Mapping Our World

Contents

Program Components ........................................ iv
Using the Program ............................................... vi
Scope and Sequence ........................................... viii
  Five Themes of Geography viii
  Interdisciplinary Skills x

Reviewing Geography Skills
Teacher's Guide ................................................ 1
  Master Legend 5

Lessons
  1 Introducing the Atlas 7
  2 Introducing the Activity Map 9
  3 Reviewing Map Skills 13
  4 Identifying Map Symbols 17

World
Teacher's Guide ............................................... 21

Lessons
  5 Introducing the World 27
  6 Exploring Land and Water 29
  7 Locating Countries and Cities 33
  8 Climate and Latitude 37
  9 Polar Regions 41
 10 Exploring the Oceans 45
 11 Population 49

Assessment
  Reviewing the World 53

North America
Teacher's Guide .................................................. 55

Lessons
  12 Introducing North America 63
  13 Exploring Land and Water 65
  14 Locating Countries and Cities 69
  15 Comparing Dry Regions 73
  16 Comparing Wet Regions 77
  17 Settling Canada 81
  18 Great Lakes 85
  19 U.S. Megalopolises 89
  20 Major Industries of Mexico 91
  21 Volcanoes of Middle America 95
  22 Comparing Cultures 99

Assessment
  Reviewing North America 101

South America
Teacher's Guide .................................................. 103

Lessons
  23 Introducing South America 111
  24 Exploring Land and Water 113
  25 Locating Countries and Cities 117
  26 Comparing Highland Regions 121
  27 Comparing Plains Regions 125
  28 Climate Zones in the Tropics 129
  29 Amazon Rain Forest 133
  30 Meeting the People 137
  31 Comparing Cultures 141

Assessment
  Reviewing South America 143

Nystrom Education, a division of Social Studies School Service
10200 Jefferson Boulevard, Culver City, CA 90232
All rights reserved. No part of this book, except copymasters duplicated for classroom
use only, may be reproduced or transmitted in any form or by any means, electronic
or mechanical, including photocopying, recording, or by any information storage and
retrieval system, without permission in writing from the publisher.
Printed in U.S.A.
Cover image: Nadeem Khawar/Getty Images
To order: www.socialstudies.com or 800-421-4246

Samples are provided for evaluation purposes. Copying of the product or its parts
for resale is prohibited. Additional restrictions may be set by the publisher.
### Africa

**Teacher’s Guide** .................................................. 145

**Lessons**
- 32 Introducing Africa ........................................ 153
- 33 Exploring Land and Water ................................ 155
- 34 Locating Countries and Cities ............................. 159
- 35 Comparing Wet Regions .................................... 163
- 36 Comparing Dry Regions ..................................... 167
- 37 The Sahara .................................................... 171
- 38 The Nile ....................................................... 175
- 39 Meeting the People .......................................... 177
- 40 Comparing Cultures ......................................... 181

**Assessment**
- Reviewing Africa ............................................. 183

### Europe

**Teacher’s Guide** .................................................. 185

**Lessons**
- 41 Introducing Europe .......................................... 193
- 42 Exploring Land and Water ................................ 195
- 43 Locating Countries and Cities ............................. 199
- 44 Comparing Warmer Regions ............................... 203
- 45 Comparing Cooler Regions ................................ 207
- 46 Major Religions of Europe ................................ 211
- 47 European Union ............................................ 215
- 48 Russia ......................................................... 219
- 49 Governments of Europe ..................................... 223
- 50 Comparing Cultures ......................................... 227

**Assessment**
- Reviewing Europe ............................................. 229

### Asia

**Teacher’s Guide** .................................................. 231

**Lessons**
- 51 Introducing Asia ............................................. 239
- 52 Exploring Land and Water ................................ 241
- 53 Locating Countries and Cities ............................. 245
- 54 Comparing Dry Regions ..................................... 249
- 55 Comparing Wet Regions .................................... 253
- 56 Monsoons ..................................................... 257
- 57 Crowded Countries .......................................... 261
- 58 Giants of Trade .............................................. 263
- 59 Oil and the Middle East .................................... 267
- 60 Religions of Asia ............................................. 271
- 61 Comparing Cultures ......................................... 275

**Assessment**
- Reviewing Asia .................................................. 277

### Australia and Oceania

**Teacher’s Guide** .................................................. 279

**Lessons**
- 62 Introducing Australia and Oceania ...................... 285
- 63 Exploring Land and Water ................................ 287
- 64 Locating Countries and Cities ............................. 291
- 65 Comparing Regions .......................................... 295
- 66 Ranching in the Outback ................................... 299
- 67 Exploring Oceania ............................................ 303
- 68 Comparing Cultures ......................................... 307

**Assessment**
- Reviewing Australia and Oceania ............................ 309

### Atlas Literacy Lessons

**Introduction** ...................................................... 311

**Lessons** ............................................................. 316
Student Lessons
- Step-by-step, easy to follow.
- Help students answer key questions: “Where are the people?” “Why are they there?”
- Activities target a range of learning styles.
- Easy to duplicate.
- Graphic organizers summarize lessons and assess learning.
- Variety of responses develop critical thinking and writing skills.

Teacher’s Guide
World Geography and World Cultures
8 Units:
- Reviewing Geography Skills
- Africa
- World
- Europe
- North America
- Asia
- South America
- Australia and Oceania

68 Student Lessons and 7 Assessments
Teacher’s Guide pages for every unit

Comparing Plains Regions
8 Units: World Geography and World Cultures
80 pages

Literacy Lessons
Fifteen lessons developed specifically to broaden in-depth analytical skills.

Unit Booklets
Students assemble their graphic organizers into a study guide—to help them prepare for each unit review.
Weather—temperature, precipitation, and wind—is a daily condition in a particular location. Climate is a pattern of weather over long periods of time in a region. In this lesson, you’ll discover how distance from the Equator affects climate.

What are the latitude zones?

1. The world can be divided into latitude zones. Some lines of latitude have names, such as the Equator. Two other lines of latitude with names are the Tropic of Cancer and the Tropic of Capricorn. They border the zone called low latitudes. They are called low latitudes because of their low latitude numbers.
   a. Turn to the World Activity Map.
   b. Give the map a title. Across the top of the map, write CLIMATE AND LATITUDE.
   c. Find the Tropic of Cancer (23½°N). Trace it with a dashed line.
   d. Find the Tropic of Capricorn (23½°S). Trace it with a dashed line.
   e. The low latitudes are between the Tropic of Cancer and the Tropic of Capricorn. Along the right edge of the map, between your two lines, write LOW.

2. The middle latitudes are farther from the Equator than the low latitudes. There are middle latitudes north and south of the Equator.
   a. Trace the Arctic Circle (66½°N) with a dashed line.
   b. Along the right edge of the map, between the Arctic Circle and the Tropic of Cancer, write MIDDLE.
   c. Also trace the Antarctic Circle (66½°S) with a dashed line.
   d. Along the right edge of the map, between the Tropic of Capricorn and the Antarctic Circle, write MIDDLE.

3. The high latitudes are farthest from the Equator. They have the highest latitude numbers. There are high latitudes north and south of the Equator.
   a. Along the right edge of the map, between the top of the map and the Arctic Circle, write HIGH.
   b. Between the Antarctic Circle and the bottom of the map, write HIGH.
What temperatures are found in the latitude zones?

4. Because the low latitudes lie between the Tropic of Cancer and the Tropic of Capricorn, they are often referred to as the tropical zone or **tropics**.
   b. On your Activity Map, directly below the Tropic of Cancer, in the Pacific Ocean, write and underline **TROPICS**.
   c. In the tropics, temperatures are above freezing all year in most areas. On the Equator, write **HOT ALL YEAR**.
   d. In the tropics, draw ☀️.

5. The middle latitudes aren’t quite as hot as the tropics. That’s why they are often referred to as **temperate zones**.
   a. On your Activity Map, below both the Arctic Circle and the Tropic of Capricorn, write and underline **TEMPERATE**.
   b. In these zones, it is warm or hot in the summer and cool or cold in the winter. In both temperate zones, write **SEASONAL CHANGES**.
   c. In the temperate zones, the growing seasons vary depending on whether a place is closer to a tropic or to a polar circle. Look again at the Growing Season map on page 17 of the Atlas. With two fingers, trace the Arctic Circle and the Tropic of Cancer. Also trace the Tropic of Capricorn and the Antarctic Circle.
   d. On your Activity Map, near the Tropic of Cancer and the Tropic of Capricorn, draw ☀️.
   e. Near the Arctic Circle and the Antarctic Circle, draw ☀️.

6. The high latitudes are called **polar zones**.
   a. At the top of your Activity Map, write and underline **POLAR**.
   b. Below the Antarctic Circle, also write and underline **POLAR**.
   c. On page 17 of the Atlas, look at growing seasons in the polar zones.
   d. These zones are quite cold. Ice covers much of the land and water. On your Activity Map, in the northern and southern polar zones, write **COLD**.
   e. In both polar zones, draw ☀️.
What else affects climate?

7. Precipitation is another important element of climate.
   b. Many areas of the tropics have a tropical climate. Look at photo A and read its caption.
   c. Some areas of the tropics have a dry climate. Look at photo B and read its caption.
   d. On your Activity Map, at the location where photo A was taken—2°S, 30°E—draw a tropical climate symbol 🌞.
   e. At the location where photo B was taken—27°N, 70°E—draw a dry climate symbol ☁️.
   f. Turn to page 16. Find these locations on the Precipitation Map.
   g. Use the Master Legend to help you identify the precipitation symbols for both locations. Draw them on your Activity Map.

8. Besides latitude, elevation can have an effect on climate.
   a. Look at photo F on page 19 of the Atlas and read its caption. Also locate the area on the Climate Map.
   b. On your Activity Map, at the location where photo F was taken—16°S, 68°W—draw a highland climate symbol ▲
   c. Compare the land cover at that location with neighboring areas to the east and north.
   d. Find the same location on Growing Season Map on page 17.
   e. In general, highland climates are colder than neighboring areas. Next to the highland climate symbol, write COOLER.

9. Distance from the ocean can also affect the climate of an area.
   a. On pages 18–19 of the Atlas, use two fingers to trace the Arctic Circle and the Tropic of Cancer. Notice the climate colors between the two lines.
   b. Some areas of the northern temperate zone have a mild climate. Look at photo C and read its caption.
   c. Other areas of the northern temperate zone have a continental climate. Look at photo D and read its caption.
   d. In general, the ocean makes an area warmer and wetter, although there are many exceptions. Along the Atlantic coast of Europe, write WARMER. By the Volga River, write COLDER.

10. Seasons occur at opposite times of the year in the Northern and Southern Hemispheres.
    a. At the left edge of your Activity Map, between the Equator and the top of the map, write SUMMER = JUNE–SEPT.
    b. Between the bottom of the map and the Equator, write SUMMER = DEC–MAR.
Climate and Latitude
Pulling It Together

Use the information from your completed Activity Map, Activity Sheets 8a–8c, and pages 16–19 of the Atlas to match temperature graphs with climate zones.

a. First, label each section of the world map below with the appropriate climate zone (TROPICAL, TEMPERATE, or POLAR).

b. Then draw a line from each temperature graph to the correct climate zone.

Choose a city. Using the maps on pages 16–19 of the Atlas and Activity Sheets 8a–8c, write a weather report for that location. Be sure to include the latitude zone, growing season, climate zone, and elevation for the location.
Cross-Curricular Activities

Critical Thinking Evaluate a World Heritage Site
Assign World Heritage sites located in North America to groups of students. Have each group research their site and report on whether they think the site should be protected and preserved.

Geography Plan a Tour
Have students create tourism posters for different regions or countries of North America. Posters could mention characteristics such as physical features, climate, and “must-see” places.

Literature Links
Your students might enjoy these books and others about North America. Use picture books (p) to introduce a topic or as a model for student writing assignments.

If America Were a Village (p)
by David J. Smith

Who Was First? Discovering the Americas
by Russell Freedman

Any Small Goodness
by Tony Johnston

An Island Like You
by Judith Ortiz Cofer

Escape from Saigon: How a Vietnam War Orphan Became an American Boy
by Andrea Warren

Before We Were Free
by Julia Alvarez

The Coast Mappers
by Taylor Morrison

Panama Canal
by Elizabeth Mann

Downriver
by Will Hobbs

Saguaro Moon: A Desert Journal
by Kristin Joy Pratt-Sarafini

Lesson
12 Introducing North America ........... 63
13 Exploring Land and Water ............ 65
14 Locating Countries and Cities ...... 69
15 Comparing Dry Regions ............... 73
16 Comparing Wet Regions ............... 77
17 Settling Canada ..................... 81
18 Great Lakes ......................... 85
19 U.S. Megalopolises ................... 89
20 Major Industries of Mexico .......... 91
21 Volcanoes of Middle America ...... 95
22 Comparing Cultures ................ 99
Assessment
Reviewing North America .......... 101
The vast Sahara is difficult and dangerous to cross. For thousands of years, this desert has separated Africa into two regions. In this lesson you will discover how this boundary has affected the people of Africa.

1. Africa can be grouped into two cultural regions: those who live above the Sahara and those who live below the Sahara.
   a. Turn to the Africa Activity Map.
   b. Give the map a title. Across the top of the map, write MEETING THE PEOPLE.
   c. Underline the word Sahara on the Activity Map.
   d. Now trace the southern boundaries of Western Sahara, Algeria, Libya, and Egypt. (Use the Political Relief Map on page 63 of The Nystrom World Atlas as a reference.)
   e. The people who live above this line are often referred to as North Africans. On your Activity Map, near the north coast of Africa, write and underline NORTH AFRICANS.
   f. The people who live below the Sahara are commonly referred to as sub-Saharan Africans. South of the Sahara, write and underline SUB-SAHARAN AFRICANS.

2. North Africa is much like the Middle East. Most North Africans are Arab.
   a. On your Activity Map, in North Africa, write ARAB.
   b. The official language of the six countries of North Africa is Arabic. Write SPEAK ARABIC in North Africa.
   c. Most North Africans have the same religion—Islam. Followers of Islam are Muslim. Write ✨ ISLAM in North Africa.

3. Extended families are common among North Africans.
   a. Children and their parents often share a house with grandparents, aunts, uncles, and cousins. On your Activity Map, in North Africa, write EXTENDED FAMILIES.
Comparing Dry Regions

Pulling It Together

Use your completed Activity Map, Activity Sheets 54a–54c, and pages 80–89 of the Atlas to fill in the chart below.

a. Color in the appropriate region on each map.

b. In the symbol columns, draw the symbols you used on your Activity Map.

c. In the explanation columns, describe what each symbol represents or give an example.

<table>
<thead>
<tr>
<th></th>
<th>North</th>
<th>Desert</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
<td>![North Landforms]</td>
<td>![Desert Landforms]</td>
<td>![Central Landforms]</td>
</tr>
<tr>
<td><strong>Precipitation</strong></td>
<td>![North Precipitation]</td>
<td>![Desert Precipitation]</td>
<td>![Central Precipitation]</td>
</tr>
<tr>
<td><strong>Growing Season</strong></td>
<td>![North Growing Season]</td>
<td>![Desert Growing Season]</td>
<td>![Central Growing Season]</td>
</tr>
<tr>
<td><strong>Land Use</strong></td>
<td>![North Land Use]</td>
<td>![Desert Land Use]</td>
<td>![Central Land Use]</td>
</tr>
</tbody>
</table>

Look at your Activity Map and the chart above. Use them to come up with two or three words or phrases to describe each region. Write your descriptions below.

<table>
<thead>
<tr>
<th>Descriptions of Regions</th>
<th>North</th>
<th>Desert</th>
<th>Central</th>
</tr>
</thead>
</table>

Name _______________________________________________________

© 2020 Social Studies School Service. www.socialstudies.com
European Union
Pulling It Together

Use your Activity Map, Activity Sheets 47a–47c, and page 76 of the Atlas to complete the time line below.

European Union Time Line

1950 __________ proposes greater economic cooperation.

1957 The ECSC combines with two other agencies to form the European Economic Community (EEC).

1950 1951 The European Coal and __________ Community (ECSC) is founded with six members: __________, Italy, Belgium, the Netherlands, Luxembourg, and __________.

1979 The European __________ holds its first direct elections in Strasbourg.

1973 The United Kingdom, Ireland, and Denmark join the EEC.

1986 Spain and Portugal join the EEC.

1981 Greece joins the EEC, which now has ______ members.

1989 Communist governments in Eastern Europe collapse.

1995 Austria, Finland, and Sweden join the EU.

1990 The EEC changes its name to __________ __________.

2002 The ________ becomes the common currency for 12 EU members.

2004 Ten new members join the EU: Estonia, Latvia, Lithuania, ________, Czech Republic, Slovakia, Hungary, Slovenia, Cyprus, and _________.

2007 Bulgaria and Romania join the EU.

2010 2013 Croatia joins the EU.

Imagine that your country is considering membership in the European Union. List four reasons your country should or should not join the Union.

Nystrom
Reproduce for classroom use only. © 2020 Social Studies School Service. www.socialstudies.com
Giants of Trade
Pulling It Together

Use the information from your Activity Map, Activity Sheets 58a–58c, and the Atlas to complete the chart below. List the goods exported by each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Goods Exported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td></td>
</tr>
</tbody>
</table>

What do you think the relationship of imports to exports must be in order to make a country a giant of trade? Write a paragraph explaining your answer.