lakes, Streams, and Rivers
      1. (8.)
      2. Flowing water forms streams and rivers
      3. (9.)
      4. Rivers may combine to form river systems that may flow thousands of miles.
   C. Groundwater
      1. From rain, melted snow, rivers, and lakes
      2. (10.)
Chapter 3
Resources

Vocabulary Activity 3
Climates of the Earth ................................................................. 35

Reteaching Activity 3
Climates of the Earth ................................................................. 37

Reinforcing Skills Activity 3
Reading a Diagram ......................................................................... 39

Enrichment Activity 3
Global Weather Extremes ............................................................ 41
VOCABULARY ACTIVITY 3

Climates of the Earth

DIRECTIONS: Choose the word or phrase that best completes the sentence. Then write the letter of the word or phrase in the blank provided.

1. _____________ is the condition of the atmosphere in one place during a limited period of time.
   a. Climate  b. Weather  c. Temperature

2. It takes about one year for the Earth to complete one _____________.
   a. axis  b. degree  c. revolution

3. The day when daylight and nighttime hours are of equal length is called _____________.
   a. a solstice  b. an equinox  c. a hemisphere

4. Without _____________, the Earth would be too cold for most living things.
   a. global warming  b. the greenhouse effect  c. the escaping atmosphere

5. Global winds blow in generally constant patterns called _____________.
   a. prevailing winds  b. doldrums  c. smog

6. _____________ is considered a famous recurring climatic event.

7. The side of a mountain range facing away from the wind is called its _____________ side.
   a. leeward  b. windward  c. wayward

8. _____________ grows where human activity has not changed the environment.
   a. Mixed forest  b. Prairie  c. Natural vegetation

9. Underground springs can support a(n) _____________, an area of lush vegetation.
   a. oasis  b. chaparral  c. steppe

10. Trees whose leaves change color and fall in autumn are called _____________.
    a. coniferous  b. deciduous  c. evergreen
RETEACHING ACTIVITY 3

Terms and Concepts

DIRECTIONS: Match each term from Chapter 3 with the correct definition.

1. climate a. atmospheric conditions at one time and place
2. weather b. grassland
3. prevailing wind c. coniferous and deciduous trees
4. mixed forest d. weather patterns in an area over time
5. prairie e. moving stream of water
6. current f. constant global wind pattern

Organizing Information

DIRECTIONS: The lettered items in the Fact Bank identify different climate regions. Complete the diagram below by writing the letter of each climate region in the correct box in the diagram.

Fact Bank

A. desert E. tropical savanna I. marine west coast
B. very high mountains F. Mediterranean J. subarctic
C. humid continental G. tropical rain forest K. humid subtropical
D. tundra H. steppe


(continued)
Connecting Ideas

DIRECTIONS: Answer the following questions in the spaces provided.

12. What connection might exist between global warming and human activities?

13. In what ways do ocean currents affect climate? Give one example of a current and the area it affects.

Visualizing Information

DIRECTIONS: Fill in the chart with the ways that each factor influences climate.

<table>
<thead>
<tr>
<th>Factors Affecting Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latitude</td>
</tr>
<tr>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
</tr>
<tr>
<td>Elevation</td>
</tr>
<tr>
<td>17.</td>
</tr>
<tr>
<td>Wind and Ocean</td>
</tr>
<tr>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
</tr>
<tr>
<td>Landforms</td>
</tr>
<tr>
<td>21.</td>
</tr>
<tr>
<td>22.</td>
</tr>
</tbody>
</table>
Reading a Diagram

A diagram is a graphic representation of a process or event. Diagrams illustrate placement, movement, change, cycles, or relationships through drawings and symbols. It is important to read and understand titles, labels, and symbols on a diagram. These will help you understand what the diagram is illustrating.

The following diagrams show the formation and movement of midlatitude cyclones, or areas of low pressure that occur between 30ºN and 60ºN or 30ºS and 60ºS. In the United States, midlatitude cyclones cause most storms, usually with heavy rain or snow, especially during the winter.

1. Do the winds of a cyclone spin clockwise or counterclockwise?
2. What kind of air meets warm, moist air to start a cyclone spinning?
3. What might the curved line with spikes represent?
4. Around what kind of area do cyclone winds begin to spin?
5. What does the higher millibar measurement in a high-pressure area mean?
6. Does atmospheric pressure increase or decrease toward the center of a low-pressure area?
7. According to the diagram on the right, what part of the United States is likely to experience storms?
**Enrichment Activity 3**

**Global Weather Extremes**

**DIRECTIONS:** The National Climatic Data Center (NCDC) tracks weather extremes around the world. The chart below shows record high and low temperatures by continent, country, and locality. Study the chart, and answer the following questions.

<table>
<thead>
<tr>
<th>Continent</th>
<th>Highest Temperature Recorded</th>
<th>Location</th>
<th>Lowest Temperature Recorded</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>134°F (57°C)</td>
<td>Death Valley, CA</td>
<td>–81.4°F (–63°C)</td>
<td>Snag, Yukon,</td>
</tr>
<tr>
<td></td>
<td>July 10, 1913</td>
<td>United States</td>
<td></td>
<td>Canada</td>
</tr>
<tr>
<td>South America</td>
<td>120°F (49°C)</td>
<td>Rivadavia,</td>
<td>–27°F (–33°C)</td>
<td>Sarmiento,</td>
</tr>
<tr>
<td></td>
<td>December 11, 1905</td>
<td>Argentina</td>
<td></td>
<td>Argentina</td>
</tr>
<tr>
<td>Europe</td>
<td>122°F (50°C)</td>
<td>Seville, Spain</td>
<td>–67°F (–55°C)</td>
<td>Ust'Shchugor,</td>
</tr>
<tr>
<td></td>
<td>August 4, 1881</td>
<td></td>
<td></td>
<td>Russia</td>
</tr>
<tr>
<td>Africa</td>
<td>136°F (58°C)</td>
<td>El Azizia, Libya</td>
<td>–11°F (–24°C)</td>
<td>Ifrane, Morocco</td>
</tr>
<tr>
<td></td>
<td>September 13, 1922</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>129°F (54°C)</td>
<td>Tirt Tsvi,</td>
<td>–90°F (–68°C)</td>
<td>Verkhoyansk,</td>
</tr>
<tr>
<td></td>
<td>June 21, 1942</td>
<td>Israel</td>
<td></td>
<td>Russia*</td>
</tr>
<tr>
<td>Australia</td>
<td>128°F (53°C)</td>
<td>Cloncurry,</td>
<td>–9.4°F (–13°C)</td>
<td>Charlotte Pass,</td>
</tr>
<tr>
<td></td>
<td>January 16, 1889</td>
<td>Queensland</td>
<td></td>
<td>New South Wales</td>
</tr>
<tr>
<td>Antarctica</td>
<td>59°F (15°C)</td>
<td>Vanda Station</td>
<td>–129°F (–89°C)</td>
<td>Vostok</td>
</tr>
<tr>
<td></td>
<td>January 5, 1974</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* –90°F (–68°C) also recorded at Oimekon, Russia, on February 6, 1933

1. At what place and on which continent was the coldest temperature recorded?

2. Where and when did the temperature reach –9.4°F (–13°C), a record low for Australia?

3. What is the difference between the highest and lowest recorded temperatures on Earth?

4. Which continent has experienced the widest range of record high and record low temperatures?

   What is that difference in degrees Fahrenheit?

5. In which country were record low temperatures for two different continents recorded?

6. Why might Argentina be considered a land of extremes?

7. What are two precautions residents of Oimekon, Russia, would need to take when venturing outdoors in winter?
Chapter 3
Section Resources

Guided Reading Activity 3-1
Earth-Sun Relationships ................................................................. 43

Guided Reading Activity 3-2
Factors Affecting Climate ............................................................... 44

Guided Reading Activity 3-3
World Climate Patterns ................................................................. 45
Guided Reading  Activity 3-1

For use with textbook pages 50–53.

Earth-Sun Relationships

Underline the Correct Word

DIRECTIONS: Use the information in your textbook to choose the word or phrase that best completes the sentence. Underline the correct word.

1. Weather refers to the _______________ atmospheric conditions in one place.
   (long-term/short-term/global)

2. Climate refers to the _______________ weather patterns of an area.
   (long-term/short-term/oceanic)

3. The Earth’s _______________ is an imaginary line running from the North Pole to the South Pole. (Equator/axis/tilt)

4. One reason for the variations in sunlight in different places is the Earth’s _______________.
   (revolution/tilt/climate)

5. Earth _______________ on its axis once every 24 hours. (rotates/revolves/wobbles)

6. It takes one year for the Earth to make a complete _______________ around the sun.
   (rotation/revolution/axis)

7. On the _______________ the length of the day and the night are equal.
   (equinox/Equator/spring)

8. The northernmost point that can receive direct sunlight is called the _______________.
   (tropics/Northern Hemisphere/Tropic of Cancer)

9. On the summer _______________, the Northern Hemisphere has its longest day of sunlight.
   (Equator/solstice/equinox)

10. A polar region tilted away from the sun has six months of winter _______________.
    (darkness/snow/blizzards)

11. Earth’s atmosphere _______________ some of the sun’s radiation back into space.
    (reflects/absorbs/transforms)

12. The amount of _______________ put into the atmosphere by human activity has increased rapidly. (nitrogen/carbon dioxide/carbon monoxide)
Factors Affecting Climate

**Fill In the Blanks**

**DIRECTIONS:** Use the information in your textbook to fill in the blanks for the following sentences.

1. Climate follows general patterns between each ________________ zone.

2. The zone between the Tropic of Cancer and the Tropic of Capricorn is called the ________________.

3. Midlatitudes get the most ________________ weather on the planet.

4. At any latitude, the higher the ________________, the colder the temperature.

5. Winds occur because the sun heats the Earth ________________.

6. The ________________ effect causes prevailing winds to blow diagonally rather than along strict north-south or east-west lines.

7. The prevailing winds of the midlatitudes are called the ________________.

8. Relatively windless areas along the Equator are called the ________________, or the horse latitudes.

9. Streams of warm or cold water moving through the oceans are called ________________.

10. The water cycle affects weather when ________________ falls as rain or snow.

11. El Niño occurs when patterns of ________________ currents and water temperatures reverse.

12. El Niño conditions have a profound effect on ________________ around the world.

13. Places with the same latitude may have different climates because they have different ________________.

14. Large bodies of ________________ tend to moderate the climate of surrounding areas.

15. ________________ block the flow of moisture-laden air.

16. The ________________ effect causes dry areas or deserts to develop.
# World Climate Patterns

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. What are the regions into which climates can be organized?

2. What is a region’s natural vegetation?

3. What is a climate region?

4. What is the characteristic climate and vegetation of a tropical dry climate?

5. What is the difference between a desert climate and a steppe climate?

6. List the characteristics of midlatitude climates.

7. How would you recognize a Mediterranean climate?

8. Which climate region lies just south of the Arctic Circle, and what are its characteristics?

9. What is one hypothesis for the ice ages?

10. How is smog formed?
Chapter 4 Resources

Vocabulary Activity 4
The Human World ........................................................................................................... 47

Reteaching Activity 4
The Human World ........................................................................................................... 49

Reinforcing Skills Activity 4
Creating an Electronic Database ....................................................................................... 51

Enrichment Activity 4
Food for Thought ............................................................................................................. 53
The Human World

**DIRECTIONS:** Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank at the left of each description.

1. movement of people from place to place  
2. people who share common language, history, and place of origin  
3. area that includes different countries with certain traits in common  
4. early center of civilization  
5. government with all key powers at the national level  
6. government with power divided between national and state levels  
7. production determined by individuals and private groups  
8. an economic system in which a government supports and regulates free enterprise  
9. goods flowing easily between countries without trade barriers  
10. unclean elements in the air, water, or soil

**DIRECTIONS:** Choose a word or phrase from the word bank to complete each sentence.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocracy</td>
<td>Developing Country</td>
<td>Natural Increase</td>
<td>Natural Resource</td>
<td></td>
</tr>
<tr>
<td>Birthrate</td>
<td>Doubling Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diffusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. The growth rate of a population is its _________________.
12. ________________ is the pattern of human settlement.
13. ________________ spreads knowledge and skills from one culture to another.
14. A(n) ________________ is a government in which a small group holds power.
15. A(n) ________________ works toward greater manufacturing and technology use.
RETEACHING ACTIVITY 4

**Terms and Concepts**

**DIRECTIONS:** Match each term from Chapter 4 with the correct definition.

1. migration  
   a. early center of civilization

2. autocracy  
   b. elements from the Earth used by people

3. natural resources  
   c. movement of people from place to place

4. oligarchy  
   d. private groups decide what to produce

5. culture hearth  
   e. government in which one person holds power

6. market economy  
   f. government in which a small group holds power

**Summarizing Information**

**DIRECTIONS:** Read the passage below, and then answer the questions.

The earliest humans were nomads, groups of herders who had no fixed home but who moved from place to place in search of food, water, and grazing land. As the Earth’s climate warmed about 10,000 years ago, many of these nomads settled in river valleys and on fertile plains. They became farmers who lived in permanent villages and grew crops on the same land every year. This shift from gathering food to producing food is known as the Agricultural Revolution.

7. What is this passage about?

8. What important change does the passage describe?

9. What was life like for people before and after the change described?
### Organizing Information

**DIRECTIONS:** Complete the chart by writing the definition for each term in the space provided.

<table>
<thead>
<tr>
<th>Population Growth Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. birthrate</td>
</tr>
<tr>
<td>11. death rate</td>
</tr>
<tr>
<td>12. natural increase</td>
</tr>
<tr>
<td>13. doubling time</td>
</tr>
<tr>
<td>14. population distribution</td>
</tr>
<tr>
<td>15. population density</td>
</tr>
</tbody>
</table>

### Connecting Ideas

**DIRECTIONS:** Answer the following questions in the spaces provided.

16. Why is it important to study trends in population growth?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

17. What are some of the factors influencing world trade?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Creating an Electronic Database

An electronic database is a collection of information that is stored as a file on a computer. Information is added, deleted, or changed by using a database management system (DBMS), computer software designed for record keeping. The DBMS can retrieve and organize the information in many different ways, depending on the commands given to it. Using a DBMS allows you to easily add, delete, change, and update information.

The table shows information that appears in a database on world religions. Fields, or categories of information, were established, and facts about the religions were entered under the appropriate fields.

<table>
<thead>
<tr>
<th>Database of World Religions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Buddhism</td>
</tr>
<tr>
<td>Christianity</td>
</tr>
<tr>
<td>Confucianism</td>
</tr>
<tr>
<td>Daoism</td>
</tr>
<tr>
<td>Hinduism</td>
</tr>
<tr>
<td>Islam</td>
</tr>
<tr>
<td>Jainism</td>
</tr>
<tr>
<td>Judaism</td>
</tr>
<tr>
<td>Shintoism</td>
</tr>
</tbody>
</table>

Practicing the Skill

DIRECTIONS: Use the database of world religions to answer the following questions.

1. What fields are included in this database? ____________________________

2. How would you tell the DBMS to organize the religions as they are listed in the database? ____________________________________________

3. If you commanded the DBMS to retrieve the names of religions that originated in Southwest Asia, which names would be produced? ____________________________

4. Which fields other than religion could be organized alphabetically? ____________________________

5. If you commanded the DBMS to organize the names of sacred texts alphabetically, which would appear last? ____________________________

6. If you commanded the DBMS to list religions by their area of origin, which area(s) would have three or more religions listed? ____________________________
Food for Thought

When different cultural groups meet, they exchange goods, ideas, and even foods. For example, apple trees, which we often think of as native to the United States, were brought here from England. They were brought to England by the ancient Romans. The foods on the chart to the right are staple products in your local supermarket. These foods have become familiar to many Americans, yet each was introduced to this continent through cultural exchange.

DIRECTIONS: Use the information above and study the chart showing foods typically found in supermarkets throughout the United States to answer the following questions.

1. According to the chart, which foods originally were found only in Asia?

2. Which two foods shown in the chart were first cultivated in South America? Under what major food groups would you classify them?

3. According to the chart, what beverage was first consumed by people in Africa?

4. Which food shown on the chart originated on two different continents? How could you account for this fact?

5. Which is the only food on the chart that originated on the North American mainland? Near the North American mainland?

6. Spanish explorers first brought oranges and chickens to the Americas. What does this suggest about early trade routes between Europe, Asia, and North America?
Chapter 4
Section Resources

Guided Reading Activity 4-1
World Population ................................................................. 55

Guided Reading Activity 4-2
Global Cultures ........................................................................ 56

Guided Reading Activity 4-3
Political and Economic Systems .............................................. 57

Guided Reading Activity 4-4
Resources, Trade and the Environment .................................. 58
Guided Reading Activity 4-1

For use with textbook pages 70–74.

World Population

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

World population more than (1) ________________ between 1800 and 1950. By 2006 there were more than 6 (2) ________________ people in the world.

Population grows when the human (3) ________________ exceeds the death rate. In countries where families traditionally are large, the birth rate is high. Population (4) ________________ is reduced when high birthrates combine with low death rates.

One challenge of rapid population growth is producing enough (5) ________________. Countries also may experience (6) ________________ of water, housing, and clothing.

Some developed countries are experiencing negative growth rates. This situation leads to economic problems, such as (7) ________________ shortages.

The Earth’s population distribution is uneven, partly because much of the land is (8) ________________. Population density refers to the (9) ________________ number of people living on a square mile or square kilometer of land. Bangladesh has many people living in a small area, so its population density is (10) ________________. In contrast, Canada has a low population density because of its large land area. Population density is a useful measure, but it does not describe population (11) ________________, or how many people live in cities as opposed to rural areas.

When people move from place to place, it is called (12) ________________. When many people move from the countryside to live in the city, (13) ________________ occurs. Today about (14) ________________ of the human population lives in cities. People (15) ________________ from the country of their birth for many reasons, but most often it is to find work and to build better lives for themselves. People who are forced to flee to escape war or disaster are called (16) ________________.
Global Cultures

**Underline the Word**

**DIRECTIONS:** Use the information in your textbook to choose the word that best completes the sentence. Underline the correct answer.

1. People who are part of the same culture often share similar beliefs and (customs/opinions).

2. People pass on cultural values and traditions through (religion/language).

3. The world’s languages can be grouped into language (families/dialects) that have similar roots.

4. Struggles over religious differences are a source of (conflict/power) in many places.

5. Religious beliefs influence daily life and (political/cultural) expressions.

6. Smaller social groups within a culture include families, ethnic groups, and social (needs/classes).

7. Governments in all cultures are intended to maintain (uniqueness/order) and provide protection.

8. Governments differ by their levels of power and types of (authority/elections).

9. Part of economic activity is how a culture uses its (government/natural resources) to meet human needs.

10. Each culture region includes different (countries/religions) that have certain traits in common.

11. New knowledge and skills are spread among cultures by cultural (diffusion/change).

12. The shift from (preserving/gathering) food to producing food is called the Agricultural Revolution.

13. The most influential culture hearths began in Egypt, Iraq, Pakistan, Mexico, and (China/Canada).

14. The most important factor in the rise of cities and civilization was a (lack/surplus) of food.

15. Travel and trade promoted cultural change among different (ethnic groups/civilizations).

16. The invention of power-driven (machines/transport) enabled goods to be mass-produced in factories.

17. The Information Revolution was made possible by the development of (electronics/computers).
**Guided Reading Activity 4-3**

*For use with textbook pages 100–104.*

**Political and Economic Systems**

**Outline**

**DIRECTIONS:** Use the information in your textbook to complete the following outline.

**I. Features of Government**

A. Deals with territory, population, and sovereignty

B. (1.)

**II.**

(2.)

A. Unitary System: key powers to central government

B. (3.)

**III. Types of Government**

A. Autocracy

1. (4.)

2. Totalitarian Dictatorship

3. (5.)

B. Oligarchy

1. (6.)

2. Power can come from wealth, military might, or social position.

C. (7.)

1. Leaders rule with the consent of the people.

2. Direct democracy: citizens themselves decide on issues

3. Republic: citizens elect major officials

**IV. Economic systems**

A. (8.)

1. Habit and custom determine the rules.

2. Only in limited parts of the world

B. Market Economy

1. (9.)

2. Based on free enterprise

C. (10.)

1. Economic decisions made at the upper levels of government

2. Government tries to distribute goods and services equally among all people.

3. Communism: strict government control

4. Socialism: wider range of free enterprise
Resources, Trade, and the Environment

DIRECTIONS: Use the information in your textbook to determine whether the underlined word makes each sentence true or false. Circle the correct answer. If the sentence is false, fill in the blank with the word or phrase that makes the sentence true.

1. Renewable resources can be replaced or grown again. (true/false) ____________________________

2. The goal of conservation is to manage renewable resources carefully. (true/false) ____________________________

3. Countries engage in economic activities that are best suited to their technology. (true/false) ____________________________

4. Developed countries have widespread manufacturing and service industries that provide a high standard of living. (true/false) ____________________________

5. In developing countries most people work in commercial farming. (true/false) ____________________________

6. Governments may impose punishing taxes that ban trade with another country. (true/false) ____________________________

7. Free trade agreements, such as GATT and NAFTA, remove trade barriers, so goods can flow freely. (true/false) ____________________________

8. Wastes from oil tankers, industry, and agriculture can contribute to water pollution. (true/false) ____________________________

9. The major source of air pollution comes from burning forests. (true/false) ____________________________

10. Scientists do not agree whether global warming may cause the ice caps to grow. (true/false) ____________________________

11. All living things in an atmosphere depend on one another for survival. (true/false) ____________________________
**Answer Key**

**Location Activity 1** pp. 1–2

A. Labeling should be consistent with the world maps in the Reference Atlas on pages xxv–lxvi.

B.

1. Rocky Mountains
2. Mississippi River
3. Andes
4. Amazon River
5. Alps
6. Mediterranean Sea
7. Sahara
8. Nile River
9. Ganges River
10. Himalaya
11. Yellow River
12. Great Barrier Reef

**Unit 1 Real-Life Applications** pp. 3–4

Table: Answers will vary, but students should indicate how contributions benefited the ancient civilization and how they benefit the world today.

1. Students may choose any three contributions.
2. a. One contribution should be filled in.
   b. Reasons should be logical and well thought out.
3. Responses might be based on the number of people affected and the greatest benefits.
4. Possible answers include: papyrus boats, dugout canoes, balsa rafts. Students should conclude that contributions have varying importance, depending on their context.
5. Accept reasonable responses.

**Unit 1 GeoLab Activity** pp. 5–7

1. Cup 1 contained dirty water, and the dirt slowly settled to the bottom over several days. Cup 2 contained solids, most of which settled immediately into a sludge at the bottom with the smaller dirt particles settling over several days. Cup 3 contained material similar to cup 2 along with some of the oil; the heavy particles settled quickly while the oil floated on top and the smaller particles settled very slowly. Cup 4 contained a large amount of oil floating on a small amount of dirty water; the small particles settled slowly over several days.

2. Possible answer: Wait for the oil to rise to the surface of the dirty water. Use an eye-dropper to suction the small amount of oil from cup 3 and a turkey baster to remove the larger amount of oil from cup 4.

3. No, any movement of the sludge disperses it into the water. The water must first be removed before disposing of the sludge.

**Critical Thinking**

Impurities gradually settle out of the water in natural streams, sinking to the streambed as the water flows. Oils are eventually carried away. The amount of waste and pollutants generated by even a small human community is too great to be filtered by natural settling processes.

**Unit 1 Environmental Issues** pp. 9–10

1. The Kyoto Protocol is an international treaty that would require countries to reduce their emissions of greenhouse gases by a certain percentage in a specified amount of time.

2. Possible answers include: The Kyoto Protocol is based on information that is questioned by some scientists; it will cost too much money to implement; it does not require developing countries to participate.

3. Students may support or oppose the Kyoto Protocol, but their answers should be supported by well thought-out reasons that are supported by facts.

4. Possible answers may include: Developing countries need to grow their industries and cannot restrict that growth by reducing emissions; they do not have enough income to meet their domestic needs, so they cannot take on more costs; they must use most of their income to provide public services and build up their industries and other businesses.

**Unit 1 World Literature** pp. 11–12

**Interpreting the Reading**

1. He wanted people to be able to live on the Earth. People could not live on the Earth unless there was solid ground on which they could stand.
2. Great God molded their bodies. Olorun gave them life.

3. The hen and pigeon scratched to spread the soil over the marsh-waste. The chameleon inspected the ground to make sure that it was dry. Spiders created the silk strands on which the gods and animals traveled between the Earth and the sky. The Yoruba apparently respect animals and believe that they are powerful and important in different ways.

**Critical Thinking**
4. Students’ answers will depend on the creation stories they already know. Probable common factors include a supreme creator, the presence of animals, and a distinction between Earth and sky.

**Vocabulary Activity 1** p. 14
1. perceptual region
2. functional region
3. formal region
4. absolute location
5. grid system
6. hemisphere
7. meteorology
8. place
9. movement

**Reteaching Activity 1** pp. 15–16
1. g
2. e
3. f
4. a
5. d
6. b
7. c
8. h

The passage defines absolute location and explains how it is determined by using the grid system.

10. four

11. Possible answer: They allow people to know the exact location of a place, which is important for geographers, mapmakers, governments, transportation systems, and the military.

12. the Equator
13. the Prime Meridian; 0° longitude
14. between 40°W and 80°W
15. 40°S 20°E

16. Possible answers include: Geographers are needed because their skills and knowledge are useful in many different ways. They can advise people in government, industry, and international organizations about the most effective ways to work. For example, an economic geographer can advise an oil company about how its work will affect people and the physical environment. Physical geographers forecast weather; geographic educators teach other people about geography and its uses.

17. Relative location is the location of a place in relation to other places. Most people do not need to know where a place is on the global grid in their daily lives. It is easier and more effective to explain the location of a place by mentioning other places near it that people already know.

**Chapter 1 Reinforcing Skills** p. 17
1. Past and Projected Population of Selected Countries
2. 1900, 2009, 2050
3. Their populations were about the same.
4. population growth
5. Argentina
6. Chile
7. about 10 million more
8. Argentina

**Enrichment Activity 1** p. 19
1. rivers, mountains, a sea
2. Possible response: The symbols represent different population sizes.
3. Possible answers: roads, boundaries
4. the sixteenth century
5. Possible response: Rivers were a major means of transportation. They also were essential to food production because river water was used to irrigate fields.
6. Possible response: Mapping provided a better understanding of the area, allowing leaders to defend the area and move goods from place to place more effectively.

**Guided Reading Activity 1-1** p. 21
1. A map can show smaller areas in greater detail than a globe can.
2. different projections show different amounts of distortion of size, shape, or distance
3. Lines of latitude running east and west and lines of longitude running north and south form the global grid.
4. the north-south line that runs through Greenwich, England, and divides the earth into Eastern and Western Hemispheres
5. by using lines of latitude and longitude, or the grid system
6. the location of a place in relation to another place
7. It explains how lines, symbols, and colors are used on a given map.
8. man-made features such as cities, towns, systems, or roads
9. landforms, topography, and relief or elevation
10. to show a single, specific type of information (such as population or production) as it relates to a region or location

Guided Reading Activity 1-2 p. 22
1. false; human geography
2. true
3. false; culture
4. true
5. true
6. false; Interviewing
7. false; statistics
8. true
9. false; history
10. false; resources

Vocabulary Activity 2 p. 24
1. p
2. f
3. v
4. n
5. u
6. i
7. y
8. k
9. w
10. s
11. t
12. d
13. l
14. e
15. h
16. g
17. j
18. o
19. y
20. x

Reteaching Activity 2 pp. 25–26
1. e
2. c
3. d
4. a
5. f
6. b
7. The sun evaporates liquid water, changing it into vapor, or gas, which then rises into the atmosphere.
8. When warm air cools, excess water vapor condenses into tiny droplets of liquid water that form clouds.
9. When clouds gather more water than they can hold, they release the moisture, which falls to the Earth as precipitation—rain, snow, or sleet. The precipitation sinks into the ground or goes into bodies of water and eventually returns to the oceans.
10. Any place along the Ring of Fire is likely to have earthquakes and/or volcanic activity.
11. Terrestrial planets have solid crusts that can support people and objects, as long as they have a breathable atmosphere and liquid water. Gas giant planets do not have solid crusts and are made up of gases that could not support human life.
12. The Earth is composed of three layers—core, mantle, and crust—each of a different thickness and composition.
13. The core and mantle are very thick compared to the thin crust.
14. The crust is thickest under mountains and thinnest under the oceans.

Chapter 2 Reinforcing Skills p. 27
1. area, maximum depth, elevation
2. Victoria
3. Albert, Kariba
4. Tanganyika, Chad
5. four
6. Chad
7. Tanganyika, Nyasa, Kariba, Victoria, Turkana, Albert, Chad

Enrichment Activity 2 p. 29
1. South America; 3,212 feet
2. Dead Sea coastline
3. Asia; Mount Everest
4. 30,384 feet (9,263 m); 64,862 feet (19,775 m)
5. north
6. the giant sequoia “General Sherman”
7. The trench is too deep for light to penetrate.
Guided Reading Activity 2-1  p. 31
1. revolve
2. eight
3. gas
4. belt
5. Equator
6. 70
7. lithosphere
8. biosphere
9. landforms
10. continents
11. ocean
12. Mount Everest
13. Dead Sea
14. Mariana Trench

Guided Reading Activity 2-2  p. 32
1. crust
2. pressure
3. liquid
4. rock
5. continental drift
6. tectonics
7. mountains
8. accretion
9. spreading
10. cracks
11. earthquakes
12. Ring of Fire
13. magma
14. weathering
15. glaciers
16. erosion

Guided Reading Activity 2-3  p. 33
1. Hydrosphere
2. Rivers
3. Precipitation falls to the ground.
4. Streams and lakes return their water to the ocean.
5. Oceans
6. Often partially enclosed by land
7. Lakes, streams, and rivers contain less than one percent of the freshwater.
8. Most lakes are completely surrounded by land.
9. Streams may combine to form rivers.
10. Wells and springs tap into groundwater.

Vocabulary Activity 3  p. 35
1. b
2. c
3. b
4. b
5. a
6. c
7. a
8. c
9. a
10. b

Reteaching Activity 3  pp. 37–38
1. d
2. a
3. f
4. c
5. b
6. e
7. e, g
8. a, h
9. c, f, i, k
10. d, j
11. b
12. The burning of fossil fuels by humans is increasing the amount of carbon dioxide in the atmosphere, which in turn is adding to the greenhouse effect and causing global temperatures to rise. Another factor is the destruction of rain forests, trees that otherwise would absorb carbon dioxide.
13. Ocean currents can bring warm water or cold water to a coastal area and make the climate either warmer or colder. One such current is the North Atlantic Current, an extension of the Gulf Stream, that gives western Europe a relatively mild climate in spite of its northern latitude.
14. Portions of the low latitudes receive the direct rays of the sun year-round, creating warmer climates.
15. High latitudes receive direct sunlight for six months and little to no light for six months. This creates a colder climate.
16. Midlatitudes have warm and cold seasonal changes.
17. High elevations everywhere have lower temperatures because of thin air.
18. Wind patterns move warm or cold air.
19. Ocean currents warm or cool coastal land.
20. The water cycle creates precipitation.
21. Large bodies of water keep temperatures uniform and constant.
22. Mountain ranges cause clouds to release precipitation on the windward side but create dry areas on the leeward side.

Chapter 3 Reinforcing Skills p. 39
1. counterclockwise
2. colder, drier air
3. the front edge of the colder, drier air
4. a low-pressure area
5. Atmospheric pressure is greater in a high-pressure area.
6. decrease
7. eastern coastal states (from Georgia to Pennsylvania)

Enrichment Activity 3 p. 41
1. Vostok, Antarctica
2. Charlotte Pass, New South Wales, June 29, 1994
3. 265°F (147°C)
4. Asia; 219°F
5. Russia
6. The highest and lowest temperatures ever recorded in South America occurred in Argentina.
7. Residents would need to wear thick, insulating clothing and remain outdoors only for short periods of time.

Guided Reading Activity 3-1 p. 43
1. short-term
2. long-term
3. axis
4. tilt
5. rotates
6. revolution
7. equinox
8. Tropic of Cancer
9. solstice
10. darkness
11. reflects
12. carbon dioxide

Guided Reading Activity 3-2 p. 44
1. latitude
2. low latitudes
3. variable
4. elevation

Guided Reading Activity 3-3 p. 45
1. Climates can be organized into tropical, dry, midlatitude, high latitude and high land.
2. The plant life that grows in an area where the natural environment is unchanged by human activity.
3. an area where the climate is very similar
4. dry winters, wet summers, and high year-round temperatures; coarse grasses with few trees
5. Deserts have sparse plant life, and yearly rainfall seldom exceeds 10 inches. Steppes often border deserts and consist of treeless grasslands.
6. variable weather patterns and seasonal changes that give rise to a variety of natural vegetation
7. A midlatitude area has mild and rainy winters and hot and sunny summers.
8. subarctic climate region; bitterly cold winters and the world’s widest temperature range
9. The Earth absorbed less solar energy because of variations in the sun’s output of energy or because of variations in the Earth’s orbit.
10. The exhaust released from burning fossil fuels is heated in the atmosphere by the sun’s ultraviolet rays.

Vocabulary Activity 4 p. 47
1. k
2. e
3. c
4. b
5. m
6. f
7. j
8. l
9. g
10. n
11. natural increase
12. Population distribution
13. Cultural diffusion
14. oligarchy
15. developing country

Reteaching Activity 4 pp. 49–50
1. c
2. e
3. b
4. f
5. a
6. d
7. The passage describes when and how the Agricultural Revolution took place.
8. the change from gathering food to producing food
9. Before: People moved from place to place and gathered food.
   After: People lived in one place, became farmers, and grew crops.
10. number of births each year per 1,000 people
11. number of deaths each year per 1,000 people
12. growth rate as the difference between the birthrate and death rate
13. number of years it takes for a population to double in size
14. pattern of human settlement
15. average number of people per square mile or square kilometer of land
16. When people understand how population is changing (and how rapidly), government, private businesses, and other types of planners know what and how many services and goods will be needed in specific areas.
17. The unequal global distribution of natural resources encourages international trade and business. Multinational companies are an important stimulus to world trade because they do business in many different places throughout the world. Some countries use tariffs to support local product sales, but this hinders world trade. Some countries have free trade agreements.

Chapter 4 Reinforcing Skills p. 51
1. Religion, Area of Origin, Major Figures, Date, Major Sacred Text(s)
2. Sort religions by alphabetical order.
3. Christianity, Islam, Judaism
4. Area of Origin, Major Figures, Major Sacred Text(s)
5. Vedas
6. India, Southwest Asia

Enrichment Activity 4 p. 53
1. oranges, bananas, chicken
2. tomatoes, potatoes; fruits and vegetables
3. coffee
4. cherries; western Asia adjoins eastern Europe
5. turkey; grapefruit
6. This fact suggests that direct trade routes may not have existed between Asia and North America. There was trade between Europe and Asia and between Europe and North America, so Europeans brought goods from Asia to North America.

Guided Reading Activity 4-1 p. 55
1. doubled
2. billion
3. birthrate
4. doubling time
5. food
6. shortages
7. labor (worker)
8. uninhabitable
9. average
10. high
11. distribution
12. migration
13. urbanization
14. half
15. emigrate
16. refugees

Guided Reading Activity 4-2 p. 56
1. customs
2. unifying
3. families
4. conflict
5. cultural
6. classes
7. order
8. authority
9. shelter
10. countries
11. diffusion
12. gathering
13. China
14. surplus
15. civilizations
16. machines
17. computers
Guided Reading Activity 4-3  p. 57
1. Makes and enforces laws
2. Levels of Government
3. Federal System: power divided between national and state or provincial governments
4. Power and authority to rule belongs to one person.
5. Monarchy
6. Small group holds power
7. Democracy
8. Traditional Economy
9. Individuals and private groups make decisions.
10. Command Economy

Guided Reading Activity 4-4  p. 58
1. true
2. false; vital (nonrenewable)
3. false; resources
4. true
5. false; subsistence
6. false; embargoes
7. true
8. true
9. false; fossil fuels
10. false; melt
11. false; ecosystem