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White Pages Copymasters of Student Activity Sheets
Blue Pages Copymasters with Answers

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Introduction

Atlas Activity Program

The Nystrom Desk Atlas Student Activities is the activity program for use with *The Nystrom Desk Atlas*. The book includes 51 two-page copymaster lessons on white paper, full-size teacher's copies on blue paper showing answers in place, and 15 Literacy Lessons with correlations. The copymasters provide the teacher with a variety of activities that ensure maximum use of the atlas by students.

Program Organization

The first five lessons in *The Nystrom Desk Atlas Student Activities* familiarize students with the atlas and review geography skills.

- Three lessons introduce students to the parts of *The Nystrom Desk Atlas* and provide reading strategies for using the atlas.
- Two lessons review basic map-reading skills and relative and absolute location.

The remaining activity sheets follow the order of the major sections of the atlas. The lessons for the world, continent, regional, and country sections are organized around the following five geographic themes:

- Location
- Places, Regions, and Landscapes
- Human Systems
- Environment and Society
- Uses of Geography

One or more activities are provided for each of the five themes. At least one activity in each lesson requires students to use a critical thinking skill. Critical thinking activities or items are indicated with a star ★.

In general, the activity sheets correspond to a group of atlas pages focusing on the world or on a specific continent, country, or world region. While the activity sheets follow the same general order as the atlas, they can be used in any order that matches the curriculum.

Program Objectives

When used on a regular basis during the school year, *The Nystrom Desk Atlas Student Activities* will give students many opportunities to achieve the following objectives:

- Become familiar with the fundamental themes of geography.
- Apply these geographic themes to the study of the world, its countries, regions, and people.

- Learn to use an atlas effectively.
- Interpret a wide variety of maps.
- Interpret and gain information from graphs, photographs, diagrams, charts, and tables.
- Choose appropriate information to answer questions.
- Compare maps and other visual materials.
- Draw conclusions from atlas resources.
- Use critical thinking skills.

Using the Activities

The Nystrom Desk Atlas Student Activities is based on the assumption that students can use cardinal and intermediate directions, have an understanding of latitude and longitude, and can interpret such map symbolism as elevation colors. The fourth and fifth lessons of *The Nystrom Desk Atlas Student Activities* review basic map skills.

The Nystrom Desk Atlas Student Activities introduces fundamental themes of geography and helps students apply them in a variety of contexts as they study the world, its countries, and its regions. The simple format of *The Nystrom Desk Atlas Student Activities* is flexible enough to allow a variety of uses.

- The 51 two-page lessons can be the basis of a year-long atlas education program, with a new lesson or two being used each week of the school year.
- A one-lesson-per-week program can be designed with the elimination of a few lessons.
- Most activity sheets are designed to take 5–10 minutes to complete. Thus the program can fit into even the tightest of schedules.
- One or more activity sheets can be used as a daily class starter. For example, students can routinely complete a page or two while the teacher takes attendance.
- Some teachers may choose to distribute copies of the activity sheets to the class and to guide the entire lesson, providing additional examples and elaboration as needed.

- Other teachers may choose to assign the activity sheets for independent work in the classroom, in the media center, or at home.
- For those teachers who choose to have the activities done independently, a class record sheet is provided to facilitate tracking individual student progress.
- Where appropriate, answer blanks are long enough for students to respond in complete sentences, if that is the teacher's preference.

About the Atlas

Much more than just a book of reference maps, *The Nystrom Desk Atlas* is a rich visual resource that also includes numerous thematic maps, graphs, tables, diagrams, and photographs, as well as introductions to geographic topics and contemporary issues. This colorful atlas is designed for today's visually oriented student. All of the maps, graphs, tables, and photos in this 240-page, 8½ by 11-inch atlas are up-to-date. The main features of the atlas are described below.

Political Relief Maps

On the political maps, color is used to separate political entities and to make it easier to discern their sizes, shapes, and relative locations. Many more cities are named on the political maps than the physical maps. Non-subject areas on the political maps are shown in a neutral beige.

Regional political relief maps are also included for Canada, the United States, Middle America, South America, Africa, Europe, Asia, and Australia and Oceania. These regional maps are found at the end of a continent or regional section and show an area at a closer scale and in greater detail.

Physical Maps

For each political reference map there is a corresponding land cover map with the same projection and similar scale, thus allowing for accurate comparisons between the two maps. Land cover maps and elevation maps of the world, the continents, and specific countries or regions are provided in the atlas. Color indicates either dominant land cover or land elevations. These maps focus on physical features, many of which are named. Boundaries are clearly marked and countries, states, provinces, and important cities are labeled.

Elevation maps are accompanied by cross-sections of the map area. The cross-sections show a slice of the earth in three dimensions, making landscapes easier to comprehend. The height and depth of the features are exaggerated to make them easier to see.

Thematic Maps

Thematic maps complement the reference maps by focusing on single subjects or themes. The following thematic maps appear throughout the atlas.

- Precipitation
- Climate
- Land Use
- Energy Resources and Metals
- Population
- Major Highways and Airports
- Area Comparisons

Many thematic map topics are introduced in the World Matters section.

Graphs, Charts, and Tables

A variety of graphs, charts, and tables present additional information about map topics in a variety of formats.

The Nystrom Desk Atlas includes numerous graphs, charts, and tables to summarize data and show relationships in a visual way. Some topics presented in these graphic aids include:

- Balance of Trade
- Natural Population Growth
- Ethnic Composition
- Climographs

Many graph topics are explained in the World Matters section.

Photographs and Diagrams

The Nystrom Desk Atlas presents numerous photographs and diagrams. These striking images help bring to life information about the world and its regions. Photographs are particularly useful for depicting physical and cultural characteristics, reminding students of the reality of the places shown abstractly on the maps. Diagrams depict processes in an easy-to-understand format.

Other Features

The Nystrom Desk Atlas has several other useful features, including:

- **World Matters**, the introductory section that provides a basis for understanding concepts found throughout the atlas.
- **Continent Overviews**, two-page spreads at the beginning of each continent section providing key facts, area comparisons, and regional locators.

- **Sparks**, short pieces of geographic information, identified by an asterisk and spread throughout the atlas to provide greater understanding about a topic on the page.
- **Issues Today**, articles focusing on global issues with special relevance to a continent or region from two different perspectives.
- **Map Projections**, explains, with illustrated examples, the advantages and limitations of several map projections.
- **Country Tables**, handy tables of comparative data about the countries of the world.
- **Glossary** of geographic terms.
- An **Index** that references thousands of natural features, regions, and other places by atlas page, country or continent, and latitude-longitude coordinates. The index also includes easy-to-understand phonetic pronunciations of difficult names.

Fundamental Geographic Themes

Most activity sheets in *The Nystrom Desk Atlas Student Activities* are organized by basic geographic themes.

Since 1994 the National Geographic Society and several other organizations have actively promoted the use of six essential elements in the teaching of geography. Central to the development of these essential elements were the five fundamental themes of geography first described by the National Geographic Society and other groups ten years earlier.

Lists of the six essential elements and the five unifying themes appear on page viii. The activity sheets in *The Nystrom Desk Atlas Student Activities* are organized by basic geographic themes, which represent an integration of the six essential elements and the five fundamental themes. The following summaries explain the five themes used in *The Nystrom Desk Atlas Student Activities*.

Theme 1: Location

The first geographic question is always “Where?” and so the most fundamental geographic skill is the ability to describe where things are located. Location can be described in both relative and absolute terms.

- **Relative location** describes where a place is in relation to other places. What landforms and bodies of water are nearby? What places are to the north, south, east, and west? What places are at the same latitude or longitude?
- **Absolute location** directs us to a precise position on Earth’s surface. A street address defines the absolute location of a specific home. To describe absolute location on a map or globe, we use latitude-longitude coordinates.

- **Reasons for location** are also part of the theme, and they can be practical, historical, geographic, or cultural.

Theme 2: Places, Regions, and Landscapes

The concepts of place and region apply a “geographic eye” to the world. These two concepts are the basic units of geography—units that are seen differently by different people. The concept of landscapes adds the dimension of physical systems to places and regions.

- **Place** has been called “space endowed with physical and human meaning.” This concept asks the question “What is it like there?” Every place has distinctive characteristics. These include natural characteristics such as shape, landforms, bodies of water, climate, and elevation. The characteristics of a place also include cultural characteristics. These range from structures such as airports and highways to less tangible characteristics such as religion and political systems.
- **Regions** are the divisions geographers use to divide the world into understandable units according to some common set of characteristics. Regions may be based on natural or cultural characteristics. For example, a land cover map divides an area into regions by dominant vegetation, while a map of religions or languages is based on a particular set of cultural characteristics.
- **Landscapes** reflect the physical systems of a place or region. Important questions inherent in the idea of landscapes include “What does the surface of the earth look like?” “How have its features been formed?” “What is the nature of these features, and how do they interact?” “How and why are these features changing?” Glaciers and volcanoes are two examples of elements that affect Earth’s ever-changing landscape.

Theme 3: Human Systems

The fundamental question of this theme is “How do people live on Earth?” People shape Earth’s surface by building settlements and structures and by competing for space and resources. In studying human systems, geographers are concerned with the sweep of human activities—population trends, movement, settlement, culture, economics, conflict, and cooperation.

Theme 4: Environment and Society

People are central to the study of geography. This theme treats a basic question about humans and their ways of living on Earth: “How do people interact with the physical environment?” In other words, how do people influence the physical environment, and how does the physical environment affect human life? Geographers study the ways in which human actions change the environment. They also study the ways in which physical systems affect human systems. Crucial to both topics are the changes in the use, distribution, and significance of essential resources.

Theme 5: The Uses of Geography

This theme treats another basic geographic question: “How does knowing geography help us understand the links between people, places, and environments over time and around the world?” The theme encourages students to apply geographic knowledge in order to:

- interpret the past.
- understand the present.
- plan for the future.

Correlation of Themes

The five geographic themes in *The Nystrom Desk Atlas Student Activities* represent a synthesis of the Five Fundamental Themes and the Six Essential Elements. The following table shows the general correlations between these three sets of themes.

<i>The Nystrom Desk Atlas Student Activities</i> Themes	Five Fundamental Themes*	Six Essential Elements**
1. Location	<ul style="list-style-type: none"> ▪ Location 	<ul style="list-style-type: none"> ▪ The World in Spatial Terms
2. Places, Regions, and Landscapes	<ul style="list-style-type: none"> ▪ Place ▪ Region 	<ul style="list-style-type: none"> ▪ Places and Regions ▪ Physical Systems
3. Human Systems	<ul style="list-style-type: none"> ▪ Place ▪ Movement 	<ul style="list-style-type: none"> ▪ Human Systems
4. Environment and Society	<ul style="list-style-type: none"> ▪ Human-Environmental Interaction 	<ul style="list-style-type: none"> ▪ Environment and Society
5. Uses of Geography		<ul style="list-style-type: none"> ▪ The Uses of Geography

* Joint Committee on Geographic Education. Guidelines for Geographic Education: Elementary and Secondary Schools. Washington, D.C.: Association of American Geographers and National Council for Geographic Education, 1984.

** Geography Education Standards Project. Geography for Life: The National Geography Standards. Washington, D.C.: National Geographic Research & Exploration, 1994.

Name _____

Date _____



Europe

Introducing Europe

Places, Regions, and Landscapes

1. Use the information on page 145 to determine if the following statements are true or false. Write **T** in front of the sentence if it is true and **F** if it is false.

- a. _____ The Caucasus Mountains are the longest range in Europe.
- b. _____ Mount Blanc is the highest peak in Europe.
- c. _____ The longest river in Europe is the Volga.
- d. _____ The Caspian Sea has an area of 371,000 square miles.
- e. _____ Europe's largest urban area is Moscow, Russia.
- f. _____ Iceland is Europe's least densely populated country.

2. Use the information on page 145 to answer the following questions. Circle the correct answer under each question.

- a. Which country is largest by population?

France	Russia	Ukraine	Germany
--------	--------	---------	---------
- b. What is the second largest urban area in Europe?

Istanbul, Turkey	Paris, France	Moscow, Russia	Rome, Italy
------------------	---------------	----------------	-------------
- c. What is Europe's largest island?

Ireland	Great Britain	Sicily	Iceland
---------	---------------	--------	---------
- d. How long is the Danube River?

2,403 miles	2,193 miles	1,994 miles	1,770 miles
-------------	-------------	-------------	-------------
- e. What is Europe's most densely populated country?

Belarus	Vatican City	Monaco	France
---------	--------------	--------	--------

★ 3. Use the Regions of Europe map on page 145 to answer the following questions.

- a. On what page would you look to find the capital of Norway? _____
- b. In which region of Europe is Portugal located?

- c. In how many different regional maps could you find part of Belarus? _____

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Name _____

Date _____



Europe

Location

4. Turn to the Political Relief Map of Europe on pages 146-147. Look carefully at the locations of countries, cities, and bodies of water.

a. Close your atlas and label the following places on the map below.

Portugal

Dublin, Ireland

North Sea

Norway

Madrid, Spain

Mediterranean Sea

Ukraine

Athens, Greece

Strait of Gibraltar

b. Open your atlas and make any necessary corrections.



Name _____

Date _____



Europe

Physical Geography

Places, Regions, and Landscapes

- 1.** Use the Land Cover Map of Europe on pages 148–149 to determine if the following statements are true or false. Write **T** in front of the sentence if it is true and **F** if it is false.
 - a. _____ The Boreal Forest is made up of needleleaf trees.
 - b. _____ Most of the northwestern area of the Scandinavian Peninsula is covered by tundra.
 - c. _____ Most of Ireland's and Great Britain's land cover is broadleaf forest.
 - d. _____ Iceland's land cover is primarily broadleaf and needleleaf forests.
 - e. _____ The Iberian Peninsula contains most of Europe's desert and semi-desert land cover.

- 2.** Use the Elevation Map of Europe on pages 150–151 to sequence the following places in order of elevation, with **1** representing the area with the highest elevation and **5** the lowest.
 - a. _____ Balkan Mountains
 - b. _____ Cambrian Mountains
 - c. _____ Coast of the Netherlands
 - d. _____ Denmark
 - e. _____ Alps

- 3.** Use the Precipitation map on page 152 to complete the following sentences.
 - a. Most of Germany has an annual precipitation of _____ inches per year.
 - b. Northern Russia gets _____ inches of precipitation per year.
 - c. The European country with the area that receives the highest amount of precipitation is _____.
 - d. The United Kingdom's (*direction*) _____ coast receives 40 to 80 inches of precipitation per year.

Name _____

Date _____



Europe

Location

4. Use the Climate map on page 152 to determine if the following places are in dry, mild, continental, or polar regions. Write **D** for dry, **M** for mild, **C** for continental, and **P** for polar.

- a. _____ Most of Romania
- b. _____ United Kingdom
- c. _____ Northern Iceland
- d. _____ Southeastern Europe
- e. _____ Greece

★5. Use the North Atlantic Drift map and the Climographs on page 156 to answer the following questions.

- a. What difference can you see about the direction of the currents north of the Equator and the currents south of the Equator?

- b. Oslo, Norway, is much closer to Bergen than St. Petersburg, yet it shares the same continental climate as St. Petersburg. (See page 152.) Why do you think this is?

Environment and Society

6. Use the information on page 162 to answer the following questions. Circle the correct answer under each question.

- a. Which country has the highest level of ambient air pollution?

Spain	Italy	Hungary	Russia
-------	-------	---------	--------

- b. What percentage of the world's greenhouse gas emissions is Europe responsible for?

about 15%	one-third	almost 10%	one-fifth
-----------	-----------	------------	-----------

- c. What is the value of Europe's annual steel production in U.S. dollars?

\$55 billion	\$94 billion	\$194 billion	\$200 billion
--------------	--------------	---------------	---------------

- d. How many people in the EU's largest cities are exposed to dangerous levels of pollution each year?

12 million	26 million	31 million	40 million
------------	------------	------------	------------

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Name _____

Date _____



Europe

Human Geography

Human Systems

1. Use the Land Use map on page 153 to complete the following sentences.
 - a. Europe's most widespread land use is _____.
 - b. Romania's urban area is around _____.
 - c. Most of Europe above the Arctic Circle is used for _____.
 - d. Poland's three major land uses are commercial farming, urban, and _____.
2. Use the European Union map and the graphs on page 153 to answer the following questions. Circle the correct answer under each question.
 - a. Which country is the European Union's largest trading partner?
Switzerland United States China Russia
 - b. How much more does the European Union export than import?
77 billion 97 billion 48 billion 137 billion
 - c. What is the name of the common currency used by some members of the European Union?
pound yen euro dollar
 - d. Which of the following is NOT a European Union candidate country?
Croatia Macedonia Turkey Belarus

Location

3. Use the Energy Resources and Metals map on page 154 to determine if the following statements are true or false. Write **T** in front of the sentence if it is true and **F** if it is false.
 - a. _____ A large natural gas deposit is located in the North Sea.
 - b. _____ Ireland has two aluminum (bauxite) resource sites shown.
 - c. _____ Germany has coal, oil (petroleum), and natural gas resources shown.
 - d. _____ Romania has several uranium resource sites.
 - e. _____ Finland has several copper resource sites.

Name _____

Date _____



Europe

Uses of Geography

- 4.** Use the Sources of European Electricity graph on page 154 to determine if the largest source of electricity for the following countries is fossil fuels, nuclear power, or hydroelectricity. Write **F** for fossil fuels, **N** for nuclear power, and **H** for hydroelectricity next to each country.
- a. _____ Poland
 - b. _____ Norway
 - c. _____ France
 - d. _____ Austria
 - e. _____ Germany
- ★5.** Use the Natural Population Growth graph and Major Highways and Airports map on page 155 to answer the following questions.
- a. Which country has a birth rate that is about two times higher than its death rate?

 - b. Do the three countries represented on the graph have natural population growth rates that are higher or lower than that of the world? _____
 - c. Judging from the map, do you think more people fly to Spain or France each year?

 - d. How could you tell that western Europe's population density is greater than eastern Europe's by looking at the Major Highways and Airports map?

Places, Regions, and Landscapes

- 6.** Use the Population map on page 155 to match the following places with their correct population density ranges.

Places

- a. Most of European Russia ▪
- b. Most of Romania ▪
- c. Most of Germany ▪
- d. Northwestern Sweden ▪

Population Density Ranges

- 0 to 5 people per square mile
- 5 to 50 people per square mile
- 100 to 250 people per square mile
- Over 250 people per square mile

Name _____

Date _____



Europe

Regions

Places, Regions, and Landscapes

1. Use the Political Relief Map of the British Isles on page 156 to determine if the following statements are true or false. Write **T** in front of the sentence if it is true and **F** if it is false.
 - a. _____ Northern Ireland, Scotland, England, and Wales are part of the United Kingdom.
 - b. _____ Scotland, England, and Wales are part of the island of Great Britain.
 - c. _____ The city of Dublin is the national capital of Ireland.
 - d. _____ The Scottish cities of Glasgow and Edinburgh both have populations over a million.
2. Use the Political Relief Map of Northern Europe on page 157 to complete the following sentences.
 - a. Sogne Fiord is located in the country of _____.
 - b. The Gulf of Bothnia lies between the countries of _____ and _____.
 - c. Denmark is bordered by the _____ Sea and the _____ Sea.
 - d. Riga is the national capital of _____, and Vilnius is the national capital of _____.

Location

3. Use the Political Relief Map of Western Europe on page 158 to sequence the following national capitals in order from north to south, with **1** representing the northernmost city and **5** the southernmost.
 - a. _____ Paris, France
 - b. _____ Amsterdam, Netherlands
 - c. _____ Lisbon, Portugal
 - d. _____ Madrid, Spain
 - e. _____ Brussels, Belgium

Name _____

Date _____



Europe

Location

4. Use the Political Relief Map of Central Europe on page 159 to match the following cities with their correct countries.

Cities

- a. Munich ▪
- b. Zurich ▪
- c. Milan ▪
- d. Gyor ▪
- e. Krakow ▪
- f. Ostrava ▪
- g. Ioannina ▪

Countries

- Italy
- Hungary
- Germany
- Poland
- Switzerland
- Greece
- Czech Republic

Uses of Geography

★ 5. Use the Political Relief Map of Eastern Europe on page 160 and the map and graph of Russia on page 161 to answer the following questions.

- a. Is Russia's national capital located in Europe or Asia? _____
- b. Through which countries does the Ural River flow?

- c. Do you think European Russia or Asian Russia is more densely populated? Why? (Use the Comparing Russias graph.)

6. Use the Political Relief Map of the Caucasus on page 161 to answer the following questions. Circle the correct answer under each question.

- a. On the map, what is the boundary between Europe and Asia?

Caucasus Mountains Georgian-Russian border Caspian Sea

- b. What peak in the Caucasus Mountains has an elevation of 18,510 feet?

Mount Ararat Mount Olympus Mount Elbrus

- c. On which continent is Baku, Azerbaijan, located?

Europe Asia Africa