Unit 6: North Africa, Southwest Asia, and Central Asia

Water

Discuss with students how water is a critical issue in Southwest Asia and North Africa. Have students locate the Dead Sea on a map and explain that the Dead Sea is a body of water in Southwest Asia that cannot be used for freshwater, but it is still interesting to study. Explain to students that the Dead Sea has a salt content 10 times that of normal seawater.

To complete this activity you will need: two equal-sized beakers, two pitchers of water, a box of salt, a stirring device, and two golf balls. Once you have gathered your materials, begin by mixing 3 parts of salt per 100 parts water for beaker 1. Then mix 30 parts of salt for 100 parts water in beaker 2. Stir both mixtures vigorously. Have students predict the effects salt has on the buoyancy in each beaker. Place a golf ball in beaker 1. The ball will drop to the bottom. Place a golf ball in beaker 2. The ball will float. Explain to students that the levels of suspended solids in the water affect buoyancy.
Dear Geography Teacher:

Let us begin this unit with a suggestion. It will seem natural to you to want your students to know all about the Arab-Israeli conflict, the political situations in various North African and Southwest Asian countries, and, of course, how important oil and gas deposits and their production are to Southwest Asian countries and the industrialized world. But, do not forget about WATER!

The countries in this unit are predominately desert or dry steppe areas, and water is the key to life—water for municipal use, irrigation, recreation, and even for generating power. Maintaining an adequate supply of water is vastly complicated by the fact that these countries have some of the highest population growth rates in the world. The desperate need for water is going to increase in the future.

A simple map exercise can bring home to your students what a potent political force water can be. Have them trace the great rivers of North Africa and Southwest Asia. The sources of the Tigris and Euphrates Rivers are in Turkey. The Nile River crosses several countries while flowing north to the Mediterranean Sea. The Jordan River and its tributaries flow into the Dead Sea—a river basin that is of critical concern to Israel and all surrounding neighbors. Thus, no one has complete control over this vital resource.

Some Southwest Asian countries have resorted to desalination of seawater, but the process is very expensive. In Libya, a vast pipeline, called The Great Man-Made River, was constructed to channel water from southern aquifers to the more heavily populated Mediterranean coast.

All of these extraordinary efforts offer vivid testimony to the importance of water. When we think of North Africa, Southwest Asia, and Central Asia, we instinctively think of oil. In the long run, however, water may be the most critical resource of the region.

Senior Author
What Makes North Africa, Southwest Asia, and Central Asia a Region?

The three chapters of this unit introduce students to a region that borders the Mediterranean Sea to the east and south, and covers most of the western half of Asia. The countries of this region share the following characteristics:
- A location near or in deserts and mountains
- A population that practices one of the major monotheistic religions
- Possession of more than half of the world's known oil reserves
- A need for freshwater resources
- A long history of influences from various external cultures

Why Study North Africa, Southwest Asia, and Central Asia? Ask: What geographical features of the region have affected where people have settled? (Deserts, such as the Sahara and the Arabian Desert, have been sparsely settled, while coastal regions and river valleys have attracted most of the region's population. Mountains have restricted movement and have thus affected migration and settlement patterns.) Explain to students why these features have had such a significant impact on the history of the region. Some areas have attracted people, creating some of the oldest settlements in the world. By contrast, certain features have made invasion and migration difficult, thus protecting areas from attack but also isolating their populations. Still other parts of the region have acted as corridors for invasion, creating subregions with a wide mixture of different, and sometimes conflicting, cultures. OL
Why It Matters

Most Americans’ modern lifestyle depends on oil. Without vehicles powered by gasoline, how would people get from one place to another, and how would goods be sent from warehouses to stores? Today, much of the world’s oil comes from the region of North Africa, Southwest Asia, and Central Asia. Many American companies do business in the region. As a result, political, social, and economic changes there have a major impact on your daily life.

Introduce the Region

Comparing Data  Have students look at data listed in the Country Profiles on pages 418–421 of the Regional Atlas. Ask: What country in the region has the highest population density? (Bahrain) Ask: Is this because the population is high or because the area is small? (small area; Bahrain has the smallest area and smallest population in the region.) Ask: What country in the region has the lowest population density? (Libya) Ask: Is this because the population is small or because the area is large? (large area; Libya’s population is somewhat below average for the region, but is one of the largest countries in the region.)

Visual Literacy The Nile River at Aswan represents a merging of the new and old in Egypt and symbolizes the entire region’s most critical resource: water. The Nile flows northward to Egypt, providing irrigation for agriculture that was established in the area more than 8,000 years ago. The construction of the Aswan High Dam in the 1960s created the world’s largest artificial lake. Lake Nasser provides flood control, hydroelectric power, and water reserves for modern Egypt. The dam and lake have also created environmental problems that have yet to be addressed. The growing population is causing a decrease in the region’s water supply and is also complicating water distribution.

Current Events Online

Visit events.glencoe.com to bring news and current events into your classroom. McGraw-Hill’s current events Web site features high-interest news stories with student-directed projects and activities.
Focus
These features and activities may be used as an introduction to the unit or as teaching tools throughout the course of the unit.

What Makes This a Region?
Visual Literacy Instruct students to connect the images shown on the spread with the geography of the overall region. For example, mountains are found in the northeastern subregion of Iran and Turkey, as well as in Central Asia. In a class discussion, have students note the locations of major waterways, deserts, plains, plateaus, and steppes. Point out that natural mineral resources (primarily oil and natural gas) are found throughout the region.

North Africa, Southwest Asia, and Central Asia

Physical Geography North Africa, Southwest Asia, and Central Asia spread across two continents, stretching from the shores of the Atlantic Ocean in the west to the border of China in the east. It is a region of mountains, plateaus, and plains and a largely dry climate that creates large deserts. The area is also home to two river valleys with rich soil that forms the basis for productive agriculture. In other parts of the region, though, sparse rain makes farming difficult. The water that people, plants, and animals need to survive and the oil that is abundant in the region are the area’s most important resources.

1 Mountains The Atlas Mountains sit on the far western edge of the region. Their northern slopes receive rain, making them much greener than the dry desert to the south.

2 Lakes and Rivers The Nile River flows north through Egypt into the Mediterranean Sea. The waters and soil of the Nile, the world’s longest river, bring life to the Egyptian desert.

3 Plains and Plateaus The Rub‘ al-Khali, or Empty Quarter, fills more than a quarter of Saudi Arabia. Virtually lifeless, the vast desert also holds the world’s largest oil field.

Activity: Location
Analyzing Explain to students that in contrast to other regions and subregions they have studied, the geography of this region tends to limit human activities. For instance, river valleys are best suited to farming but are not typically rich in mineral wealth or are too precious as agricultural centers to be exploited primarily for mineral resources. Ask: What are grasslands such as plains or steppes most suitable for? (They are most suitable for herding and raising livestock.) Ask: Are mountainous regions best suited for farming or for mineral resources? (Mountainous areas primarily serve as sources of minerals.) Help students understand that controlling important resources within a subregion is a source of power and wealth, as exemplified by the wealth of many of the oil producers on the Arabian Peninsula.
The region has more than half of the world’s oil reserves, making it vitally important to the rest of the world and giving some countries in the region the opportunity to earn great wealth.

**Teach**

**Reading Strategy** Organizing Instruct students to find information on the natural resources of the region, such as manganese, sulfur, phosphates, and coal. In the course of their research, they should note not only the variety of resources, but the known quantities of resources in each particular subregion.

**Critical Thinking** Drawing Conclusions Lead students in a discussion of how they think the discovery of oil has changed parts of the region, both economically and environmentally. Students should consider both the positive and negative effects of a sudden change in prosperity.

**Did You Know?**

- **Morocco** The Atlas Mountains of Morocco are named for Atlas, who in one version of Greek mythology was believed to hold the dome of heaven upon his shoulders.
- **Lowest River** The Jordan River, which flows between Israel and Jordan, has the lowest elevation of any river in the world. From Lake Huleh in northern Israel to the Dead Sea, the Jordan River is always below sea level.
- **River of Sand** The Ad-Dahna’ is a sand belt that flows like a river from the second-largest desert of the Arabian Peninsula, the An-Nafud, to the Rub’ al-Khali. This arid strip of land extends about 800 miles (1,300 km) and is about 30 miles (48 km) wide.
- **Who Lives Where** Many of the names of Central Asian republics have the suffix “-stan,” which derives from the Persian word meaning “the land of.”
- **Kuwait** Kuwait, the seventh-largest oil-exporting country in the world, has an estimated 104 billion barrels of petroleum in reserve, yet occupies an area of only 6,880 square miles (17,818 square km). This gives it the largest oil deposits per unit area of any country in the world.
Skill Practice

Reading a Time Line Explain to students that a break in a time line indicates a time period that is not of immediate interest, and is deleted to allow the time line to fit available space. Ask: What would be the disadvantage of showing a complete time line? (A long time would have to fit into a small space, making important details hard to show.) Explain that the history of Egypt prior to foreign invasions took place between 2925 B.C. and 526 B.C. This time included periods known as the Old Kingdom (2575–2130 B.C.), Middle Kingdom (1938–1630 B.C.), and New Kingdom (1539–1075 B.C.).

Background: People and Culture

Urbanization Instruct students to look at the column labeled “% Urban” in the Country Profiles on pages 418–421. They should note that—except for the Central Asian republics—the countries in this region are significantly urbanized. Explain that the general problems of living in cities, such as the higher cost of living, the need for basic services, and overcrowding, are combined with challenges that vary from one country to the next. In Istanbul, Cairo, and Damascus, it is difficult to accommodate increasing populations while retaining a city’s character and historical significance. Low GDP adds to the difficulty of keeping cities in step with their growing populations. Even “newer” cities in wealthy states that have grown rapidly in recent years, such as Dubai, Abu Dhabi, and Doha, have the problems of insufficient housing, crime, and the exploitation of immigrants who come from poorer countries. Still other cities, such as Kabul, Beirut, and Baghdad, have had to deal with the added problems created by war.
CULTURE  Jerusalem is a holy city to the followers of the three world religions that began in the region. Many Jews visit the Western Wall, the remains of the structure surrounding the Second Jerusalem Temple, while Muslims go to the nearby Dome of the Rock, a shrine with a golden dome.

PEOPLE  Women wearing traditional robes called burkas vote in Afghanistan. In recent years, several nations in the region have moved to more democratic governments.

ECONOMY  The leaders of Dubai, a small state on the Persian Gulf, have used the wealth earned from selling oil to build a modern port and hotels.

Writing Support  

Narrative Writing  Instruct students to research the recent excavations near the Western Wall. Have them write a paragraph explaining the cultural and political importance of these excavations. They should conclude with their own ideas on how the current dispute may be resolved.

Skill Practice  

Visual Literacy  Explain that picture 3 shows the Burj Al Arab, the world’s tallest hotel, which is in Dubai. Ask: How does the architecture of the hotel indicate Dubai’s wealth? (It would require an expensive architect and highly skilled builders.) Ask: How does the hotel indicate that Dubai's economy is moving away from oil? (It suggests an emphasis on tourism.)

Background: Historical Perspectives  

Interrelated Events  Point out to students that many of the events of the past 30 years are interrelated. For example, the 1979 overthrow of the Shah of Iran was the second time in the twentieth century that he had been removed by the Iranian people (the first time was in 1953). The revolutionary government that replaced the Shah would not recognize the secular regime of Iraq and sought, in principle, to overthrow the Iraqi regime under its new leader Saddam Hussein. To avoid being deposed, as well as to increase Iraq’s territory, Hussein used a long-standing border dispute with Iran as the basis for attack, thus beginning the Iraq/Iran war in 1980. Although the war ended in stalemate, Hussein had become both politically and militarily stronger. Disputes over Kuwait's oil extraction and production were challenged by the Iraqi invasion of Kuwait in 1990. This led to the first Gulf War, in which the United States sought to protect its interests on the Arabian Peninsula. Both of the two Gulf Wars in which the United States has been involved have been, for one reason or another, a reaction to Hussein.
**Reading Strategy**

**Reading a Map** Instruct students to use the map to identify the highest and lowest places in the region, their elevations, and the countries in which they are located or border. (highest point: Ismoili Somoni peak, 24,590 feet [7,495 m] in Tajikistan; lowest point: Dead Sea shoreline, –1,312 feet [–400 m], Israel and Jordan)

**Skill Practice**

**Using Geography Skills** Ask students to study the map on this page. Ask: What are the dominant physical features in North Africa, Southwest Asia, and Central Asia? (North Africa: deserts and mountains; Southwest Asia: deserts, mountains, and plateaus; Central Asia: mountains and steppe)

**Background: Land and Climate**

**High and Dry Land** Except for the coastal and river areas, the region is arid. The resulting low levels of water vapor in the air lead to a wide range of air temperatures. With the exception of the southern part of North Africa and the lower half of the Arabian Peninsula, the region lies entirely north of the Tropic of Cancer. Additionally, elevations within the region can range from below sea level to more than four miles (6.4 km). The combination of these three factors creates a wide range of temperatures throughout the region. For example, some of the highest temperatures in the world occur in the deserts of the Sahara and Rub’ Al-Khali, while the high mountains of Central Asia have temperatures often described as polar. This range of temperatures is reflected in the diverse languages, cultural histories, and ethnic groups of the region.
A Difficult Land

The landscape of the region has a profound effect on the people who live there. As you study the maps and graphics on these pages, look for the geographical features that make the region unique. Then answer the questions below on a separate sheet of paper.

1. How would you describe the elevation of the region? What impact would that terrain have on people’s ways of life?
2. How would the landforms and the deserts of the region affect settlement patterns?
3. Why are the Strait of Gibraltar, the Suez Canal, and the Strait of Hormuz important?

Comparing Deserts

<table>
<thead>
<tr>
<th>Desert</th>
<th>Sahara</th>
<th>Rub’ al-Khali (Empty Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert size</td>
<td>3,500,000 sq. mi. (9,065,000 sq. km)</td>
<td>250,000 sq. mi. (650,000 sq. km)</td>
</tr>
<tr>
<td>Goes through</td>
<td>11 countries</td>
<td>4 countries</td>
</tr>
<tr>
<td>Notable because</td>
<td>World’s largest desert</td>
<td>World’s largest area of uninterrupted sand</td>
</tr>
<tr>
<td>Percentage sand</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>People</td>
<td>Over 2 million people live in the Sahara around many oases. Oases make up about 77,220 sq. mi. (200,000 sq. km) of the Sahara.</td>
<td>No permanent inhabitants. Bedouin tribes live on the outskirts of the desert. Oil workers sometimes take up temporary residence as the desert is rich in oil reserves.</td>
</tr>
<tr>
<td>Plant and animal life</td>
<td>Contains about 150–230 species per 4,000 sq. mi. (10,360 sq. km). The Sahara contains grasses, shrubs and trees, more than 300 species of birds, many insects, rodents, and larger mammals such as gazelles, foxes, hyenas, and baboons. The Sahara is also home to several reptile species.</td>
<td>The Rub’ al-Khali is relatively barren of life. It contains grasses, rodents, and insects, as well as migratory birds.</td>
</tr>
</tbody>
</table>

Did You Know?

- **Really Hot**  The highest temperature on Earth’s surface occurred on September 13, 1922, when a temperature of 136°F (58°C) was recorded at Al’Aziziyah, Libya.
- **Superlative Sea**  The Dead Sea is the lowest point in the region and the lowest place on Earth’s surface. The concentration of salt in the Dead Sea is nine times that of the world’s oceans.
- **Long and Winding**  The word meander, which means “to follow a winding path,” is often used to describe the path of a river. The word is derived from the name of the Maiandros (now Menderes) River in western Turkey.
- **Key Port**  The Gulf of Aden is named for the port of Aden in Yemen. Aden’s location near the mouth of the Red Sea makes it a strategic trading port, as it has been for 2,800 years.
- **Fuel Source**  In the early twentieth century, half of the world’s oil came from Azerbaijan. Large quantities of oil are thought to lie under the adjacent Caspian Sea.

Critical Thinking

Making Inferences  Discuss with students how plant and animal life in each desert depends on whether the desert consists either partially or entirely of sand. OL

For more practice on this skill, see the Skills Handbook.

Answers

1. There are low plains as well as plateaus and mountains. It would be varied to adapt to the surrounding terrain.
2. People are unlikely to live high in the mountains and in the middle of the deserts.
3. They provide a way to transport goods across the region to other regions along waterways, where otherwise they would be forced to take an extremely long detour or would have to unload goods onto land transports and then reload the goods back onto ships.
**Background: Current Issues**

**Democratization** Explain to students that most of the countries in the region have been under the control of foreign powers, monarchs, or dictators (and in a number of cases, all three) at some time in their history. As European powers have withdrawn from some parts of the region (notably North Africa, the eastern Mediterranean, and Central Asia), many of the formerly occupied countries are attempting to adjust to governments that actually allow popular representation. In some cases, political and social instability permits despots to come to power, either with or without the support of the populace. Some countries, such as Qatar, are nominally moving toward democratic processes under the guidance of the ruling individual.
Bonds and Barriers

There are a wide variety of cultural and religious differences in this region. As you study the maps on these pages, look for cultural features that make the region unique. Then answer the questions below on a separate sheet of paper.

1. How does the size of countries compare? What effect might those differences have on the relations between countries?
2. What is the dominant religion in the region?
3. What do language families suggest about linkages and differences among the people of the region?

Answers

1. The countries range in size from small (Kuwait, Qatar, Lebanon) to large (Kazakhstan, Algeria). Smaller countries may fear interference from larger, more powerful nations.
2. Sunni Islam
3. Many of the subregions share similar language families, meaning many of the subregions probably share at least some similar characteristics.

Did You Know?

- **Coinage** The first coins were made around 600 B.C. by the ancient Lydians in the country now known as Turkey. Each coin, a mixture of gold and silver, was stamped with a picture that indicated its worth.

- **Astronomy** Many stars have Arabic names such as Betelgeuse, Rigel, and Aldebaran. From the ninth to the twelfth century, Islamic civilizations were the centers of scholarship, and many of the works of the Greeks that had been forgotten in Europe were translated into Arabic. When books on astronomy were translated back into Greek and Latin in the late Middle Ages, many of the Arabic names were retained.

- **Observatory** In 1428, Ulugh Beg, the ruler of Samargand, in what is now Uzbekistan, built an observatory consisting of large instruments for measuring star and sun positions with the unaided eye. With these instruments, Ulugh Beg was able to improve on the observations made more than 1,200 years earlier.
A Challenging Climate

This region is covered by dry climates. As you study the maps on these pages, look for environmental features that make the region unique. Then answer the questions below on a separate sheet of paper.

1. What climates cover most of the region? Why will those climates create challenges for people?
2. Which countries have a severe water problem? How can you tell?
3. Where do you think the water being used comes from? Why do you think so?

Background: People and Culture

A Confining Space  Although the region covers a vast area, its population is confined to areas with sufficient freshwater and valuable resources. This, in part, accounts for the high percentage of urban dwellers and large urban populations, as well as the locations of those cities. Rural populations are often just as confined, particularly those that rely on farming. In Egypt, more than half of the population consists of farmers, yet only three percent of the land is suitable for farming. These limitations have led to many irrigation projects to reroute freshwater where demand is great. However, such projects have had, or threaten to have, serious environmental effects.
**Background: Water Resources and Use**

**Water Usage** Explain to students that while water is essential to even the smallest human populations, not every part of the region has the same needs. Agricultural demands vary with the type of crops grown as well as the amount of arable land available. Mining operations require water for ore separation, although this water does not need to be suitable for drinking. Although the grasses in steppe climates do not require a lot of water to grow, the livestock that feed on those grasses are significant water consumers. Added to these traditional water demands is the more recent demand imposed by tourism. As parts of the region increase their tourist trade, the availability of freshwater must also increase. This will be especially true of areas such as the United Arab Emirates, Bahrain, and Qatar, which are shifting more of their economies from petroleum exports to finance, banking, and tourism. As water resources become more scarce, those states that have access to natural sources or that can artificially produce freshwater may gain economic power by providing this resource to water-poor areas.
### Critical Thinking: Analyzing Information

Ask students to examine the GDP per capita for the countries on pages 418–421. **Ask:** Which three countries in the region have the largest GDP per capita? (United Arab Emirates, Qatar, and Kuwait) **Ask:** Does this mean that these countries have the greatest revenues? Explain. (No. Their revenues are distributed over smaller populations.)

### Critical Thinking: Drawing Conclusions

**Ask:** What must be true for a country to have a large GDP per capita? (They must either have large revenues, small populations, or a favorable combination of both.)

### Differentiated Instruction: Logical/Mathematical

Have students calculate the total GDP of Bahrain, Israel, and Kuwait from the given GDPs per capita and the population values.

### Activity: Using the Country Profiles

**Formulating Questions** Each student will write a question to use in a class geography game. The question should be about one of the countries shown on pages 418–421 and should be based on information presented in the Country Profiles. Tell students that they should avoid questions requiring numerical answers but may write general questions about population, population density, area, and literacy, as well as questions about location, capitals, borders, languages, or any combination of these. Give students the following models: What country has its capital on the Caspian Sea? (Azerbaijan) What country borders Turkey and the Black Sea and has a literacy rate of 100 percent? (Georgia) Organize the class into two teams and have each team challenge the other with the students' questions.
Activity: Using the Country Profiles

Writing Descriptive Paragraphs  Write the names of countries on pages 418–421 on slips of paper. Place the names in a box and have each student choose a country. Then have students use the information on that country and the United States presented in the Country Profiles to write a descriptive paragraph about the country. The country should be compared to the United States only if the information is helpful. For instance, in describing Qatar, students may want to point out that just as in the United States, students are required to attend 12 years of school. Similarly, Iraq has a population density slightly greater than twice that of the United States. Once students have completed their paragraphs, have them read their descriptions aloud, and have the rest of the class attempt to identify the country based on the student description. The class answers may be either verbal or written down in a list during student presentations.
### Country Profiles

#### Life Expectancy at Birth

<table>
<thead>
<tr>
<th>Country, Capital, &amp; Area</th>
<th>Life Expectancy at Birth</th>
<th>GDP Per Capita*</th>
<th>% Urban</th>
<th>Literacy Rate (%</th>
<th>Years of Compulsory Education</th>
<th>Phone Lines/Cell Phones (per 1,000 people)</th>
<th>Internet Users (per 1,000 people)</th>
<th>Flag &amp; Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lebanon</td>
<td>72 yrs.</td>
<td>$11,100</td>
<td>87</td>
<td>87.4</td>
<td>9</td>
<td>277/277</td>
<td>196</td>
<td>Arabic</td>
</tr>
<tr>
<td>Rabat</td>
<td>73 yrs.</td>
<td>$14,400</td>
<td>77</td>
<td>82.6</td>
<td>9</td>
<td>133/41</td>
<td>36</td>
<td>Arabic</td>
</tr>
<tr>
<td>Masqat</td>
<td>71 yrs.</td>
<td>$4,000</td>
<td>56</td>
<td>52.3</td>
<td>9</td>
<td>44/411</td>
<td>152</td>
<td>Arabic</td>
</tr>
<tr>
<td>Doha</td>
<td>72 yrs.</td>
<td>$20,200</td>
<td>71</td>
<td>81.4</td>
<td>NA</td>
<td>103/519</td>
<td>111</td>
<td>Arabic</td>
</tr>
<tr>
<td>Riyadh</td>
<td>76 yrs.</td>
<td>$110,700</td>
<td>100</td>
<td>89.0</td>
<td>12</td>
<td>253/882</td>
<td>269</td>
<td>Arabic</td>
</tr>
<tr>
<td>Damascus</td>
<td>76 yrs.</td>
<td>$20,500</td>
<td>81</td>
<td>78.8</td>
<td>6</td>
<td>164/575</td>
<td>70</td>
<td>Arabic</td>
</tr>
<tr>
<td>Dushanbe</td>
<td>74 yrs.</td>
<td>$5,000</td>
<td>54</td>
<td>79.6</td>
<td>9</td>
<td>152/155</td>
<td>58</td>
<td>Arabic</td>
</tr>
<tr>
<td>Beirut</td>
<td>76 yrs.</td>
<td>$1,800</td>
<td>26</td>
<td>99.5</td>
<td>9</td>
<td>39/41</td>
<td>1</td>
<td>Arabic</td>
</tr>
</tbody>
</table>

*The CIA calculates per capita GDP in terms of purchasing power parity. This formula allows us to compare the figures among different countries.

**Note:** Countries and flags are not drawn to scale.

† Morocco claims Western Sahara, but other countries do not accept this claim.

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### Activity: Using the Country Profiles

#### Visual Literacy
- Have students determine which of the countries shown on pages 418–421 have the most extensive coastlines. **Ask:** Which country do you think has the longest coastline? *(Bahrain)*
- **Ask:** Which country’s border is mostly coastline? *(Bahrain)*
- **Ask:** Which countries are entirely landlocked? *(Afghanistan, Armenia, Kyrgyzstan, Tajikistan, and Uzbekistan)*

#### Critical Thinking
- **Ask:** What do you conclude is the reason for higher life expectancy in more urbanized areas? *(better access to medical care, more rapid response to emergencies, a higher number of doctors, nurses, and hospitals)*

For additional practice on this skill, see the **Skills Handbook**.
**Country, Capital, & Area**

<table>
<thead>
<tr>
<th>Country</th>
<th>Population &amp; Density</th>
<th>Life Expectancy at Birth</th>
<th>GDP Per Capita*</th>
<th>% Urban</th>
<th>Literacy Rate (%)</th>
<th>Years of Compulsory Education</th>
<th>Phone Lines/Cell Phones per 1,000 people</th>
<th>Internet Users per 1,000 people</th>
<th>Flag &amp; Language</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tunisia</td>
<td>10,400,000 / 297,063 sq. mi. / 787,560 sq. km</td>
<td>74 yrs.</td>
<td>$7,900</td>
<td>66</td>
<td>74.3</td>
<td>11</td>
<td>125/566</td>
<td>95</td>
<td>🇹🇳</td>
<td>Arabic, French</td>
</tr>
<tr>
<td>Ankara</td>
<td>74,800,000 / 252 sq. mi. / 97 sq. km</td>
<td>72 yrs.</td>
<td>$11,900</td>
<td>63</td>
<td>87.4</td>
<td>9</td>
<td>263/605</td>
<td>222</td>
<td>🇹🇷</td>
<td>Turkish</td>
</tr>
<tr>
<td>Turkmenistan</td>
<td>5,100,000 / 28 sq. mi. / 11 sq. km</td>
<td>65 yrs.</td>
<td>$6,200</td>
<td>47</td>
<td>98.8</td>
<td>9</td>
<td>80/11</td>
<td>8</td>
<td>🇹🇲</td>
<td>Turkmen</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>5,100,000 / 158 sq. mi. / 61 sq. km</td>
<td>77 yrs.</td>
<td>$39,900</td>
<td>83</td>
<td>77.9</td>
<td>9</td>
<td>273/1,000</td>
<td>308</td>
<td>🇦🇪</td>
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<tr>
<td>Jordan</td>
<td>27,600,000 / 168 sq. mi. / 65 sq. km</td>
<td>68 yrs.</td>
<td>$2,600</td>
<td>36</td>
<td>99.3</td>
<td>11</td>
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<td>34</td>
<td>🇯🇴</td>
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<td>Egypt</td>
<td>22,900,000 / 112 sq. mi. / 43 sq. km</td>
<td>63 yrs.</td>
<td>$2,400</td>
<td>29</td>
<td>50.2</td>
<td>9</td>
<td>39/95</td>
<td>9</td>
<td>🇪🇬</td>
<td>Arabic</td>
</tr>
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</table>

Comparing Lands: The region of North Africa, Southwest Asia, and Central Asia is about twice the size of the contiguous United States.

306,800,000 / 87 sq. mi. / 33 sq. km | 78 yrs. | $47,800 | 79 | 99.0 | 12 | 606/680 | 630 | 🇺🇸 | English |

**Activity: Using the Country Profiles**

**Analyzing Information** Instruct students to examine the information about the number of telephone lines, cell phones, and Internet users in each of the countries shown on pages 418–421. **Ask:** Which three countries have the most telephone lines (landlines)? (Israel, Iran, and United Arab Emirates) **Ask:** Which three countries have the most cell phone users? (Israel, United Arab Emirates, and Bahrain)

**Critical Thinking**

Making Inferences **Ask** students to examine the Flag and Language column of the Country Profiles on pages 418–421. **Ask:** What language is most widely spoken in the region? (Arabic) **Ask:** What common factor do you think is responsible for this? (All of the countries in which Arabic is spoken are on the Arabian Peninsula, North Africa, and the eastern Mediterranean. The language would have spread through contact with the Arabs.)

OL
### Key to Ability Levels

<table>
<thead>
<tr>
<th>BL</th>
<th>OL</th>
<th>AL</th>
<th>ELL</th>
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<tr>
<td>Below Level</td>
<td>On Level</td>
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### Key to Teaching Resources
- Print Material
- Transparency
- CD-ROM or DVD

#### Levels

<table>
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<tr>
<th>Resources</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
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<td>17-2</td>
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| **TEACH** | | | | |
| BL ELL | Guided Reading Activity, URB* | p. 21 | | |
| BL ELL | Vocabulary Activity, URB* | | p. 14 | |
| BL OL AL ELL | Reinforcing Skills Activity, URB | | | p. 17 |
| OL ELL | Enrichment Activity, URB | | | p. 19 |
| BL ELL | Reading Essentials and Note-Taking Guide* | | | pp.118–120 pp.121–123 |
| BL OL AL ELL | National Geographic World Atlas* | ✓ ✓ ✓ ✓ | | |
| BL OL AL ELL | Map Overlay Transparencies, Strategies, and Activities | 6-5 | 6-2, 6-3 | |
| BL OL AL ELL | National Geographic World Desk Map | ✓ ✓ ✓ ✓ | | |
| BL OL AL ELL | Writer’s Guidebook for Social Studies | ✓ ✓ ✓ ✓ | | |
| OL AL | World History Primary Source Documents Library | ✓ ✓ ✓ ✓ | | |
| | National Geographic World Regions Video Program | ✓ ✓ ✓ ✓ | | |
| | BookLink for Social Studies | ✓ ✓ ✓ ✓ | | |
| | StudentWorks™ Plus | ✓ ✓ ✓ ✓ | | |
| BL OL AL ELL | Section Spotlight Video Program | ✓ ✓ ✓ ✓ | | |
| BL OL AL ELL | World Music: A Cultural Legacy | ✓ ✓ ✓ ✓ | | |
| BL OL AL ELL | High School Writing Process Transparencies | ✓ ✓ ✓ ✓ | | |

✓ Chapter- or unit-based activities applicable to all sections in this chapter.  
*Also available in Spanish
### TEACH (continued)

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<td>p. 204</td>
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<td>Authentic Assessment With Rubrics</td>
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<td>Dinah Zike's Reading and Study Guide Foldables</td>
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<td>p. 59</td>
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<tr>
<td>Graphic Organizer Transparencies, Strategies, and Activities</td>
<td></td>
<td></td>
<td></td>
<td>pp. 49–50</td>
</tr>
</tbody>
</table>

✓ Chapter- or unit-based activities applicable to all sections in this chapter.  
*Also available in Spanish
Chapter 17: Integrating Technology

Using Presentation Plus!

Teach With Technology

What is Presentation Plus! with MindJogger CheckPoint?
Glencoe's Presentation Plus! with MindJogger CheckPoint offers ready-made presentations and review activities for each chapter or section in the textbook.

How can Presentation Plus! help me?
Presentation Plus! allows you to create your presentations quickly and includes links to glencoe.com, In Motion Animations (maps, graphs, and charts), and a selection of transparencies that enhance the classroom discussion. Additionally, MindJogger CheckPoint offers entertaining ask-the-audience games that review content and generate student interest.

Presentation Plus! with MindJogger CheckPoint is one of Glencoe's technology resources available for teachers.

Geography ONLINE
Visit glencoe.com and enter QuickPass™ code WGC2630C17T for Chapter 17 resources.

You can easily launch a wide range of digital products from your computer's desktop with the McGraw-Hill widget.

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<th>Parent</th>
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<td>• Spanish Chapter Audio Summaries</td>
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<td>• In-Motion Animations</td>
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<td>• Study Central™</td>
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<td>• Nations of the World Atlas</td>
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<td>• Glencoe Graphing Tool</td>
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<td>• btw — Current Events Web Site</td>
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<td>• Web Activity Lesson Plans</td>
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<td>●</td>
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<tr>
<td>• Vocabulary PuzzleMaker</td>
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<td>• Beyond the Textbook</td>
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**Additional Resources**

**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

**Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

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**Index to National Geographic Magazine:**

The following articles relate to this chapter:


**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:


Access National Geographic’s new dynamic MapMachine Web site and other geography resources at: [www.nationalgeographic.com](http://www.nationalgeographic.com)  
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

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**Biography**

The following videotape programs are available from Glencoe as supplements to Chapter 19:

- **Mummies and The Wonders of Ancient Egypt** (ISBN 1-56-501773-0)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:

- A&E Television: [www.aetv.com](http://www.aetv.com)
- The History Channel: [www.historychannel.com](http://www.historychannel.com)

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 5 reading level:**
- *Dropping in on Egypt*, by Lewis K. Parker

**For students at a Grade 6 reading level:**
- *Bedouin*, by John King

**For students at a Grade 7 reading level:**
- *In the Land of Ur: The Discovery of Ancient Mesopotamia*, by Hans Baumann

**For students at a Grade 8 reading level:**
- *From Beirut to Jerusalem*, by Thomas L. Friedman

**For students at a Grade 9 reading level:**
- *The Golden Age of Islam*, by Linda S. George
INTRODUCTION

CHAPTER

422

Unit 6

River valleys—such as the Dades Valley in Morocco—provide the region with fertile agricultural land.

PHYSICAL GEOGRAPHY OF North Africa, Southwest Asia, and Central Asia

Places reflect the relationship between humans and the physical environment. A study of the physical geography of North Africa, Southwest Asia, and Central Asia reveals the relationship between humans and the physical environment, where seas and rivers help sustain life amid rugged mountain ranges, dry plateaus, and some of Earth’s greatest deserts.

Essential Questions

Section 1: The Land
How has water played a role in defining the region of North Africa, Southwest Asia, and Central Asia?

Section 2: Climate and Vegetation
How does the climate of North Africa, Southwest Asia, and Central Asia affect natural vegetation and human activity?

Focus

More About the Photo

Visual Literacy The Dades River is one of many streams flowing from the Atlas Mountains through the valleys below. Morocco has the largest network of streams and rivers in North Africa, making it potentially self-sufficient in food production.

Teach

As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

Section 1

The Land

Essential Question How has water played a role in defining the region of North Africa, Southwest Asia, and Central Asia? (Rivers are a major source of water, providing irrigation for agriculture and hydroelectric power.) Point out to students that in Section 1 they will learn about the physical features, mineral resources, and their importance to life in North Africa, Southwest Asia, and Central Asia.

Geography ONLINE

Visit glencoe.com and enter code WGC9952C17 for Chapter 17 resources.
Previewing the Region

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

**Dinah Zike’s Foldables**

**Purpose** This Foldable helps students understand the various physical features and resources of the region. The completed Foldable will help students review material and prepare for assessment.

**Geography ONLINE**

Visit glencoe.com and enter code WGC2630C17T for Chapter 17 resources.

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**Section 2**

**Climate and Vegetation**

**Essential Question** How does the climate of North Africa, Southwest Asia, and Central Asia affect natural vegetation and human activity? (Water scarcity can define a region’s climate. This region’s three climates include: desert, which is the driest; steppe, a climate that is less arid; and Mediterranean, which brings rainy winters and hot summers. People must adapt to their climate in order to live and work. Mediterranean climates provide good conditions for agriculture.)

Point out to students that in Section 2 they will learn how water scarcity affects the climate and vegetation of the region, as well as human activity. [BL]
The vast region of North Africa, Southwest Asia, and Central Asia spans portions of Africa and Asia, where early civilizations thrived thousands of years ago in fertile river valleys. Today, ancient rivers such as the Nile remain vital to the people of the region, where water in an arid land continues to mean life.

Voices Around the World

“West of the emerald alfalfa fields and dusty green palm groves that flank the Nile, Saqqara rests atop a rocky escarpment the color of ripe wheat. Here the wind-rippled desert sand begins its sweep toward Libya. And here on the sunset bank of the Nile, the ancient Egyptians believed, was as close as mortal remains could get to the great beyond. In their view of the world, when the sun slipped beneath the desert horizon each evening, it traveled through the underworld ruled by Osiris, the god of the afterlife, until being reborn in the morning on the opposite side of the great river.”


Guide to Reading

Essential Question
How has water played a role in defining the region of North Africa, Southwest Asia, and Central Asia?

Content Vocabulary
- kum (p. 425)
- alluvial soil (p. 426)
- wadi (p. 427)
- phosphate (p. 428)

Academic Vocabulary
- shift (p. 425)
- complex (p. 426)
- revenue (p. 428)

Places to Locate
- Atlas Mountains (p. 425)
- Caucasus Mountains (p. 425)
- Arabian Peninsula (p. 426)
- Persian Gulf (p. 426)
- Sinai Peninsula (p. 426)
- Anatolia (p. 426)
- Dead Sea (p. 426)
- Caspian Sea (p. 426)
- Aral Sea (p. 426)
- Nile River (p. 426)
- Tigris River (p. 426)
- Euphrates River (p. 426)

Reading Strategy
Organizing As you read, use a chart like the one below to describe each body of water listed.

<table>
<thead>
<tr>
<th>Body of Water</th>
<th>Description</th>
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<tr>
<td>Dead Sea</td>
<td>smallest of three land-locked bodies of salt-water east of the Mediterranean</td>
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<tr>
<td>Caspian Sea</td>
<td>largest inland body of water on Earth; sits between Asia and Europe</td>
</tr>
<tr>
<td>Aral Sea</td>
<td>east of the Caspian Sea; has been shrinking since 1960s due to irrigation</td>
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</tbody>
</table>

Resource Manager

To generate student interest and provide a springboard for class discussion, access the Chapter 17, Section 1 video at glencoe.com.
Essential Question

Reading Strategy

GEOGRAPHY AND YOU Do you live near a desert or in the mountains? Read to learn about the deserts and mountains that dominate the landscape in North Africa, Southwest Asia, and Central Asia.

Tectonic activity is responsible for shaping the landscape in many parts of North Africa, Southwest Asia, and Central Asia.

Earthquakes

The African, Arabian, Anatolian, and Eurasian plates come together in North Africa, Southwest Asia, and Central Asia. As the plates move, they build mountains, shift landmasses, and cause earthquakes. Tectonic activity built such mountains as the Atlas of Morocco and Algeria, the Zagros of southern Iran, and the Taurus of Turkey.

Earthquakes rumble throughout the region regularly. In 2005 Afghanistan, surrounded by active plate boundaries, experienced an earthquake measuring 6.4 on the Richter scale.

Mountains

As the physical map on page 412 of the Regional Atlas shows, Africa’s longest mountain range, the Atlas Mountains, extends across Morocco and Algeria. Enough precipitation falls on the northern side of these mountains to water the coastal regions, making them ideal for farming.

In Southwest Asia, two mountain ranges, the Hejaz and Asir, stretch along the western coast of the Arabian Peninsula. The taller Asir Mountains receive more rainfall than the Hejaz, about 19 inches (48 cm) annually. This precipitation makes the Asir region the most agriculturally productive on the Arabian Peninsula.

The Pontic Mountains and the Taurus Mountains rise from the Turkish landscape. Between these ranges, the Anatolian Plateau stands 2,000 to 5,000 feet (610 to 1,524 m) above sea level. East of the Pontic range, camel-backed Mount Ararat, at almost 17,000 feet (5,182 m), overlooks the Turkish-Iranian border. The Caucasus Mountains rise north of Mount Ararat between the Black Sea and Caspian Sea.

West of the Tian Shan range, the Turan Lowland provides some irrigated farmland. To the south, dune-covered kums (KOOMZ), or deserts, offer a stark contrast to the cultivated fields of the lowland. The Kara-Kum, or black sand desert, covers most of Turkmenistan. The Kyzyl Kum, or red sand desert, blankets half of Uzbekistan. Farther west, the Ustyurt Plateau has salt marshes, sinkholes, and caverns.

Differentiated Instruction

Objective: To define a region by its natural, political, or economic boundaries.

Focus: Give students a blank map of the region and ask them to define it using specific characteristics.

Teach: Provide research resources.

Assess: Evaluate maps.

Close: Display maps to see if features were correctly placed.
Differentiated Instruction

Gifted and Talented Explain that the Caspian Sea is considered by many geographers to be a lake because it is landlocked. The Romans called it “sea” (Mare Caspium) when they first discovered its salty waters. Ask interested students to research the legal implications of the Caspian being a sea or a lake. Students should share their conclusions with the class.

Critical Thinking

Making Generalizations

Ask: How have rivers throughout the region been used? (Rivers have been used for drinking water and irrigation, and more recently have been used as sources of hydroelectric power.)

Answer: deserts and mountains

Geography Online

Objectives and answers to the Student Web Activity can be found at glencoe.com under the Web Activity Lesson Plan for this program.

Coastal Plains, Seas, and Peninsulas

In a region dominated by deserts and mountains, lush coastal plains stand out. The region’s agricultural base is rooted in fertile plains along the Mediterranean Sea, the Caspian Sea, and the Persian Gulf.

North Africa, Southwest Asia, and Central Asia form an intricate jigsaw puzzle of seas and peninsulas. Edging the coast of North Africa as far as the Strait of Gibraltar, the Mediterranean Sea separates Africa and Europe.

To the east, the Red Sea and the Gulf of Aden separate the Arabian Peninsula from Africa. The Persian Gulf frames this peninsula on the east, and the Arabian Sea borders it to the south. To the northwest, the Gulf of Suez and the Gulf of Aqaba flank the Sinai Peninsula.

To the north, the peninsula of Anatolia points west to the Aegean Sea. The Black and Mediterranean Seas lie at the peninsula’s north and south. The Dardanelles, the Sea of Marmara, and the Bosporus, which together connect the Aegean and Black Seas, also separate Europe and Asia.

Three landlocked bodies of salt water lie east of the Mediterranean Sea. The smallest of these, the Dead Sea, sits at the mouth of the Jordan River. In Central Asia, the Caspian Sea is the largest inland body of water on Earth. This sea laps the shores of both Asia and Europe.

East of the Caspian Sea is the Aral Sea. Until the 1960s, it was the world’s fourth-largest inland sea. Now it is just a fraction of its former size. It began to dry up when the Soviet Union diverted water for irrigation from the rivers flowing into the sea. By the late 1980s, the continuing shrinkage split the sea into two separate bodies of water—the North Aral Sea and the South Aral Sea. By 2006, water levels in the North Aral Sea had increased after dams were built to ensure the flow of freshwater into the sea.

Water Systems

For thousands of years, people have depended on the region’s rivers and fertile river valleys, where early civilizations thrived.

GEOGRAHY AND YOU How did the Mississippi River influence human settlement in the United States? Read to learn about the relationship between major rivers and the establishment of early civilizations in the region of North Africa, Southwest Asia, and Central Asia.

Rivers are the lifeblood of North Africa, Southwest Asia, and Central Asia. Their lush and productive valleys have always welcomed travelers and provided food for local peoples.

Major Rivers: Cradles of Civilization

Egypt’s Nile River is the world’s longest river at 4,160 miles (6,693 km). The Nile Delta and the fertile land along the river’s banks gave birth to one of the world’s earliest civilizations. Today more than 90 percent of Egypt’s people live in the Nile Delta or along the course of the river on only 3 percent of Egypt’s land. The Aswan High Dam and other modern dams farther up the Nile now control the river’s flow, reducing both flooding and deposits of alluvial soil, rich soil made up of sand and mud deposited by moving water.

The Aswan High Dam also provides water for agriculture and hydroelectric power for the country. Lake Nasser, a human-made reservoir created when the dam was built, stores water and helps regulate the Nile’s flow. The water in Lake Nasser is used to bring additional land under irrigation and has also helped to convert flood land to irrigated farmland. Electricity is provided by generators powered by the dam.

Early civilizations also thrived in the Tigris-Euphrates river valley, a fertile farming valley in Southwest Asia. Known by ancient peoples as Mesopotamia, Greek for “land between two rivers,” this valley owes its fertile character to the Tigris (TY•gruhs) River and the Euphrates (yu•FRAY•reez) River, which flow mainly through Iraq. A complex irrigation network has watered the valley and supported farming there for 7,000 years. Today the Tigris and Euphrates help irrigate Turkey, Syria, and Iraq.
Originating only 50 miles (80 km) from each other in eastern Turkey, the Tigris and Euphrates Rivers join in southern Iraq to form the Shatt al Arab, which empties into the Persian Gulf. The Euphrates is the longer river, flowing 2,335 miles (3,596 km) toward the sea. The Tigris extends about 1,180 miles (1,899 km). Dams control the flow of both rivers, and hydroelectric power plants provide electricity.

**Streambeds**

Many streams in arid North Africa and Southwest Asia flow only intermittently, appearing suddenly and disappearing just as quickly. In the region’s deserts, runoff from infrequent rainstorms creates wadis (WAH•dees)—streambeds that remain dry until a heavy rain. Irregular rainstorms often produce flash flooding. During a flash flood, wadis fill with so much sediment that they can rapidly become mud flows, or moving masses of wet soil, which are a danger to humans and animals.

**Natural Resources**

**MAIN Idea** Some of North Africa, Southwest Asia, and Central Asia’s most abundant resources are important to the world economy.

**GEOGRAPHY AND YOU** Why is oil important to the U.S. economy? Read to find out what role oil plays in making the United States and other countries dependent on this region of the world.

The lands of North Africa, Southwest Asia, and Central Asia contain many natural resources. These include petroleum and natural gas.

**Oil and Natural Gas**

As the graph on page 428 shows, over 60 percent of the world’s known oil reserves lie beneath the region. About 50 percent of the world’s known natural gas reserves are there as well. Unmeasured reserves include newly discovered gas fields in the Gaza Strip, in Egypt, and under the Caspian Sea.

**Critical Thinking**

**Making Inferences** Ask: How are wadis dangerous to humans and animals? (They can rapidly become a mud flow or moving mass of soil.) OL

**Skill Practice**

**Using Geography Skills** Have students study “The Nile River” map. Ask: Which takes place closer to the Nile River, dry farming or irrigated agriculture? (irrigated agriculture) BL

**Hands-On Chapter Project**

**Step 1**

Trading with North Africa, Southwest Asia, and Central Asia

**Step 1: Looking at the Resources**

Pairs of students will do a preliminary study of the resources of different countries in the region. From this, a plan for trade with these countries can be developed.

**Essential Question** What agricultural or mineral resources does the country have in abundance, and what vital resources are in short supply?

**Directions** Have each pair of students select a country in North Africa, Southwest Asia, or Central Asia. They should then read about the geography and natural resources of that country, and make a list of abundant resources that could be exported and needed resources that could be imported.

**Putting It Together** Have students present their lists to the class, so members of the class can offer suggestions and modifications.

(Chapter Project continues on page 431.)
Petroleum exports have enriched the region, but heavy reliance on petroleum exports is risky. When oil prices fluctuate on world markets, as they did between 1997 and 1999, the region’s economies suffer. By the time oil prices rose from a low of $7 per barrel to about $30 per barrel in early 2000, the economies of oil-exporting countries had been damaged.

Many factors can contribute to fluctuating oil prices. By 2008, with growing global demand for oil and the ongoing conflict in Iraq, along with other uncertainties in the region, oil prices rose to over $130 per barrel.

**Building Diverse Economies**

Some countries in the region are diversifying their economies to decrease their reliance on oil and mineral exports. The United Arab Emirates, for example, is investing oil earnings in banking, information technology, and tourism. Libya, which relies on oil for 95 percent of its export income, is investing in infrastructure, agriculture, and fisheries.

**Vocabulary**

1. Explain the significance of: kum, alluvial soil, wadi, phosphate.

**Main Ideas**

2. How have people depended on the region’s rivers and fertile river valleys for thousands of years?
3. What are North Africa, Southwest Asia, and Central Asia’s most valuable resources? How are they important to the economies of countries around the world?
4. Create a table like the one below to list and describe the varied and dramatic landforms found in North Africa, Southwest Asia, and Central Asia.

<table>
<thead>
<tr>
<th>Region</th>
<th>Landforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Africa</td>
<td></td>
</tr>
<tr>
<td>Southwest Asia</td>
<td></td>
</tr>
<tr>
<td>Central Asia</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**

5. **Answering the Essential Question** How do the Nile, Tigris, and Euphrates Rivers benefit people in the region today?
6. **Making Generalizations** How has diversification affected the economies of countries in the region?
7. **Analyzing Visuals** Study the physical map of North Africa, Southwest Asia, and Central Asia on page 412 of the Regional Atlas. How does the elevation of Afghanistan compare to that of Turkmenistan?

**Writing About Geography**

8. **Descriptive Writing** Write a paragraph describing how development of natural gas fields under the Caspian Sea might affect the region of North Africa, Southwest Asia, and Central Asia.
Climate and Vegetation

Large expanses of North Africa, Southwest Asia, and Central Asia have an average annual rainfall of 10 inches (25 cm) or less. As a result, much of the region contains arid areas and experiences desert climate.

Voices Around the World

“Welcome to the [Rub’ al-Khali], or Empty Quarter—a world of harsh extremes that may rank as both the least, and most, hospitable place on Earth. . . . Taking up a fifth of the Arabian Peninsula, the [Rub’ al-Khali] (literally, ‘quarter of emptiness’), or the Sands for short, is the world’s largest sand sea. . . . Because of these sandy expanses, not to mention its profound heat, the Sands have long been judged too unforgiving for all but the most resourceful humans, considered more a wasteland to cross than a landscape to settle in. Still, along its edges—and venturing across it from time to time—the dozen tribes of leathery and enterprising Bedouin, also known (especially in Arabia) as Bedu, have survived here since before recorded time.”

—Donovan Webster, “The Empty Quarter,” National Geographic, February 2005

Guide to Reading

Essential Question

How does the climate of North Africa, Southwest Asia, and Central Asia affect natural vegetation and human activity?

Content Vocabulary

• oasis (p. 430)
• pastoralism (p. 430)
• cereal (p. 432)

Academic Vocabulary

• define (p. 430)
• annually (p. 430)
• exposure (p. 431)

Places to Locate

• Sahara (p. 430)
• Rub’ al-Khali (p. 430)
• Kara-Kum (p. 430)

Reading Strategy

Categorizing As you read about the climates of North Africa, Southwest Asia, and Central Asia, complete a graphic organizer like the one below by identifying the region’s three midlatitude climates.
Differentiated Instruction

Gifted and Talented Divide the class into groups. Assign each group one of the region’s five climates to research. Students may use Web sites, e-mail individuals from a city in the region, or interview community members who have been to the region. Ask groups to present their findings to the class.

Critical Thinking Comparing and Contrasting

Ask: What areas in the Western Hemisphere have steppe climates? (plains in the western United States and the pampas in South America)

Caption Answer: parts of northern, eastern, and southern Kazakhstan that border deserts, Afghanistan, western Kyrgyzstan, and Tajikistan

Reading Check Answer: cacti and drought-resistant shrubs

Differentiated Instruction

Teach

Water and Climate


Geography and You How much rain falls every year where you live? Read to find out how rainfall affects the dry climate regions of North Africa, Southwest Asia, and Central Asia.

Water scarcity defines the region’s climates. The North African landscape, for example, is commonly associated with images of vast stretches of sand and the occasional watering hole. Yet, ancient cave paintings tell us that this part of the African continent was once wet and green. Differences and changes in climates across the region have affected and continue to affect natural vegetation and human activities.

Desert Climate

How much of the entire region is desert? Scientists define a desert climate as one in which precipitation averages 10 inches (25 cm) or less per year. By that definition, deserts encompass almost 50 percent of North Africa, Southwest Asia, and Central Asia. The Sahara, the largest desert in the world at about 3.5 million square miles (about 9.1 million sq. km), covers most of North Africa. In recent decades, droughts have expanded the extent of the Sahara.

Weather patterns in the desert tend to be extreme. The deserts of Central Asia and northern parts of the Sahara and the Arabian Desert have relatively cold winters with freezing temperatures. Winters in the southern Sahara and the Arabian Desert are generally milder. Summers in these desert regions are long and hot.

A traveler crossing any of the region’s deserts would probably see only a few ergs, or sandy, dune-covered areas. Rege—stony plains covered with rocky gravel called “desert pavement”—and an occasional hamada, a flat, sandstone plateau, would be more common. Sand covers less than 10 percent of the Sahara; desert pavement, mountains, and barren rock cover the rest.

The 250,000-square-mile (647,500-square-km) Rub’ al-Khali, or Empty Quarter, has the largest area of sand in the region. One of several deserts on the Arabian Peninsula, the Rub’ al-Khali covers almost the entire southern quarter of the peninsula.

Despite their arid conditions, the Sahara and other deserts in the region support vegetation such as cacti and drought-resistant shrubs. Nomadic herds of sheep, goats, and camels graze on brush in Central Asia’s Kara-Kum. Small-scale farming is possible in an oasis, a place in the desert where underground water surfaces. Villages, towns, and cities developed around many Saharan oases.

Steppe Climate

Steppe is the second-largest climate region in North Africa, Southwest Asia, and Central Asia. The steppe borders the Sahara to the north and south. Steppe borders desert climate regions across Turkey to eastern Kazakhstan. Precipitation in this semi-arid climate region usually averages less than 14 inches (36 cm) annually. This amount is enough to support short grasses, providing pasture for sheep, goats, and camels, as well as shrubs and some trees. Pastoralism, the raising and grazing of livestock, is a way of life for people who live in a steppe climate.

Leveled Activities

BL Differentiated Instruction, p. 65
OL Guided Reading Activity 17-2, URB, p. 22
AL Real-Life Applications & Problem Solving, URB, pp. 3–4
ELL Reaching Activity 17, URB, p. 15
**Midlatitude Regions**

**MAIN Idea** Countries within the region’s midlatitudes benefit from rainfall in the Mediterranean, highland, and humid subtropical climates.

**GEOGRAPHY AND YOU** Describe the climate in U.S. coastal regions. Read to learn how coastal areas in North Africa, Southwest Asia, and Central Asia benefit from rainfall.

Mediterranean climates have cool, rainy winters and hot, dry summers. The climate map on page 416 of the Regional Atlas shows that this climate is common in the Tigris-Euphrates river valley, in highland areas, and on the coastal plains of the Mediterranean, Black, and Caspian Seas.

**Exports and Tourists**
Morocco, Tunisia, Syria, and other countries having Mediterranean climates boost their economies by exporting citrus fruits, olives, and grapes to Europe and North America. Some of these Mediterranean countries also benefit from tourism, as people from colder climates seek the sun and warmth of the Mediterranean region. The Moroccan city of Agadir, with more than 300 days of sunshine per year, attracts many of the country’s 4 million tourists, who come mainly from Europe. Travelers to Morocco also visit the cultural attractions of ancient cities such as Fès, Marrakech, and Casablanca.

Higher areas, like the Caucasus Mountains, have a highland climate, which is generally wetter and colder than other climates in the region. The highland climate varies, however, with elevation and exposure to wind and sun.

**Skill Practice**

**Reading a Map** Have students study the map on this page. Ask: What type of vegetation is least prevalent in the region? (deciduous forest)

**Writing Support**

**Personal Writing** Have students write a brief letter describing what the weather is like during a holiday in the Mediterranean regions of North Africa.

**Answers**
1. desert scrub and desert waste
2. temperate grassland or steppe climate

**Hands-On Chapter Project**

**Step 2** Trading with North Africa, Southwest Asia, and Central Asia

**Step 2: Creating a Trade Proposal**
Pairs of students continue developing their trade plans by writing a short proposal for the country they are studying.

**Directions** Remind students of the Essential Question. Have one student of each pair write the part of the proposal that suggests the resources that could be exported to the United States and Canada. Have them point out why these resources are important to this region. The other students will write the portion of the proposal that will offer resources that are abundant in the United States and Canada and are needed in the Asian or African country.

**Putting It Together** Combine both parts of the proposal to create the complete proposal. Have student pairs present their proposals to the class.

(Chapter Project continues on the Visual Summary page.)
R Reading Strategy

Taking Notes Have students take notes on the amounts of rainfall in the different climate regions.

Assess

Geography ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Analyzing Information Ask: What common climate condition do all types of vegetation in the region require? (warm to hot temperatures)

Section 2 Review

Answers

1. Definitions for the vocabulary terms are found in the Glossary.

3. Climate Region | Climate | Vegetation | Human Activities
---|---|---|---
Desert | Dry, less than 10” of rain a year | Cacti | Small-scale farming
| Cold winters, long hot summers | Drought-resistant shrubs |
Steppe | Semi-arid | Short grasses | Pastoralism
| Less than 14” of rain a year | Shrub |
| | Some trees |

4. Mediterranean climate regions have greater advantage because of wet winters.

5. They moved to oases or left the region.

6. desert scrub and desert waste, temperate grassland

7. Paragraphs should discuss dry climates and oases, and the various midlatitude climate regions.

Rainfall

Coastal and highland areas near mountain ranges usually receive the most rainfall, as moist, warm air is driven off the sea by prevailing winds. The North African coast near the Atlas Mountains, for example, averages more than 30 inches (76 cm) of rain each year, enough rain to support flourishing forests. On the coast of Oman, monsoons arrive in August, their rains creating lush forests and pastures.

More than 60 inches (152 cm) of rain falls each year at the foot of the Elburz Mountains in northern Iran. Batumi, in the Republic of Georgia, one of the region’s wettest places, receives more than 100 inches (254 cm) of rain a year. In areas where more than 14 inches (36 cm) of rain falls yearly, farmers can raise cereals—food grains such as barley, oats, and wheat—without irrigation.

Main Ideas

2. How do countries within the region’s midlatitudes benefit from rainfall in the Mediterranean, highland, and humid subtropical climates?

3. How does lack of water affect life in the dry climate regions of North Africa, Southwest Asia, and Central Asia? Use a table like the one below to identify and describe the climate, vegetation, and human activities in this part of the world.

Critical Thinking

4. Answering the Essential Question Compare and contrast agriculture in steppe climate regions with that in Mediterranean climate regions. Which has the greater advantage?

5. Drawing Conclusions How did climate changes in the Sahara centuries ago affect its people?

6. Analyzing Visuals Study the natural vegetation map on page 431 and the physical map on page 412 of the Regional Atlas. What type of natural vegetation characterizes the lower elevations of Kazakhstan?

Writing About Geography

7. Expository Writing Write a paragraph explaining the possible effects of water and climate on settlement patterns in North Africa, Southwest Asia, and Central Asia.
**ATLAS MOUNTAINS**
- Africa’s longest mountain range; reaches across Morocco and Algeria
- Northern slopes have Mediterranean climate and support farming

**ARAL SEA**
- Was the world’s fourth-largest inland sea
- Began to dry up when the Soviet Union diverted water for irrigation
- Water levels increased slightly after dams were built, ensuring flow of freshwater

**ANATOLIA**
- Surrounded by the Black Sea, Aegean Sea, and Mediterranean Sea
- Together, the Dardanelles, the Sea of Marmara, and the Bosporus connect the Black and Aegean Seas.
- Taurus Mountains located along southern part of peninsula

**ARABIAN PENINSULA**
- Surrounded by Red Sea, Arabian Sea, and Persian Gulf
- Oil and natural gas reserves in eastern part of peninsula

**TIGRIS AND EUPHRATES RIVERS**
- Known as Mesopotamia, Greek for “land between two rivers”
- Irrigation has supported farming for 7,000 years
- Two rivers join in Iraq to form Shatt al Arab

**NILE RIVER**
- World’s longest river
- Area is home to one of the world’s earliest civilizations
- More than 90 percent of Egypt’s population lives along the Nile Delta and Nile River on fertile land

**SAHARA**
- World’s largest desert; covers most of North Africa
- Droughts have expanded the Sahara in recent decades

**NATURAL RESOURCES**
- Over 60 percent of the world’s known oil reserves are located in the region.
- Some countries are investing in agriculture and fisheries to decrease their dependence on oil and mineral exports.
- Countries with Mediterranean climates export citrus fruits, olives, and grapes.

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**Trading with North Africa, Southwest Asia, and Central Asia**

**Step 3: Discuss the Trade Proposal**
Students will synthesize what they have learned in Steps 1 and 2.

**Directions** Have students discuss how trading resources between countries or regions is a reflection of such ideas as the relationship between humans and their physical environment, the varying economic interdependence of countries, and the importance of cooperation among countries in the division and control of the world’s resources. Stimulate the discussion by asking students how trading—or the need to trade—essential resources affects political policy, and whether political principles should affect trade among countries. Finally, have students discuss what they believe are the advantages and disadvantages of balanced and equitable trade policies.

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**Did You Know?**
Although damming the Nile River with the Aswan High Dam allows for regular irrigation of many thousands of acres of arable land, there was also a significant amount of disruption caused by the project. The ancient temples at Abu Simbel, which had been erected by the pharaoh Ramses II were threatened by rising waters. In the 1960s, a rescue effort was undertaken by the Egyptian government and UNESCO—the temples were taken apart piece by piece, moved to higher ground, and reassembled.

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**Inferring** Ask: Why would desalination plants be effective in much of the region? (Much of the region borders large bodies of salt water and requires freshwater.) **OL**

**Drawing Conclusions** Instruct students to examine area A (Atlas Mountains), and have them consider the area’s climate. Ask: How do mountains and climate interact so that there is more water in Morocco than in other parts of North Africa? (Humid air from the Mediterranean cools in the mountains, causing rain and snow to fall and feed rivers and streams.) **OL**

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**Hands-On**

**Chapter Project**

**Step 3: Wrap-Up**
CHAPTER 17
ASSESSMENT

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Be sure to read all the choices before you answer a question. The first one might “fit” because it is about North Africa, Southwest Asia, and Central Asia when the best answer is a later choice.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

1. _____ soil is made up of sand and mud deposited by moving water.
   A Loess
   B Chernozem
   C Alluvial
   D Leached

2. A(n) _____ is a riverbed that has water only after a heavy rain.
   A kum
   B wadi
   C barrage
   D oasis

3. A place where underground water surfaces in a desert is a(n) _____.
   A wadi
   B hamada
   C kum
   D oasis

4. _____ is the raising and grazing of livestock.
   A Agriculture
   B Kum
   C Pastoralism
   D Shifting cultivation

Reviewing Main Ideas

Directions: Choose the best answers to complete the sentences or to answer the following questions.

Section 1 (pp. 424-428)

5. What is Africa’s longest mountain range?
   A Elburz
   B Taurus
   C Pontic
   D Atlas

6. North Africa, Southwest Asia, and Central Asia contain _____ percent of the world’s known oil reserves.
   A 25
   B 50
   C 70
   D 80

Section 2 (pp. 429-432)

7. What portion of North Africa, Southwest Asia, and Central Asia is desert?
   A 100 percent
   B 75 percent
   C 50 percent
   D 25 percent

8. Where is the highest average annual precipitation in North Africa, Southwest Asia, and Central Asia found?
   A in Israel
   B in Iran
   C in Georgia
   D in Morocco

Answers, Analyses,
and Tips

Reviewing Vocabulary

1. C Students who have read the chapter will know that alluvial soil, rich soil deposited by moving water, is the only soil type defined in the chapter. Loess is a rich soil deposited by wind. Chernozem is a soil rich in organic material. Any type of soil may be leached, a process by which nutrients are lost due to rain or irrigation.

2. B Students who have difficulty with the question will choose either B or D, since both are features where water is collected at the surface. Students should remember that settlements may develop around an oasis, since the water does not disappear. This makes wadi the correct answer.

3. D If students have correctly identified wadi in the previous question, they will also know that oasis is the correct answer.

4. C Students should note that kum is a geographical term, while agriculture and shifting cultivation relate to crops rather than animals. Students may recognize that pastoralism has the same root word, pastus, as the word pasture, land used for livestock grazing.

Reviewing Main Ideas

5. D Students’ attention to detail is important here. Of the four choices, the Atlas Mountains are the only ones located in Africa. The Elburz Mountains are in Iran, while the Taurus and Pontic ranges are in Turkey.

6. C Students should remember that more than half of the world’s oil supply is located in the region, though not as much as 80 percent. Thus 70 percent is closest to the estimated 63 percent.

7. C Students should recall that almost 50 percent of the region is desert. The presence of mountains, steppe, and coastal plains indicates that the region is not entirely desert. Of the remaining choices, students may reason that the steppe of Kazakhstan will limit the region’s desert to about 50 percent.

8. C Of the four countries, Georgia is the only one that is not in a hot, dry zone. Batumi, Georgia, is the wettest spot in the region, with over 100 inches a year.
Critical Thinking

9. To the people who live in North Africa, Southwest Asia, and Central Asia, what is the most precious resource?

A  gold
B  water
C  petroleum
D  natural gas

Base your answer to question 10 on the map and on your knowledge of Chapter 17.

10. Which country in the region receives the most precipitation?

A  Saudi Arabia
B  Iraq
C  Turkey
D  Iran

Document-Based Questions

In the 1300s Ibn Battuta, a devout Muslim, left his native Tunis on a pilgrimage to Mecca (now Makkah). He then traveled widely in Africa and Asia, and he kept a diary of his experiences.

The Egyptian Nile surpasses all rivers of the earth in sweetness of taste, length of course, and utility. No other river in the world can show such a continuous series of towns and villages along its banks, or a basin so intensely cultivated. Its course is from South to North, contrary to all the other great rivers. One extraordinary thing about it is that it begins to rise in the extreme hot weather at the time when rivers generally diminish and dry up, and begins to subside just when rivers begin to increase and overflow.

After a march of two days we halted at Dhat Hajj, where there are subterranean waterbeds but no habitations, and then went on to Wadi Baldah (in which there is no water) and to Tabuk, which is the place to which the Prophet [Muhammad] led an expedition. The great caravan halts at Tabuk for four days to rest and to water the camels and lay in water for the terrible desert between Tabuk and al-Ula. The custom of the watercarriers is to camp beside the spring, and they have tanks made of buffalo hides, like great cisterns, from which they water the camels and fill the waterskins. Each amir or person of rank has a special tank for the needs of his own camels and personnel, the other people make private agreements with the watercarriers to water their camels and fill their waterskins for a fixed sum of money.

—Ibn Battuta, Travels in Asia and Africa

11. Ibn Battuta comments on the large number of villages along the Nile. Why might this area have had a dense population?

Extended Response

12. Answers may vary. Students should recall information from the chapter in order to answer this question. Students should discuss the importance of petroleum to the economy of the region. They should point out how overproduction can cause oil prices to drop, thus damaging oil-exporters’ economies.

Critical Thinking

9. B  Students should realize that, although oil, natural gas, and gold are valuable, they are not essential to life. Water is essential to life and is scarce in the region.

10. C  The darkest areas of the map have the most rainfall. Turkey has the darkest areas, and thus the most precipitation.

Document-Based Questions

11. The rest of Egypt is desert. Along the banks of the Nile the land is fertile, and a good place to live. Students should note the attention to detail in the descriptions of the Nile’s waters and of the watercarriers, which indicate the scarcity and importance of water in the desert.