

The Eastern Hemisphere & Ancient Civilizations

by

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Dear Students,

Greetings from your authors! We would like to personally welcome you to your book on *The Eastern Hemisphere & Ancient Civilizations*. Our overall goal is for you to enjoy learning about the countries of the Eastern Hemisphere and Ancient Civilizations. This means that you will be exploring the countries in Europe, Africa, Asia, Australia, and Oceania.

This book is different from a regular textbook. Along with the reading material, we have created activities for you to complete. In addition, there are maps and other helpful visual aids placed throughout the book. We feel that these items will help you to remember the big ideas. Enjoy as you explore the diverse countries of the Eastern Hemisphere and the Ancient Civilizations that lived there.

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Dr. Pellow and Mr. Bucher

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The Eastern Hemisphere & Ancient Civilizations

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Lesson 1:

Where in the World is the Eastern Hemisphere?

Welcome to the Eastern Hemisphere. This will be your major topic of study for the year. Before we begin the study of the Eastern Hemisphere, let's review some of the concepts about planet earth.

In our study of the Western Hemisphere, we learned that our planet earth is in the shape of a ball, or **sphere**. When we draw an imaginary line around the earth and create two equal parts, each part is known as a **hemisphere**.

The imaginary line that runs east to west and divides the earth into two equal parts is known as the **A) Equator**. Do you remember the names for the two equal parts? Any area north of the equator is called the Northern Hemisphere. Any area south of the equator is called the Southern Hemisphere.

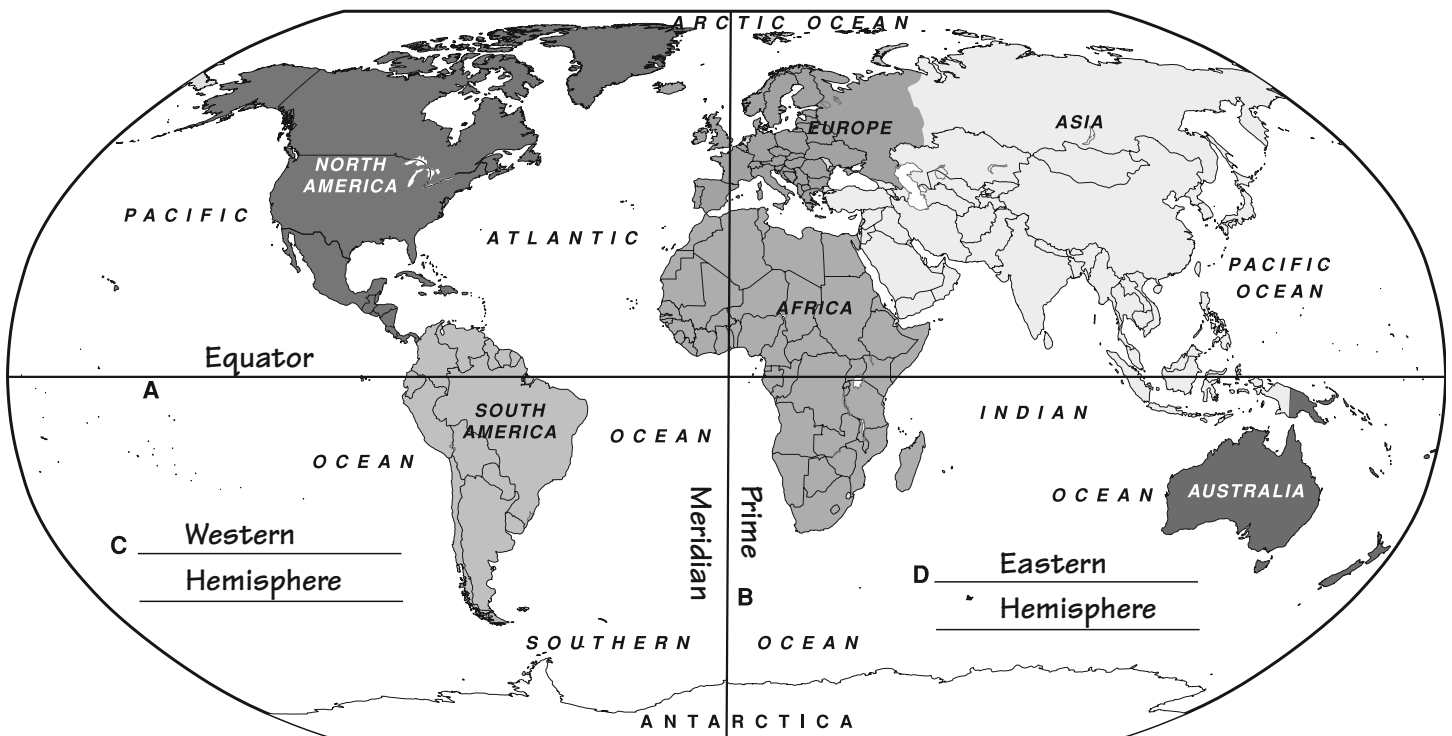
Mapmakers have actually divided the earth twice into two equal halves. This time, we can draw a line around the middle of the earth (or any sphere) north to south, and we can continue the line until we have circled the earth. We have two names for this line. Each name serves a different purpose.

On one side of the earth, this line is referred to as the **B) Prime Meridian**. On the other side of the earth, the line is called the International Date Line. The part of our world to the west of the Prime Meridian is in the **C) Western Hemisphere**. The part of the world east of the Prime Meridian is the **D) Eastern Hemisphere**.

ACTIVITY:

Label the world map on this page with the following boldfaced terms. Use the letters to help you identify and locate each term on the world map. Use the reading material above as a reference.

- A) Equator**
- B) Prime Meridian**
- C) Western Hemisphere**
- D) Eastern Hemisphere**



Lesson 2

Review of Latitude and Longitude

As we review information about latitude and longitude, it would be desirable if you have a globe at which to look. Remember, the imaginary lines that crisscross the earth are called latitude and longitude. Latitude lines run west and east, but measure distances north and south from the Equator. Longitude lines run north and south, but measure distances east and west from the Prime Meridian. Let's review locating places using latitude and longitude.

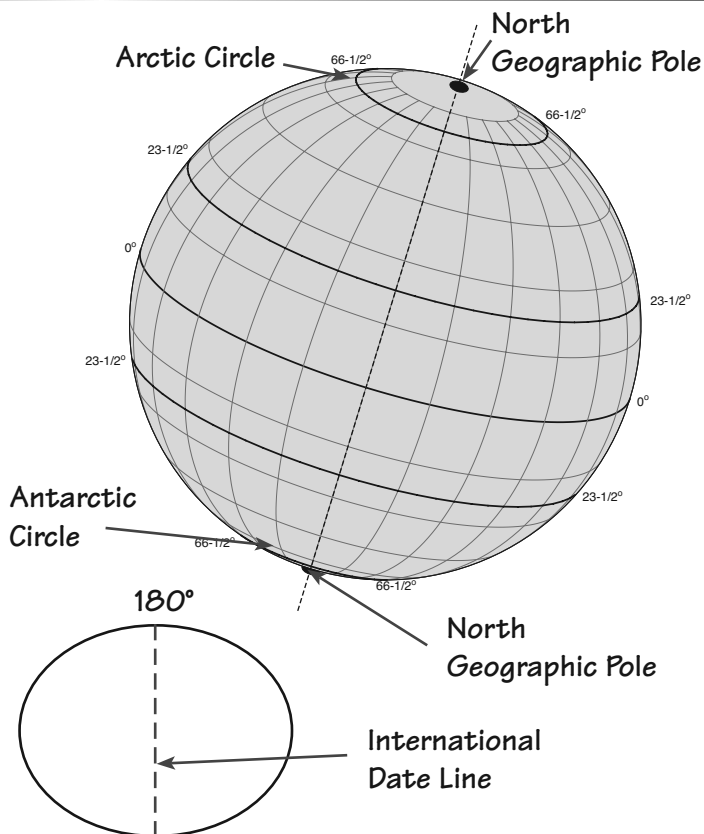
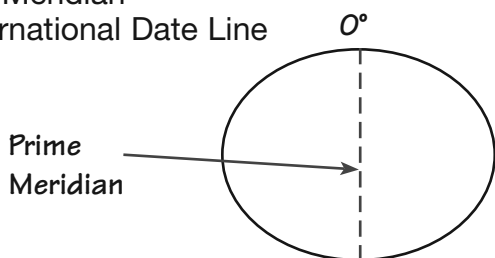
ACTIVITY 1:

A. Using the illustration of the globe, label the following main lines of latitude.

- Equator = 0°
- $23\ 1/2^{\circ}\text{N}$ = Tropic of Cancer
- $66\ 1/2^{\circ}\text{N}$ = Arctic Circle
- 90°N = North Geographic Pole
- $23\ 1/2^{\circ}\text{S}$ = Tropic of Capricorn
- $66\ 1/2^{\circ}\text{S}$ = Antarctic Circle
- 90°S = South Geographic Pole

B. Using the illustration of the globes, draw and label the following main lines of longitude.

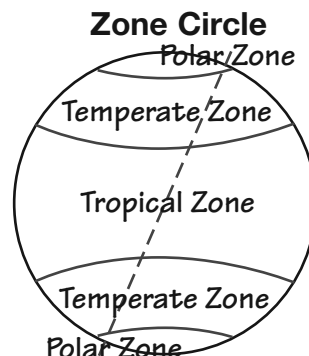
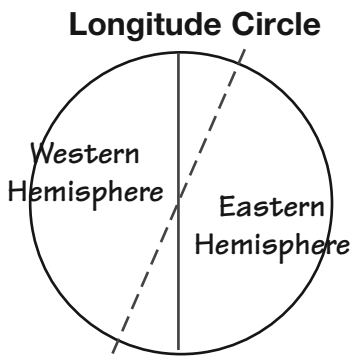
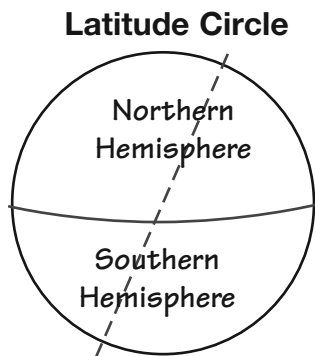
- 0° = Prime Meridian
- 180° = International Date Line



ACTIVITY 2:

In the three small circles below, draw the needed lines and label and color the following. (**Note:** Do not forget that the earth is tilted on its axis by $23\ 1/2^{\circ}$.)

1. For the Latitude Circle = Northern Hemisphere and Southern Hemisphere
2. For the Longitude Circle = Western Hemisphere and Eastern Hemisphere
3. For the Zone Circle = tropical zone, temperate zone, polar zone



Lesson 2: (Cont.)

Review of Latitude and Longitude

ACTIVITY 3:

Find the following locations on a world map or globe using latitude and longitude coordinates. Look at the clues in the blank spaces to help you locate the places. We have added an extra twist to this activity. If no such location exists, write no such location exists in the blank space. **Note:** It would be helpful to use your fingers to trace where these imaginary lines crisscross.

- | | |
|--|--------------------------------|
| 1. 50° north latitude and 70° west longitude / (country) | <u>Canada</u> |
| 2. 23° north latitude and 80° east longitude / (country) | <u>India</u> |
| 3. 20° south latitude and 80° west longitude / (body of water) | <u>Pacific Ocean</u> |
| 4. 35° north latitude and 20° east longitude / (body of water) | <u>Mediterranean Sea</u> |
| 5. 110° north latitude and 0° longitude / (continent) | <u>no such location exists</u> |
| 6. 80° south latitude and 110° east longitude / (continent) | <u>Antarctica</u> |
| 7. 30° south latitude and 130° east longitude / (country) | <u>Australia</u> |
| 8. 55° west latitude and 60° north longitude / (country) | <u>no such location exists</u> |
| 9. 23° south latitude and 45° east longitude / (island) | <u>Madagascar</u> |
| 10. 40° north latitude and 105° west longitude / (state) | <u>Colorado</u> |
| 11. 0° latitude and 100° east longitude / (archipelago) | <u>Indonesia</u> |
| 12. 50° north latitude and 10° east longitude / (country) | <u>Germany</u> |
| 13. 35° south latitude and 10° north longitude / (sea) | <u>no such location exists</u> |
| 14. 40° north latitude and 110° east longitude / (country) | <u>China</u> |
| 15. 20° north latitude and 100° west longitude / (country) | <u>Mexico</u> |

ACTIVITY 4: On your reference map on page 4, locate the following items and list them.

Oceans (World)	Continents (Western hemisphere)	Continents (Eastern hemisphere)
1. Pacific Ocean	1. North America	1. Europe
2. Indian Ocean	2. South America	2. Asia
3. Atlantic Ocean		3. Africa
4. Arctic Ocean		4. Australia
5. Southern Ocean		5. Antarctica

Lesson 3:

Earth's Time Zones and the International Date Line

Part A – Time Zones

Now that we know where the Eastern Hemisphere is, we can explore other issues in a more “timely” manner. Time can be a very confusing concept, so we will try to take up as little of your time as possible. Have you ever had “time on your hands?” We have been asked by youngsters why we cannot have the same time all over the earth? We suppose you could, but it sure would make the daily tasks of life harder to complete.

ACTIVITY 1:

If we would have the same time all over the earth, what problems would you have managing your life? Write and describe the problems.

1. Answers will vary! Some could argue that there would be no problems managing their lives.
2. However, one would not be able to differentiate between events cast on TV from different time zones, traveling from and to different time zones, weather events, international news events, etc.

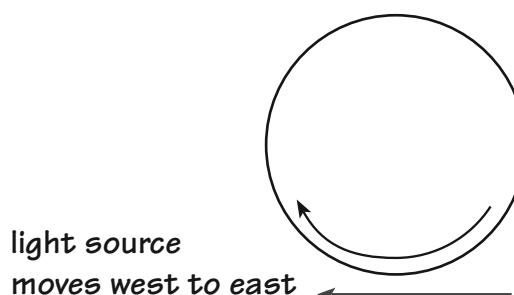
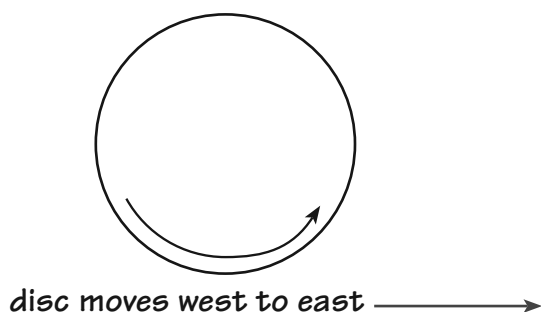
The fact is we do not have the same time all over the earth. Besides helping us locate places on earth, lines of longitude, or meridians, serve the purpose of setting up time zones. Lines of longitude provide us with our time zones. Let's review this idea by the numbers.

1. There are 360° in a sphere.
2. Each time zone is divided into 15°.
3. It takes the sun's rays about one hour to cross 15° of the rotating earth.
4. Divide 15 into 360, or $\frac{360}{15}$. The answer is 24 hours.
5. Your answer equals the number of time zones we have on earth. Your answer also represents the number of hours in one earth day.

ACTIVITY 2:

The earth rotates on its axis from west to east. This movement means that during daylight hours, the sun's rays travel across the earth from east to west. You can easily demonstrate this by using a CD or DVD disc.

- A. Move the disc (represents the earth) from west to east (→). Hold a small light source above the disc. You can see the light rays move from east to west (←) as the disc moves west to east.
- B. Draw a labeled diagram of this activity below:



Lesson 3: (Cont.)

Earth's Time Zones and the International Date Line

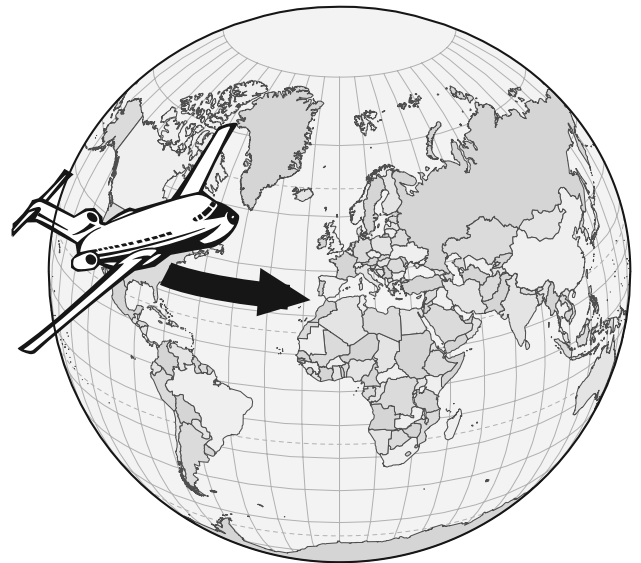
Part A – Time Zones (Cont.)

Let's get back to time zones. Here is how you calculate time zone changes when traveling west. (←) Use a clock to help you.

- When travelers enter a new time zone headed west, they move their clocks back one hour, or subtract an hour, for each different time zone.
- For example, between Washington, D.C., and Los Angeles, there are three different time zone changes.
- Los Angeles is three different time zones to the west of Washington.
- The rule is to subtract one hour for each time zone. So you would subtract three hours from whatever time it is in Washington.
- If it is 9:00 am in Washington, D.C., you would take away three hours from 9:00 am.
- It would be 6:00 am in Los Angeles.



Entering a new time zone headed west, turn your clock back one hour.



Entering a new time zone headed east, turn your clock ahead one hour.

Here is how you calculate time zone changes when traveling east. (→) Use a clock to help you.

- When travelers enter a new time zone headed east, they set their clocks ahead one hour, or add an hour, for each new time zone.
- For example, between Washington, D.C., and London, England, there are five different time zone changes.
- London is five different time zones to the east of Washington.
- The rule is to add one hour for each time zone. So you would add five hours from whatever time it is in Washington.
- If it is 9:00 am in Washington, D.C., you would add five hours to 9:00 am.
- It would be 2:00 pm in London.

Lesson 3: (Cont.)

Earth's Time Zones and the International Date Line

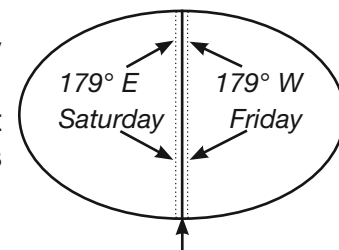
Part B – Calendar Day Changes on Earth

Let's dive into time a little deeper. Lines of longitude, or meridians, divide the earth into the Western and Eastern Hemispheres. Recall that the Prime Meridian is 0° longitude. Halfway around the world, or the other side of the Prime Meridian, lies the 180° meridian. This line is known as the International Date Line (IDL).

It is at this line, the 180th, that the calendar day changes. A new day has to begin somewhere on earth. That new day begins at the International Date Line. Traveling west, if it is Thursday at the 179° west longitude line, it is Friday at the 179° east longitude line. The new day begins once you cross the 180th line of longitude traveling west.

An example of how the calendar day changes when traveling around the earth would be helpful. If you leave Friday from Philadelphia and travel west on a plane, 180° IDL it is already Saturday in Sydney, Australia. Sydney is across the International Date Line.

Here is a "rule of thumb" to remember when traveling the globe. You will set your calendar ahead (+) one day going west across the Date Line. You will set your calendar back (-) one day going east across the Date Line.



ACTIVITY:

Use the information in this lesson to answer the following questions.

- | | |
|--|-------------------------------|
| 1. How many time zones are mapped out on earth? | <u>24</u> |
| 2. How many degrees are there in each time zone? | <u>15°</u> |
| 3. How many degrees are in a sphere? | <u>360°</u> |
| 4. How many time zones and hours make up the Eastern Hemisphere? | <u>12 time zones/12 hours</u> |
| 5. Traveling west, when it is Friday in Pennsylvania, what day is it in Australia? | <u>Saturday</u> |
| 6. Traveling east, when it is Wednesday in Australia, what day is it in Pennsylvania? | <u>Tuesday</u> |
| 7. When traveling east across the IDL, does one add or subtract a day from his/her calendar? | <u>subtract</u> |
| 8. When traveling west across the IDL, does one add or subtract a day from his/her calendar? | <u>add</u> |
| 9. If it is 12:00 noon at the Prime Meridian, what time is it seven time zones to the west? | <u>5 am</u> |
| 10. If it is 4:00 pm in New York, what time is it four zones to the east? | <u>8 pm</u> |
| 11. If it is 3:00 pm in Philadelphia, what time is it five time zones to the west? | <u>10 am</u> |

Lesson 4:

Climate Maps

In your study of weather and climate you learned that climate is the usual or average weather a region receives over many years. Actual climate conditions are calculated by averaging temperatures and amounts of precipitation. To show climate conditions throughout the world, scientists have developed climate maps. Climate maps use colors to identify climate conditions within each climate type.

In our study of the continents and geographical regions of the Eastern Hemisphere, we will be using climate maps in your classroom atlas as a resource. Before we refer to the classroom atlas, let's review the six climate types listed below in the Climate Map Legend.

Climate Map Legend

1. Tropical

- Hot – rain all year (tropical rain forest)
- Hot – rain is seasonal

2. Dry

- Hot Desert – little or no rainfall
- Hot – some rain

3. Moderate/Temperate – mild rainy winter

- Hot, dry summer – Mediterranean
- Hot, humid summer
- Mild, rainy summer

4. Continental – snowy winter

- Long, warm, humid summer
- Short, cool humid summer
- Very short, cool, humid summer

5. Polar

- Tundra (very short, cold summers; permanently frozen ground)
- Ice Cap (permanent ice)

6. Highlands and Mountain Regions

- Indicates climate conditions

ACTIVITY:

Match the following climate conditions to the appropriate climate type above. Write the correct climate type in the blank space provided.

1. moderate hot, dry summer; mild, rainy winter
2. tropical hot, rain forest
3. continental long, warm, humid summer; snowy winter
4. polar ice cap
5. desert little rainfall
6. moderate hot, humid summer; mild, rainy winter
7. continental short, cool, humid summer; snowy winter
8. polar lower layers of soil are permanently frozen
9. moderate mild, rainy summer; mild, rainy winter
10. tropical hot, rain is seasonal



Remember, your classroom atlas uses different colors to represent each climate condition found under the major climate types.

Lesson 5:

Environments of the World

Physical features and the climate conditions that you have studied combine to create the environment of land areas throughout the world. Environments can be both natural and human-made. Deserts and tropical rain forests are good examples of natural environments. A city is a good example of a human-made environment.

Both kinds of environments create habitats for living things. The environment of a land area determines the kinds of plants and animals that live there. Plants and animals adapt to the habitats created by natural environments and to habitats created by humans. Scientists estimate that as many as 5,000 different kinds of mammals, 8,500 different kinds of birds, and 5,000,000 different kinds of insects inhabit and adapt to environments around the world.

Scientists have created environment maps that use colors to identify human-made and natural environments throughout the world. Natural environments shown on environment maps are known as vegetation regions.

In your study of the continents and geographical regions of the Eastern Hemisphere, you will be using environment maps in your classroom atlas to identify and study land environments.



*Vegetation regions are also called **biomes**. They are ecological communities of plants and animals. Climate conditions, physical features, and location determine the plant and animal life that live in a biome.*

ACTIVITY:

Use a classroom atlas to match each environment type in the right hand column to its correct environmental description in the left hand column. Our earlier lesson (**LLB=Lesson 4**) on Climate Maps contains some helpful information for this activity. LLB means *Lesson Look Back*.

Environmental Description	Environment Type
1. <u>h</u> wetlands covered with trees and grasses	a. tropical and subtropical rainforests
2. <u>e</u> treeless, hot summers and cold winters	b. temperate forests
3. <u>l</u> cities	c. taiga – evergreen forests
4. <u>j</u> soil is permanently frozen	d. tropical grasslands – African savanna
5. <u>c</u> cold forests of Russia and Canada	e. dry grasslands – prairies, pampas, and steppes
6. <u>k</u> higher elevation means colder temperatures	f. cropland and grazing land
7. <u>a</u> hot, rain all year, near the Equator	g. desert
8. <u>i</u> freezing temperatures and covered with ice	h. swamp
9. <u>d</u> hot with seasonal rain	i. polar– North and South Poles
10. <u>g</u> hot or cold, dry, and can be very cold at night	j. tundra – south of North Pole
11. <u>b</u> North American and Northern Europe forests	k. mountains and highlands
12. <u>f</u> human-made environments world wide	l. urban areas

Lesson 6:

Review of Landform Features

Every place on earth can be described by its natural and human-made features. We need to review these terms so that you can better understand what places look like when the words are used. We will be using these words that describe physical features throughout our study of the Eastern Hemisphere. There are a few new terms that have not been covered in earlier grades, such as wadi and massif.

ACTIVITY:

If needed, use an atlas, glossary, or dictionary to help you with the following activity. Printed in the box are some common words for landforms. In a separate list are descriptions that match each landform. Match each description to its geographic term by writing in the correct answer on the blank space. Each phrase begins with "I am thinking of a term that means:"

atoll	archipelago	basin	cape	coast
continent	coral reef	dam	delta	desert
highland	island	isthmus	massif	mountain
oasis	peninsula	plain	plateau	savanna
steppes	taiga	valley	volcano	wadi

- | | |
|---|-----------------------|
| 1. an area of lowland between two mountains | 1. <u>valley</u> |
| 2. land bordering the sea or ocean | 2. <u>coast</u> |
| 3. a group of four or more islands | 3. <u>archipelago</u> |
| 4. a fan-shaped deposit of land that collects at the mouth of some rivers | 4. <u>delta</u> |
| 5. a landform smaller than a continent surrounded by water | 5. <u>island</u> |
| 6. cold coniferous forests of northern Asia and Europe | 6. <u>taiga</u> |
| 7. land that has water on three of its sides | 7. <u>peninsula</u> |
| 8. huge grassy treeless plains of Europe and Asia | 8. <u>steppes</u> |
| 9. a small, circular, coral reef island in the Pacific Ocean | 9. <u>atoll</u> |
| 10. a type of mountain created by build up of rocks and lava from an opening in the earth's crust | 10. <u>volcano</u> |
| 11. a large area of sunken land shaped like a bowl | 11. <u>basin</u> |
| 12. a flat, level area of land | 12. <u>plain</u> |
| 13. a dry region of land with little rainfall and vegetation | 13. <u>desert</u> |
| 14. a smaller area of land that juts into an ocean, sea, or lake | 14. <u>cape</u> |
| 15. a place in the desert where water is found near ground level | 15. <u>oasis</u> |
| 16. a mountainous or hilly section of a country | 16. <u>highland</u> |

Lesson 6: (Cont.)

Review of Landform Features

- | | | |
|--|-----|-------------------|
| 17. small islands formed by skeletal animal remains | 17. | <u>coral reef</u> |
| 18. dry creek bed in arid regions of Asia and Africa through which water flows during times of heavy rain | 18. | <u>wadi</u> |
| 19. a large area of level land that rises above the surrounding land; contains rugged land features and waterforms | 19. | <u>plateau</u> |
| 20. a narrow strip of land that connects two larger landforms | 20. | <u>isthmus</u> |
| 21. a steep elevation of the earth's surface, higher than a hill | 21. | <u>mountain</u> |
| 22. a natural or human-made structure that holds back water | 22. | <u>dam</u> |
| 23. the largest type of land mass on earth | 23. | <u>continent</u> |
| 24. an area of flat, treeless grassland in subtropical or tropical regions | 24. | <u>savanna</u> |
| 25. a very large mountain | 25. | <u>massif</u> |

Lesson 7:

Review of Waterform Features

ACTIVITY:

Below is a list of words commonly used to describe waterforms. Read the descriptive clues and write in the correct answers on the blank spaces. Each word has its letters mixed up after the clue. If needed, use them to help you figure out the answer.

artesian	bay	bight	canal	channel
dam	fiord	glacier	gulf	lagoon
lake	marsh	mouth	ocean	port
reservoir	river	sea	sound	source
strait	swamp	tributary	watershed	wetlands

- | | | | |
|---|-----------|----|------------------|
| 1. a shallow body of water separating land from the sea in the Pacific region | onogal | 1. | <u>lagoon</u> |
| 2. the place where a waterform begins, such as a stream or river | uhtom | 2. | <u>source</u> |
| 3. a lowland area that holds fresh or salt water | rlcagei | 3. | <u>wetland</u> |
| 4. a structure that holds water back in a lake | mad | 4. | <u>dam</u> |
| 5. a stream of water that flows into a larger body of water | ytbiurtra | 5. | <u>tributary</u> |

Please note that there are errors in this lesson. Question 2 should read *resuoc*. Question 3 should read *twdnale*.

Lesson 7: (Cont.)

Review of Waterform Features

6. a wide stream of fresh water that flows across the land	irevr	6.	<u>river</u>
7. a very large area of ocean or sea that is partly surrounded by land	lugf	7.	<u>gulf</u>
8. a waterway dug across the land to connect two bodies of water	alacn	8.	<u>canal</u>
9. part of an ocean, sea, or lake that reaches into the land	yab	9.	<u>bay</u>
10. an area of land that drains into a river, river system, or body of water	rteeahdsw	10.	<u>watershed</u>
11. a wide curving bend in a coastline, forming a bay	hight	11.	<u>bight</u>
12. a large, inland body of fresh or salt water	kale	12.	<u>lake</u>
13. a very large area of ocean; a landlocked salt waterform.	eas	13.	<u>sea</u>
14. a well drilled through impervious rock to allow water to come to the surface	aiastner	14.	<u>artesian</u>
15. largest body of salt water on earth	ncaoe	15.	<u>ocean</u>
16. a narrow waterform that connects two larger bodies of water	iasrtt	16.	<u>strait</u>
17. a long, narrow deep body of water with steep sides cutting inland from the sea	odfri	17.	<u>fiord</u>
18. a town having a harbor where ships load and unload trade goods	otpr	18.	<u>port</u>
19. an area, wider than a strait, connecting two bodies of water	nelhanc	19.	<u>channel</u>
20. a lowland area that holds fresh or salt water	htlwead	20.	<u>wetland</u>
21. a body of water separating an island from the mainland	odnus	21.	<u>sound</u>
22. an area of low-lying wetland containing tall grasses	srahm	22.	<u>marsh</u>
23. the part of a stream or river where the water flows into another body of water	uhtom	23.	<u>mouth</u>
24. a natural or human-made lake in which water held back by a dam is stored	rsioevrer	24.	<u>reservoir</u>
25. an area of low-lying wetland with trees	pamws	25.	<u>swamp</u>

Lesson 8:

Reviewing the Big Ideas of an Economy

Let's place you out in the wilderness, or on the plains, miles from nowhere. Suppose you had to live in the wild all by yourself. Given that you have clean air, how would you survive if you had nothing with you? What else would you need to survive? Fine, find some clean water. What would be next? Food, you say. How would you acquire the food? Remember, you have nothing.

Do you need clothing? Perhaps not; it depends upon the climate. However, a shelter of some kind would be a necessity. You would have to start your own economy whereby you make or produce things. Once you make a product, you have provided a **good**. Find someone else with whom you could sell or trade the good, and that becomes a **service**.

Now, let's get a bunch of people together. In order to live, people need goods and services. These goods and services provide us with jobs so that we can earn a living. The careful and wise use of how our resources, money, exports, imports, goods, and services are managed is known as an economy. Every country has an economy that can range from a strong one to a weak one.

A large part of an economy is connected to industry. Industry is the making, selling, and moving of goods, products, and services. Industry and jobs are divided into four groups. **Primary** industries deal with raw materials we get from our natural resources, such as the soil (farming and logging), the water (fishing), and the earth (mining). **Secondary** industries deal with manufacturing, building, or processing. Manufacturing needs materials from the primary jobs in order to produce its goods. For example, growing corn is a primary industry. Processing products from corn, such as cereal, is a secondary industry.

Jobs in the **tertiary** (tur' she air e) realm deal with services that do not require long periods of training, such as bank tellers, truck drivers, and store clerks. Jobs in the **quaternary** (qwa tur' na re) deal with services that require longer periods of special training, such as teachers, doctors, and principals.

ACTIVITY 1:

1) Write whether the work or job would be P= primary, S=secondary, T= tertiary, and Q=quaternary in the blank space on the left side of each job. 2) After each job, write whether the work is a good (G) or a service (S) in the blank space on the right side. The first one is done for you.

<u>Q</u> doctor <u>S</u>	<u>S</u> building jets <u>G</u>	<u>T</u> custodian <u>S</u>
<u>T</u> hooking up cable TV <u>S</u>	<u>T</u> selling tickets <u>S</u>	<u>Q</u> engineer <u>S</u>
<u>Q</u> computer programmer <u>S</u>	<u>S</u> making DVDs <u>G</u>	<u>T</u> cashier <u>S</u>
<u>Q</u> TV reporter <u>S</u>	<u>P</u> mining coal <u>G</u>	<u>Q</u> teacher <u>S</u>
<u>S</u> making cell phones <u>G</u>	<u>Q</u> designing jets <u>S</u>	<u>T</u> truck driver <u>S</u>
<u>T</u> selling cell phones <u>S</u>	<u>P</u> growing cotton <u>G</u>	<u>T</u> plumber <u>S</u>
<u>P</u> raising apples <u>G</u>	<u>S</u> making clothing <u>G</u>	<u>Q</u> designer <u>S</u>

Lesson 8: (Cont.)

Reviewing the Big Ideas of an Economy

As we proceed through the Eastern Hemisphere, we will be studying about the major ideas associated with the natural resources and economies of countries. We will review some of these terms so that you can achieve a better understanding about the economies of the nations located in the Eastern Hemisphere.

ACTIVITY 2:

Match each economic term in Column 2 with its correct definition in Column 1 by writing the number in the appropriate space. Two terms from Column 2 will not be used. The first and last definitions are answered for you.

Column 1

- 13 The moving and selling of goods and services throughout countries
- 1 People who pay for products or services
- 8 People who raise, harvest, mine, or make items, and who provide services
- 4 Goods and services that are produced and brought into other countries
- 2 Goods and services that are produced and sent to other countries
- 7 Types of jobs where people mine metal ores
- 11 Work performed by other people, such as moving and/or selling a product
- 5 To make or process a raw material or natural resource into a finished product
- 10 Types of jobs where people deal with processing raw materials, making and building products
- 12 Types of jobs where people deal with providing services, such as tour guides and TV reporter
- 3 Items that are raised, harvested, mined, or made into products

Column 2

- 1. consumers
- 2. exports
- 3. goods
- 4. imports
- 5. manufacture
- 6. natural resources
- 7. primary
- 8. producers
- 9. profit
- 10. secondary
- 11. services
- 12. tertiary
- 13. trade

Lesson 9:

Peoples of the World – Ethnic Diversity

In our study of the Eastern Hemisphere, we will be exploring five continents with about 160 countries and numerous dependent territories. Except for Antarctica, all places have people living permanently in communities. These communities have several things in common. As people live their daily lives, they have hopes, fears, and dreams.

Among these communities, we will encounter people from thousands of ethnic groups. Just what is an ethnic group? An ethnic group is a group of people who share common features or characteristics. These features can be language, race, religion, and/or pride in country. When we combine these features, we begin to describe a group's culture.

Thus, all ethnic groups have a culture. There are many words that are used to describe culture among peoples of the world. Some of the words are: traditions, heritage, values, society, beliefs, customs, and traits. These words are hard to explain. Yet, we live them everyday in our different cultures.

Several features make up a culture. These features could be a culture's beliefs, customs, values, language, clothing, food, housing, music, religions, and institutions. We are not born with a culture. We learn culture by growing up within it. Culture has many different meanings and we learn it many different ways.

For example, let's look at how people greet each other in different cultures. In the United States, we greet people by a handshake. In some European cultures, people greet each other by kissing on the cheek. In some Asian cultures, people greet each other by bowing. One form of greeting is not better than another. These are simple cultural differences.

ACTIVITY 1:

For example, look at the cultural differences in the box on utensils used for eating food. List at least two other cultural differences that are based upon fact. Food, language, music, and clothing are good features to compare.

Cultural Differences

1. Americans eat food with knives, forks, and spoons. Chinese people eat food with chopsticks. Some cultures eat food with their fingers.
2. *Answers will vary.*
3. *Answers will vary.*

Lesson 9: (Cont.)

Peoples of the World – Ethnic Diversity

Let's explore ethnic or cultural diversity. Diversity means many, or a variety of. We live in a world with people from thousands of different ethnic groups. And language is another aspect of ethnic and cultural diversity. Overall, there are over 6,000 languages spoken on this planet. There are more than 5,000 native cultures in the world, each with a distinctive language. Papua New Guinea alone has 800 languages spoken among the isolated tribes. There are as many languages, and more ethnic groups, in Africa.

Huge problems exist on this planet over people of different cultures living together peacefully. Cultures have been forced to exist together for a number of reasons. One of the largest ethnic groups with its own culture is the Kurds. They have no country of their own. There are 22 million Kurds living mostly in Turkey, Iraq, and Iran today. Palestinians are another large ethnic group with six million people.

ACTIVITY 2:

Identify at least two reasons that explain why various cultures around the world have been mixed with other cultures. For example, because of war, many refugees have been forced to leave their countries and live in other places.

1. Some people choose to migrate to other countries.
2. Political leaders form boundaries for countries.

We all acquire prejudices. Prejudice is prejudging, usually negative, of other peoples' cultural differences. The negative thinking is the unhealthy part. While you may prefer your cultural traits, no one culture is superior to another.

The world is shrinking. People are communicating worldwide by the Internet and cell phones. In order for people to have successful societies, they must be prepared to better tolerate others' differences.

ACTIVITY 3:

Select an ethnic group from among those listed, or get approval from your teacher on an ethnic group not listed

Aborigines	Amish	Aztecs	Basques	Berbers	Kalahari Bushmen
Cajuns	French Canadians	Inuits	Kurds	Laplanders	Maoris
Palestinians	Polynesians	Pygmies	Sherpas	Tutsi	Zulu

Conduct research on your selected minority group using the Internet and library resources. Everyone must answer the first three items.

1. name of ethnic group
2. location of ethnic group
3. population of ethnic group

From the list below, choose at least five cultural traits on which to report. Write a short informative paragraph for each of your five chosen traits:

food, clothing, homes, religion, housing, music, beliefs, language, dance, art

Lesson 10:

Ancient Civilizations

What factor determines whether a civilization is ancient?

Something that is ancient means that it is old – very old. Ancient history means the study of old events that occurred long, long ago. The study of ancient civilizations refers to learning about people and societies that developed thousands of years ago. The study of ancient civilization covers about 5,000 years. Most historians agree that the end of the ancient civilization era began with the fall of the Roman Empire around 476 AD.

There are common abbreviations that are used to tell us whether events occurred before or after the birth of Christ. They are AD, or A.D. AD is Latin for Anno Domini which means “in the year of the Lord.” Another common abbreviation is BC, or B.C. BC means before Christ. B.C. and A.D. are terms used to count years in time before the birth of Christ or after the birth of Christ. For example, this book is being written in 2017 AD. Historians think that Jesus was actually born in 4 BC, but that is another story.

What is a civilization?

A civilization is also called a society. A society is a group of people living together in an organized community. The communities were usually run by some form of central government. There was a social ladder in these societies. At the top rung was the king or queen along with the royal family. The next social class on the ladder was the warriors and priests. The builders and craftsmen were a notch below the warrior’s position. On the lowest rung of the ladder were the farmers, workers, and slaves. In our study of ancient civilizations, you will notice that most of them developed around or near rivers and seas. These bodies of water were important for the movement of armies and trade goods.



This aerial photograph shows cattle farming on the Nile River.

The key factor in the growth of all civilizations was farming. As farming methods improved and food output increased, people were able to gather together in communities. Not everyone needed to farm the land. This allowed other people to develop skills needed to make pottery, glass, and buildings.

Historians think the birth of civilization came about in Mesopotamia (mes o po tame e ah). This region, located in modern day Iraq, is also called the cradle of civilization. This phrase is used to describe where civilization first began. Mesopotamia means the land between two rivers. The sources for the Tigris and Euphrates Rivers are the mountains in Turkey. The water flows southeast through much of present day Syria and Iraq and empties into the Persian Gulf. Because of the water routes and fertile soil, small cities began to form in the region. Over thousands of years, hunting and gathering cultures gave way to agriculture. Farming of crops and domesticating animals began in this region around 8,000 BC. Small farming communities began to cluster together until small cities developed. The water routes allowed the flow of people and ideas to other parts of the world.

Another one of the earliest great civilizations was located in Egypt. This ancient civilization’s growth was very dependent upon the Nile River. Land along the river contained rich soil that was ideal for growing crops.

Lesson 10: (Cont.)

Ancient Civilizations

What makes a civilization great?

What makes a civilization so spectacular? It seems they all had some features in common. All ancient civilizations had a form of strong central government. They developed at least one large city. They all had certain things that were spectacular for their time, such as architecture (buildings), leaders, inventions, armies, culture, knowledge, language, or trade. As one example, King Hammurabi's Code was devised in 1754 BC in Mesopotamia (modern day Iraq). It was the first written set of laws. As we study several ancient civilizations, we will learn more about what made them great and important.

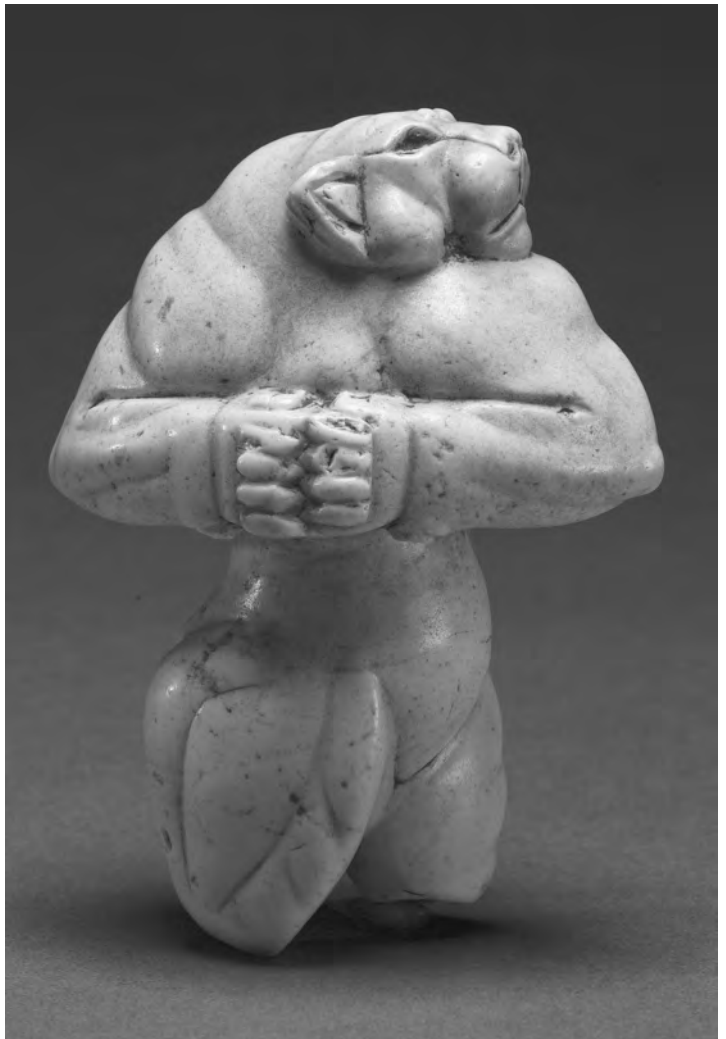
How do we learn about ancient civilizations?

Human history is very complicated. The past is riddled with pieces of a huge historic puzzle buried several feet under the ground. Specially trained people known as archeologists dig up old objects of ancient cultures. These old objects are called artifacts. The problem is that any remains that were once living matter have decayed or rotted away. Most ancient cultures had no way of recording their history because they had no written language. The past is a mystery for archeologists to figure out.

How can we tell how old artifacts are? If the remains were once living, there is a process known as radiocarbon dating that can provide the approximate age of objects. Archeologists can figure out the age of any object that was once living material by this process. Carbon is a plentiful, nonmetallic element which forms the basis of most living organisms. It is the fourth most plentiful element in the universe.

Many non-living objects such as pottery, metals, and stone did not decay and therefore, survived the decaying process. Archeologists have developed a variety of complicated dating techniques for determining the age of artifacts that were non-living. They analyze the particles in artifacts. When they are digging in the different layers of ruins, they use stratification analysis. They reconstruct the lives of prehistoric humans by examining images of cave paintings and other artifacts.

Many ancient civilizations developed independent of one another. In this text, we will be studying about ancient civilizations of the Eastern Hemisphere. However, it should be noted that ancient civilizations also developed in the Western Hemisphere.



This 5000 year old stone statue, called the Guennol Lioness, was found near Baghdad, Iraq.

Lesson 10: (Cont.)

Ancient Civilizations

ACTIVITY 1:

Write in the answers to the following summary questions.

- In which modern-day country did the birth of civilization begin? Iraq
- Which item can you tell the age of by using radiocarbon dating process?
metal helmet pottery wooden spear gold mask wooden spear
- How long ago was Hammurabi's Code written? As of 2016, 3770 years
- Write in the following people as to where they would fit on a social class ladder:
farmer, potter, priest, king, warrior, slave, princess, craftsmen

Highest	Upper Middle	Lower Middle	Lowest
King	Priest	Craftsmen	Farmer
Princess	Warrior	Potter	Slave

ACTIVITY 2:

Link the vocabulary in Column A with its meanings in Column C by writing its definition in Column B

Column A

ancient
archeologist
architecture
artifact
civilization
domesticating
radiocarbon dating
stratification

Column B

very, very old
digs up & studies old cultures
design of buildings
old objects
group of people living together
tame for human use
the age of old living things
layers

Column C

old objects
tame for human use
the age of old living material
very, very old
layers
design of buildings
group of people living together
digs up and studies old cultures

Lesson 11:

Governments of the World

What is government? Government is an organized set of rules and laws that rulers use to run a country or area. If we had no government, we would have no laws and rules by which people should live. Without government, things would get very chaotic. This is known as anarchy. Let's look at a variety of governments, or political systems, for managing countries.

1. In a **Theocracy**, power is held by a religious ruler, such as the mullahs of Iran.
2. In a **One-Party State**, all power in the country is held by one political party. China and Cuba have communist governments and are examples of this form of government.
3. In an **Absolute Monarchy**, power is held by a king or queen.
4. In a **Dictatorship**, the country is ruled by a single ruler. When he (or she) gains power, usually by means of the military, he eliminates all opposition to him.
5. In a **Military Government**, the army usually seizes power from a weak government. Power is held by one, or more, high ranking military officer.
6. In a **Multiparty Democracy**, people are given the choice to elect candidates from among several parties. There are two main forms of this government.
 - A) In a **Constitutional Monarch**, the ruling royal family or emperor is the head of government. However, the monarch has no real power. Power is held by the Prime Minister who is the ruler of the largest party in Parliament, the name of the ruling body.
 - B) In a **Presidential Republic**, the voters choose a leader and elect people to parliament and/or Congress. The leader of the government can be called the prime minister or president. This is now the most common form of government in the world.
7. Not everyplace rules itself. Many places are too small, too weak, and/or too remote. These places are managed by other countries and are known as a **Dependent Territory**.

ACTIVITY 1:

A) Classify each country listed below as to which form of government it has. You will need to use the Internet and other references to research the types of governments. B) If a country is a multiparty democracy, use initials to indicate whether it is a Constitutional Monarch (CM) or Presidential Republic (PR). C) Create a separate space for dependent territory below and write in the margin whether a place is classified as this.

Note: A country could fall under two forms of government. For example, a military government could be a dictatorship, or a One-Party State.

China, Cuba, India, Iran, Japan, Jordan, Libya, Myanmar, North Korea, Pakistan, Saudi Arabia, Tonga, United Kingdom, United States, Vatican City

Theocracy	Multiparty Democracy	One Party State	Dictatorship	Absolute Monarchy	Military Government
Iran	India (PR)	China	Libya	Jordan	Pakistan
Vatican City	Japan (CM)	Cuba		Saudi Arabia	North Korea
	United Kingdom (CM)			Tonga	Myanmar
	U.S. (PR)				

dependent territory = Greenland

Lesson 12:

Introducing the Continent of Europe

We will begin our study of the Eastern Hemisphere with the continent of Europe. Of the seven continents that make up the earth's land surface, Europe is the second smallest. It covers seven percent of the earth's land surface. Only the continent of Australia is smaller.

Although Europe is small in physical size, it is crowded with countries and people. Presently, there are 45 independent nations found within the borders of Europe. These countries are home to people with diverse backgrounds, languages and ways of life. Europe has more than 743 million people, 60 different languages, and is the world's third most populated continent. Countries with some of the highest **population densities** in the world are found in Europe. Population density is calculated as the number of people per square mile. Monaco, one of Europe's smallest countries, is the most crowded with more than 42,000 people per square mile.

Because the continents of Europe and Asia make up the same large landmass, geographers often refer to this area as **1. Eurasia**. Eurasia stretches from the **2. Pacific Ocean** in the east to the **3. Atlantic Ocean** in the west. Eurasia is framed by the **4. North Sea** and **5. Arctic Ocean** in the north and the **6. Mediterranean Sea**, **7. Arabian Sea**, **8. Indian Ocean**, and **9. Equator** in the south. **10. Europe** covers less than 20 percent of the land area of all of Eurasia. Many geographers consider Europe a giant peninsula that extends from the **11. Ural Mountains**, **12. Caspian Sea**, and **13. Caucasus Mountains** westward to the **14. Atlantic Ocean**. Thousands of islands surround mainland Europe but are considered part of the continent. **15. Iceland**, the **16. British Isles**, **17. Corsica**, **18. Sardinia**, **19. Sicily** and **20. Crete** are some of Europe's larger islands.



Lesson 12: (Cont.)

Introducing the Continent of Europe

ACTIVITY:

Now that you found the boundaries for the continents of Europe and Asia, use different colored pencils to trace the boundaries. Color the land areas for both continents on your activity map.

1. Refer to your classroom atlas to locate the features above that are in **boldfaced** print.
2. Label each **boldfaced** feature at its location on the activity map on the previous page.
3. Use different color pencils to shade the land areas of the continents of Europe and Asia.

Lesson 13:

Some Large Facts about Europe

The world's largest country is the **(A) Russian Federation**, also called Russia. It covers more than 6.5 million total square miles. Boundaries of Russia spread over the continents of Europe and Asia, and it stretches nearly halfway around the world. The largest city in Europe, and the capital of the Russian Federation, is **(B) Moscow** with more than 12 million people. The smallest independent country in the world is **(C) Vatican City**. It is less than 0.2 square miles and has a population of only 1,000. Vatican City is surrounded by **(D) Rome**, Italy, another famous European city that has been part of history for thousands of years.

Europe's longest river is the **(E) Volga**. It flows southward through western Russia and empties into the **(F) Caspian Sea**. Europe's two largest fresh water lakes are also found in Russia. **(G) Lake Ladoga** is Europe's largest lake. It is located in northwestern Russia. Lake Baikal is Russia's largest lake, but it is found in southeastern Russia which is part of the Asian continent.

In Europe's hottest spot, **(H) Seville**, Spain, temperatures can reach 122° F. The coldest place is **(I) Ust-Shchugor** which borders the Ural Mountains in northern European Russia. Temperatures there have dropped to 67 degrees below zero (now that's cold). What was the highest temperature and coldest temperature recorded in your area?

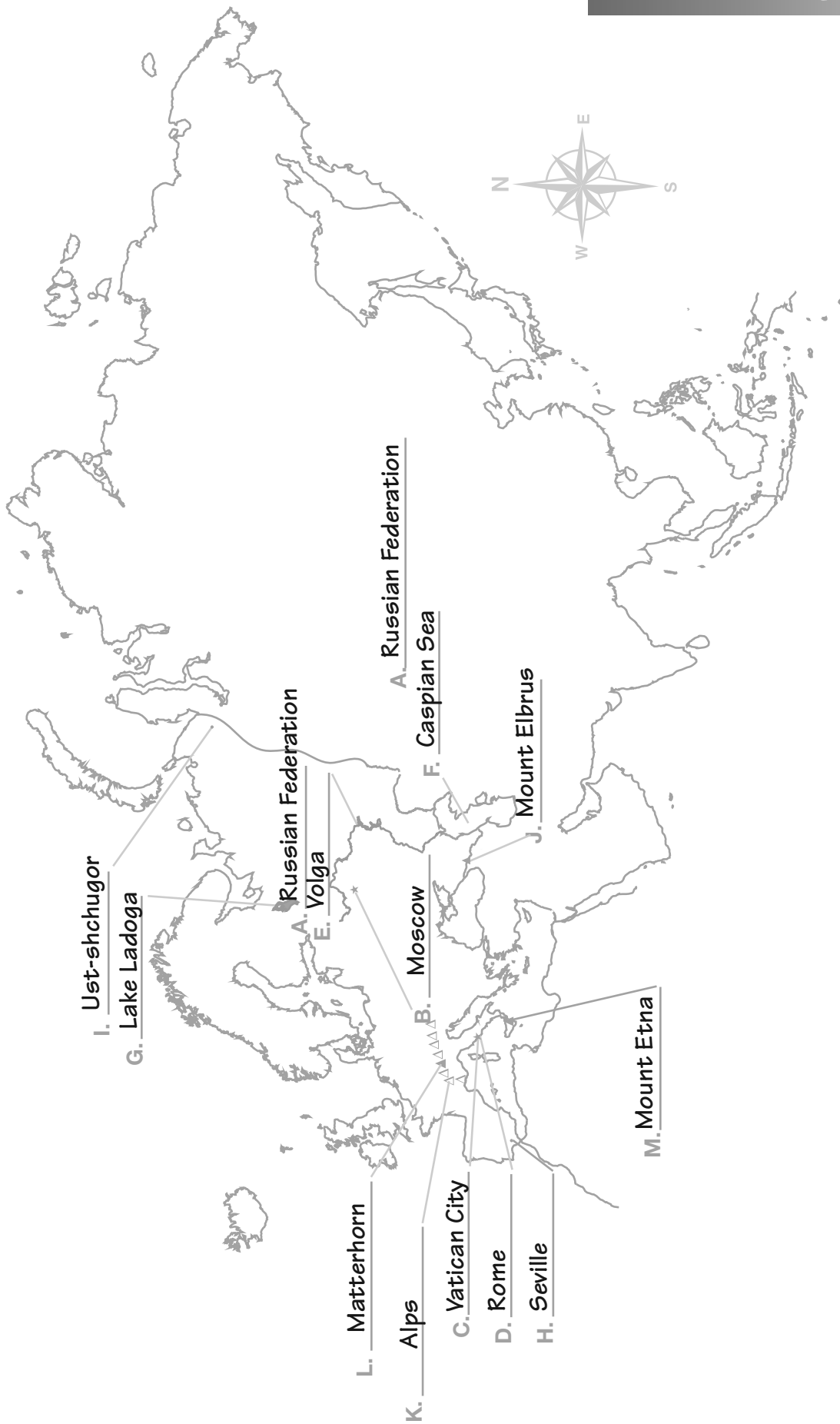
The highest point in Europe's many mountain ranges is **(J) Mount Elbrus** (18,510) which is part of the Caucasus Mountains in southern Russia. The Caspian Sea, bordering both Europe and Asia, is the lowest point at 92 feet below sea level. Check your knowledge of the Western Hemisphere. What are the highest and lowest points in North America?

The **(K) Alps** are a massive range of mountains and jagged peaks that have been carved by glaciers and ice for more than two million years. They begin in southeastern France, and stretch through Switzerland and Italy, and into Austria. The **(L) Matterhorn**, in the Swiss Alps, is one of the most magnificent and photographed mountain peaks in the world. It is considered the ultimate challenge for skilled mountain climbers.

(M) Mount Etna is Europe's highest and most active volcano (10,902 feet). It is located in eastern Sicily, at the southern tip of Italy and has been active for more than 2,500 years.

ACTIVITY:

Use the map of Europe on the next page to label the places that are lettered and in **boldfaced** print in the paragraphs above. When you see a letter, write the name of the place on your map.



Lesson 14:

Geographical Regions of Europe

Let's begin our study of the political features of Europe by dividing the continent into five geographical regions. These regions will help us organize our study of the 45 independent nations that make up Europe. The five regions are:

- A. British Isles
- B. Northern Europe
- C. Central Europe
- D. Southern Europe
- E. Eastern Europe and the Russian Federation

ACTIVITY 1:

On the map on the following page, each of the geographical regions listed above has a letter beside it. Use your classroom atlas as an additional resource to help you complete the tasks below.

1. Find the letter for each region on the activity map on the next page. Write the name of the region in the blank space on the map.

2. Trace each geographical region in a different colored pencil.

3. What region does the island of Ireland belong to?

British Isles

4. The Balearic Islands, Corsica, Sardinia, Sicily, and Crete are included in what region?

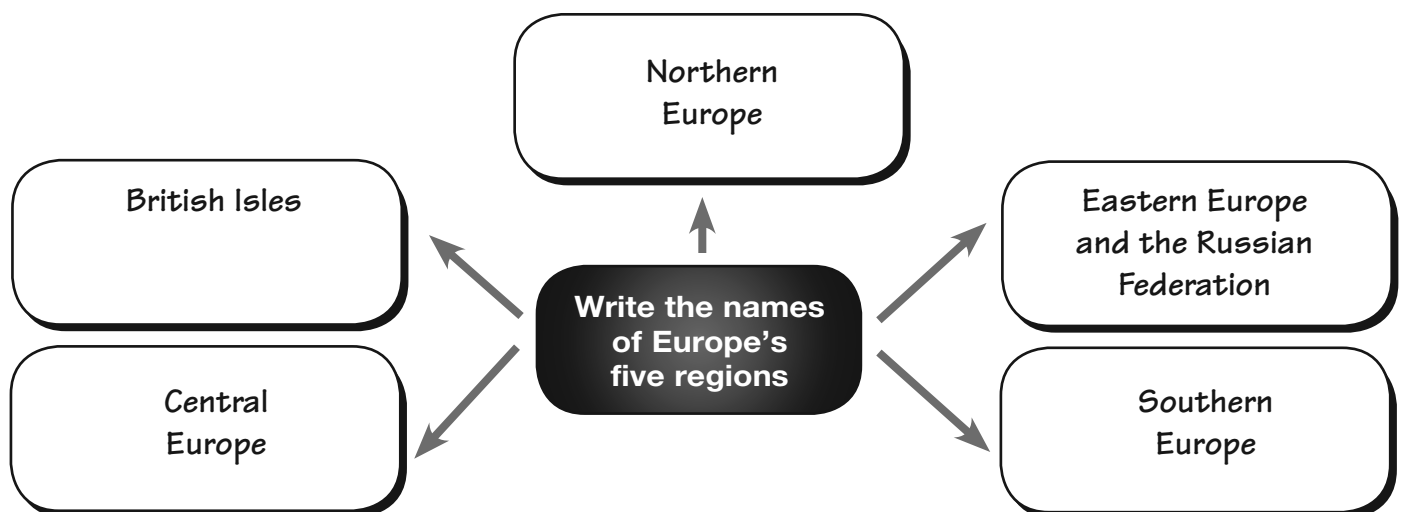
Southern Europe

5. Iceland is part of what region?

Northern Europe

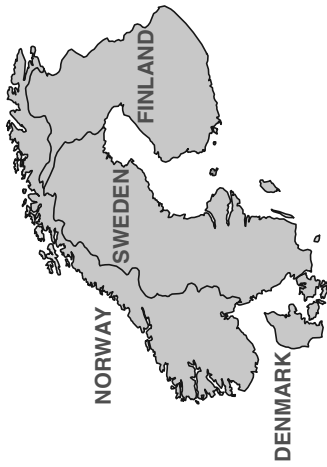
ACTIVITY 2:

Another visual organizer that we can use to summarize and remember information we are learning is a bubble map. Use the bubble map below to summarize your knowledge of the five regions of Europe.



GEOGRAPHICAL REGIONS OF EUROPE

B. Northern Europe

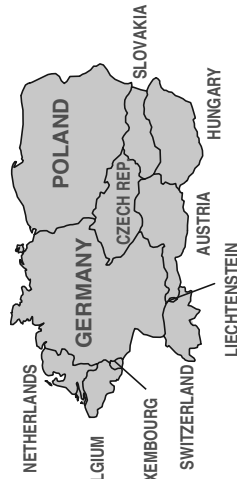


Eastern Europe and the Russian Federation

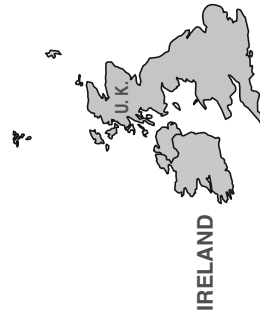
E.



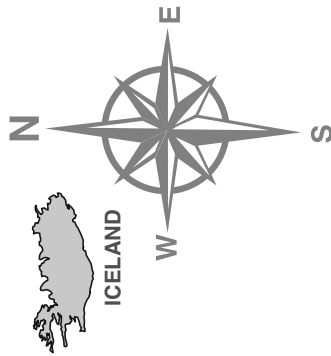
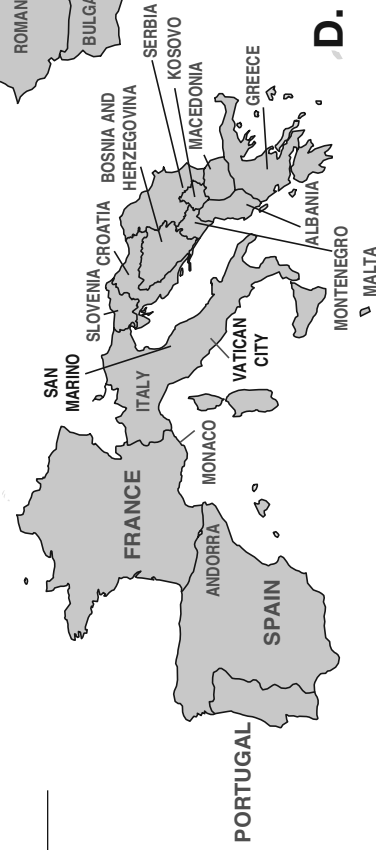
C. Central Europe



A. British Isles



D. Southern Europe



The continent of Europe has been pulled apart to help you visualize the regions we will be studying.

Lesson 15:

Political Features of the British Isles

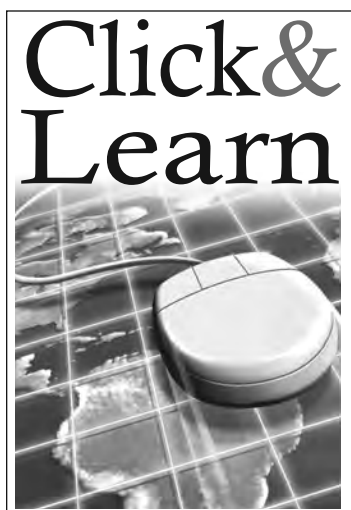
Located off the northwestern coast of the mainland, the **A) British Isles** are Europe's largest group of islands. The British Isles include two large islands, **B) Great Britain** (Europe's largest island) and **C) Ireland**, and a number of smaller islands. Great Britain is made up of **D) England**, **E) Scotland**, and **F) Wales**. These areas of Great Britain have unified with **G) Northern Ireland** to form an independent country known as the **H) United Kingdom**. The remainder of Ireland—more than 80 percent of the total island—is also an independent country, and is called the **I) Republic of Ireland**. All of Ireland was once controlled by Great Britain. In 1922, after years of conflict because of the religious and political differences, the southern portion of Ireland became a separate nation.

To the north of Great Britain, off the coast of Scotland, are smaller groups of islands. They include the **J) Outer Hebrides**, **K) Shetland**, and **L) Orkney Islands**. Off the western coast of Great Britain in the Irish Sea is the **M) Isle of Man**. Although the island is self-governing, it is considered a crown possession, or owned by the United Kingdom. The **N) Channel Islands** are located in the English Channel that separates Great Britain from France. Four main islands—Jersey, Guernsey, Alderney, and Sark—are part of this group. They are also self-governing but they are dependent on the United Kingdom for economic and political support.

ACTIVITY 1:

Go to the political map of Europe in your classroom atlas. Locate the British Isles. To help you find the British Isles, you may want to use the Geographical Regions of Europe map in Lesson 14 (**LLB=Lesson 14**) for reference.

1. Refer to your classroom atlas to locate each of the political features above that are in **boldfaced** print.
2. Use the capital letters to help you locate the boldfaced political features on the activity map on page 27.
3. As you locate each feature, fill in the blank space at the bottom of your activity map.
4. Shade in the land areas belonging to the United Kingdom and the Republic of Ireland using different colored pencils.



Using the Internet, visit England's awesome prehistoric stone circle known as Stonehenge. Add an entry to your **Travel Journal (BLM)** documenting your visit.



Lesson 15: (Cont.)

Political Features of the British Isles

ACTIVITY 2:

The United Kingdom has a population of more than 65 million. More than 90 percent of those people live in cities and surrounding metropolitan areas, making the United Kingdom one of the most highly urbanized countries in the world. London, the capital of the United Kingdom, is Europe's second largest city with over 8.5 million people. Including the surrounding metropolitan areas, London has nearly 22 million inhabitants. From your earlier reading, the name of Europe's largest city is Moscow and it is located in the country of Russia. London was founded by the Romans more than 2000 years ago. It has a rich cultural history and each year millions of tourists from all over the world visit London to experience historical sites, museums, and theaters. With its location between the economic powers of New York and Tokyo, Japan, London has become a world leader in finance and banking.

The Republic of Ireland, in land area, is about one third the size of the United Kingdom. Many of Ireland's 4.6 million people live in rural areas. Dublin is the capital of the Republic of Ireland. Like London, it is a city rich in history. In 1922 it was the center of the rebellion against British rule.

Now, let's locate **London, Dublin**, and other important cities in the United Kingdom and the Republic of Ireland. 1) Locate each of the cities in the chart below on the map on the next page. 2) Using a check mark, classify each city by area to which it belongs. 3) The locations of the first two cities have been checked for you.

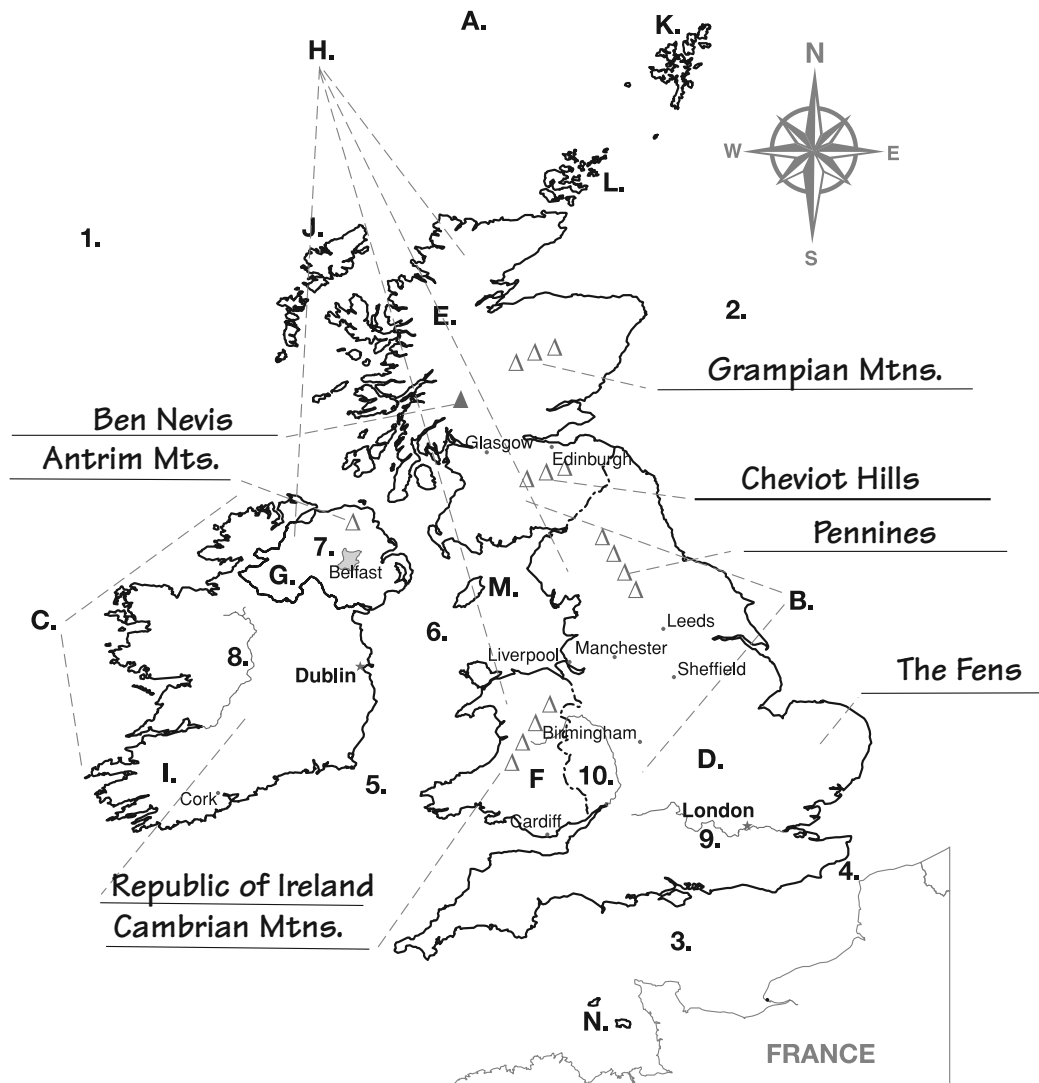
	England	Wales	Scotland	Northern Ireland	Republic of Ireland
London	✓				
Edinburgh			✓		
Birmingham	✓				
Cardiff		✓			
Belfast				✓	
Dublin					✓
Cork					✓
Glasgow			✓		
Liverpool	✓				
Manchester	✓				
Leeds	✓				
Sheffield	✓				



Using the Internet, visit one of the following tourist sites in London.
 1) Create a postcard for a friend describing what you discovered.
 2) Add an entry to your **Travel Journal (BLM)** documenting your visit.

- Tower of London
- Madame Tussaud's
- London Natural History Museum
- London Science Museum
- Big Ben
- Legoland, Windsor

POLITICAL AND PHYSICAL FEATURES OF THE BRITISH ISLES



POLITICAL FEATURES

- | | | | | | |
|----------|---------------|----------|------------------------|----------|------------------|
| A. _____ | British Isles | F. _____ | Wales | K. _____ | Shetland Islands |
| B. _____ | Great Britain | G. _____ | Northern Ireland | L. _____ | Orkney Islands |
| C. _____ | Ireland | H. _____ | United Kingdom | M. _____ | Isle of Man |
| D. _____ | England | I. _____ | Republic of Ireland | N. _____ | Channel Island |
| E. _____ | Scotland | J. _____ | Outer Hebrides Islands | | |

WATERFORMS

- | | | | | | |
|----------|-----------------|----------|----------------------|-----------|--------------|
| 1. _____ | Atlantic Ocean | 5. _____ | St. George's Channel | 9. _____ | Thames |
| 2. _____ | North Sea | 6. _____ | Irish Sea | 10. _____ | Severn River |
| 3. _____ | English Channel | 7. _____ | Lake Neagh | 11. _____ | Not Used |
| 4. _____ | Strait of Dover | 8. _____ | Shannon River | | |

Lesson 16:

Physical Features of the British Isles

Even though the British Isles Region is a small geographical area, there are a variety of landforms. There are rugged highlands in Wales, Northern England, and Scotland. Flat marshlands and rolling green countryside dominate southeastern and southern England. The island of Ireland also has rugged terrain in the north facing Scotland's coastline. But Ireland is most known for its beautiful green landscapes which have earned it the nickname of "The Emerald Isle."

ACTIVITY 1: Labeling Landforms

On your activity map on the previous page, label the **boldfaced** landforms of that British Isles that are found in the statements below. Use your classroom atlas as a resource to help you locate each landform.

- **Ben Nevis** is the highest point in the **Grampian Mountains** of Scotland.
- The **Cheviot Hills** stretch from southern Scotland into England.
- Flat marshlands known as "**The Fens**" are located on the eastern coastline of England.
- The **Pennines** extend from the Cheviots into central England.
- Label the **Cambrian Mountains** of Wales.
- On the island of Ireland locate the **Mountains of Antrim** north of Belfast.
- Although there are broken edges of mountains that circle Ireland, less than 20 percent of the island rises above 700 feet. Label the thick green landscape of central Ireland as the "**Emerald Isle.**"

ACTIVITY 2: Labeling Waterforms

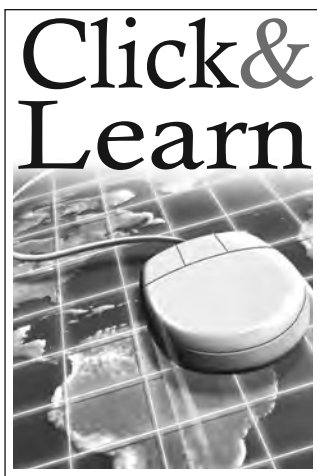
Numbers have been used to identify the major bodies of water that border the British Isles and the sources of important rivers. A) Find each of the numbers below on your activity map on the previous page. B) If the number represents a river, trace and label the river. C) Other waterforms, such as seas, only need to be labeled. D) As you label each waterform, write its name in the correct blank space at the bottom of your activity map on page 40. E) Use your classroom atlas as a reference.

Bodies of Water that Border the British Isles

- 1 – Atlantic Ocean
- 2 – North Sea
- 3 – English Channel
- 4 – Strait of Dover
- 5 – St. George's Channel
- 6 – Irish Sea
- 7 – Lough (Lake) Neagh

Rivers

- 8 – Shannon River
- 9 – Thames River
- 10 – Severn River



The Scottish word for lake is loch. Over many years, people have claimed to have seen the **Loch Ness Monster** in the waters of Loch Ness, Scotland. Using the Internet, find out more about the Loch Ness Monster. Be a journalist, and write a newspaper article to report your findings.

Lesson 17:

Natural Resources and Economy of the British Isles

In the late 1700's, the Industrial Revolution began in Great Britain. The Industrial Revolution brought major changes to the way goods were produced and transported. Before the Industrial Revolution, most goods and services were produced by manual labor. The development of the steam engine and other machines replaced manual labor and made the production and transportation of goods and services more efficient.

Heavy industry became important to Great Britain's economy during the Industrial Revolution. Heavy industries included coal mining, iron production, and the manufacture of products, such as textiles, in large factories. Today, coal mines and heavy manufacturing industries have become much less important. Although Great Britain still manufactures many products, service industries such as banking, insurance, and tourism now dominate the economy. Coal is now imported but the discovery of natural gas and oil in the North Sea in 1962 has helped Great Britain meet its energy needs.

Much of Ireland's economy was once based on agriculture. Today, only about four percent of the workforce earns a living by farming. Light manufacturing industries and service industries, like computers and tourism, dominate the economy.



Using the Internet or resources in your school library, learn about the **Industrial Revolution**. Write a one page report or use a **Research Organizer (BLM)** to summarize your findings. Make sure you cover the following topics. 1) When did the Industrial Revolution occur? 2) What impact did it have on people and industry? 3) How did it affect transportation (ships, railroads, roads)?

ACTIVITY 1:

Use the **Industry Organizer** to answer the questions about the natural resources and economy of the British Isles the next page. Look for **boldfaced** words in your organizer as clues of a country's major cash crops, exports, and industries.

Industry Organizer for the British Isles

	Agriculture	Minerals	Manufacturing/ Services
United Kingdom			
• England	cereal grains, vegetables, sheep, cattle, fishing	natural gas, oil, coal	cars, chemicals, iron/steel, computers, engineering, machinery, tourism finance/banking
• Scotland	cereal grains, sheep, cattle,		chemicals, iron/ steel, whiskey, tourism, banking
• Wales	sheep		tourism , banking, computers
• Northern Ireland	cereal grains		engineering, computers, tourism
Ireland	cereal grains, sheep, dairy products, cattle, fishing;	peat, natural gas	light industry, tourism

Lesson 17: (Cont.)

Natural Resources and Economy of the British Isles**ACTIVITY 1: (Cont.)**

1. Name the four historic land areas that contribute to the economy of the United Kingdom?
England , Scotland , Wales , and Northern Ireland
2. Peat is dead plant material that can be compacted and burned as fuel
 Which country has large peat areas (called bogs) that are used as fuel to generate electricity? Ireland
3. Reserves of these major mineral resources of the United Kingdom are found in the North Sea. They are:
natural gas and oil
4. List three agricultural products common to the United Kingdom and Republic of Ireland.
cereal grains , sheep , and cattle
5. What service industry is a major contributor to the economy of the United Kingdom and the Republic of Ireland? tourism
6. List four of England's manufacturing industries.
cars , chemicals , iron & steel , and machinery

ACTIVITY 2:

Ask your teacher for a blank map of the British Isles and the economic picture symbols from the **Blackline Master File (BLM)**.

1. Using **Industry Organizer for the British Isles** as a resource, paste the major product symbols to the countries that we have studied. **Remember**, the United Kingdom and its political parts and the Republic of Ireland have products in common, so picture symbols may be used more than once.
2. Draw a symbol if one is not included in your **BLM**.
3. In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.

ACTIVITY 3:

Using an **Industry Bullseye** from your **(BLM)**, organize the economic activities of the United Kingdom. Refer to the Industry Organizer in Activity 1. You may also want to research the natural resources and economy of the United Kingdom on the Internet or in your school library.

Lesson 18:

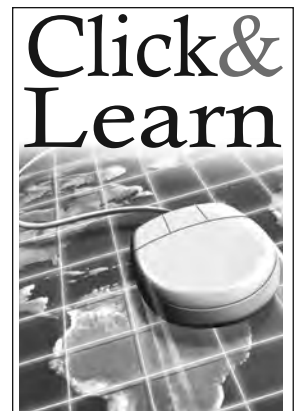
Political Features of Northern Europe

The countries of Northern Europe include Iceland, Norway, Sweden, Denmark, and Finland. Although Iceland lies nearly 1000 miles to the west of Norway, it is still considered part of Northern Europe. The region is often referred to by geographers as the Nordic region because of its northerly location. Iceland lies just to the south of the Arctic Circle. The northern portions of Norway, Sweden, and Finland are crossed by the Arctic Circle. As a group of countries, Norway, Sweden, and Denmark are referred to as Scandinavia. But only Norway and Sweden are found on the Scandinavian Peninsula. Denmark is not part of the Scandinavian Peninsula. It lies to the south of Norway and Sweden and forms its own peninsula which extends from Germany. The peninsula that forms the mainland of Denmark is known as the Jutland Peninsula. Finland is one of Europe's northernmost countries. A third of the country is located in the Arctic Circle. Finland borders Sweden to the west and the Russian Federation to the east.

ACTIVITY 1:

The countries and capital cities of Northern Europe are listed in the **Information Organizer** below. Using the political map of Europe in your classroom atlas, locate each country and capital city. On the activity map on the next page, 1) label each country in Northern Europe, and then 2) label each country's capital city at the starred location. 3) After you have labeled each country and capital city, trace each nation's boundary with a different colored pencil.

Information Organizer for Northern Europe			
Country	Capital City	Square Miles	Population
Iceland	Reykjavik	39,768	331,000
Norway	Oslo	125,050	5,194,000
Sweden	Stockholm	173,732	9,859,000
Finland	Helsinki	130,559	5,475,000
Denmark	Copenhagen	16,638	5,673,000

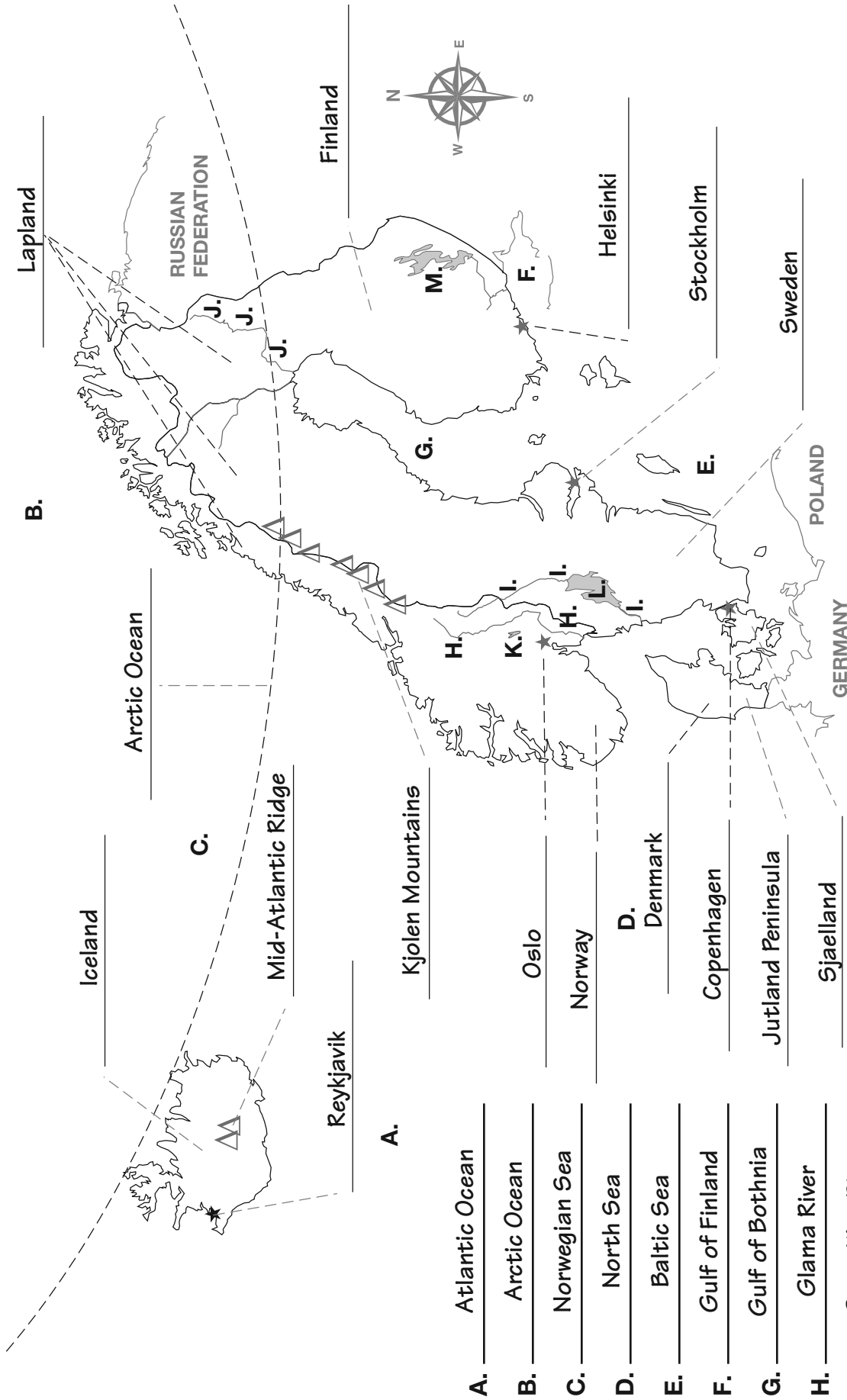


ACTIVITY 2:

Refer to the **Information Organizer** to answer the following questions. Be sure to use the entire chart to find the answers. Some answers will require the use of your math skills.

1. What is the most populated country in Northern Europe? Sweden
2. What country has the lowest population? Iceland
3. Which country covers the most land area? Sweden
4. What country is the most densely populated?
(Hint: The population is the numerator and the square miles is the denominator.) Denmark
322 people/sq mile
5. Calculate the total population of Northern Europe to the nearest million people. 24 million people

Use the Internet to travel to each of the capital cities of Northern Europe. Create a postcard describing a site visited for each city. Add the postcards to your travel journal.



POLITICAL AND PHYSICAL FEATURES OF NORTHERN EUROPE

- A. _____ Atlantic Ocean
- B. _____ Arctic Ocean
- C. _____ Norwegian Sea
- D. _____ North Sea
- E. _____ Baltic Sea
- F. _____ Gulf of Finland
- G. _____ Gulf of Bothnia
- H. _____ Glama River
- I. _____ Gota-Klar River
- J. _____ Kemijok River
- K. _____ Lake Mjosa
- L. _____ Lake Venern
- M. _____ Lake Saimaa

Lesson 19:

Physical Features of Northern Europe

Iceland is a volcanic island located on the Mid-Atlantic Ridge, a vast underwater mountain range that runs the length of the Atlantic Ocean. Iceland and other volcanic islands have been formed from volcanic eruptions that release molten lava from the ocean floor. As the lava cools, it becomes hard and rock-like. When lava deposits buildup and break the ocean's surface, new islands are formed.

In the center of Iceland is a high plateau circled by mountains. Parts of this plateau are covered by a glacier. Glaciers make up nearly 10 percent of Iceland's land area. More than half of Iceland's population live on the southwestern coastal plain where the capital city of Reykjavik is located.

During the last Ice Age, glaciers as deep as 10,000 feet created much of the spectacular landscape of Scandinavia and Finland. (Remember, Scandinavia includes three countries – Norway, Sweden, and their neighbor to the south – Denmark.) Norway is both rugged and beautiful. Steep mountains, deep valleys, and more than 160,000 lakes dominate this long and narrow country. The coastline has been carved by glaciers into thousands of fjords, and more than 50,000 islands are found off the coastline. Fjords are deep, narrow valleys that are cut into the coastline by glaciers and filled by the sea. Fjords form perfect inlets and natural harbors.

Like Norway, the major physical features of Sweden are mountains and lakes. More than two thirds of the land area is mountainous and almost 10 percent of Sweden is covered by lakes. Nearly 80 percent of Sweden's population live in the low-lying areas of the south.

Finland is a flat country, known for thick forests, swampy peat-land areas and thousands of lakes. More than 60,000 lakes take up nearly 10 percent of Finland's land area.

Denmark is the southern most country of Scandinavia and one of the most low-lying land areas in the world. The mainland of Denmark is a peninsula that extends from Germany. To the east of the mainland peninsula is an archipelago (a chain or large group of islands) of 483 islands. Most of the population lives on 97 of these islands.

ACTIVITY 1: Labeling Waterforms

Letters have been used to identify the major waterforms of Northern Europe. A) Find each of the letters below on the activity map on the previous page. B) If the letter represents a river, trace and label the river. C) Other waterforms, such as oceans, only need to be labeled. D) As you locate each waterform, write its name in the correct blank space at the side of your activity map on page 35. E) Use the physical map of Northern Europe in your classroom atlas as a reference.

Waterforms

A – Atlantic Ocean	F – Gulf of Finland	K – Lake Mjosa (Norway)
B – Arctic Ocean	G – Gulf of Bothnia	L – Lake Vanern (Sweden)
C – Norwegian Sea	H – Glama River (Norway)	M – Lake Saimaa (Finland)
D – North Sea	I – Gota-Klar River (Sweden)	
E – Baltic Sea	J – Kemijoki River (Finland)	

ACTIVITY 2: Labeling Landforms

Follow the instructions below to label your activity map on the previous page with the landforms that are **boldfaced**. Use the physical map of Europe in your classroom atlas as a reference.

1. Label the **Kjolen Mountains** that extend through Norway and follow the western border of Sweden.
2. Label Denmark's mainland that extends from Germany and forms the **Jutland Peninsula**.
3. Label Denmark's largest island **Sjælland** where the capital city of Copenhagen is located.
4. Use a red colored pencil to trace the **Arctic Circle**.
5. Label **Lapland**, the frozen northern area of Norway, Sweden, and Finland.
6. Use a blue colored pencil to highlight the thousands of **fjords** that are found along Norway's western coastline.
7. Iceland is part of the **Mid-Atlantic Ridge**, the underwater mountain range that extends the length of the Atlantic Ocean. Label and use a black pencil to trace the Mid-Atlantic Ridge.

Lesson 20:

Natural Resources and Economy of Northern Europe

The countries of the Nordic region are some of the most prosperous in the world. Their primary industries have been important to the development of other industries. These would include forestry, fishing, and farming. This region also has abundant energy resources, such as oil, natural gas, hydroelectric power, and geothermal power. Stable governments, strong beliefs in equal rights, good transportation systems (shipping), and good management of existing resources have also supported a high standard of living for the people of Northern Europe.

ACTIVITY 1:

Ask your teacher for a blank map of Northern Europe and the economic picture symbols from the **Blackline Master File (BLM)**.

- 1) Using the chart of Northern Europe Products and Industries as a resource, paste the product symbols to the five countries that make up Northern Europe. **Remember**, the countries of Northern Europe have industries in common, so picture symbols may be used more than once.
- 2) In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.



Norway, Sweden, and Iceland are ranked in the top ten countries of the world for a high standard of living.

Northern Europe Products and Industries

Country	Major Products and Industries
Iceland	fishing , sheep farming, fish processing, geothermal power, computer software, biotechnology, banking, tourism
Norway	forestry, fishing, nickel, copper, zinc, aluminum production, oil, natural gas, merchant shipping , hydroelectric, tourism
Sweden	forestry/forestry products , fishing, copper, zinc, lead, uranium, iron ore, engineering , electronic, telecommunications hardware, hydroelectric, transportation equipment, cars, textiles, furniture machinery, tourism
Denmark	livestock/dairy farming , fishing, food processing , granite, boulder clay, white chalk, white clay (kaolin), shipping, cement, steel, machinery/ transportation equipment, chemicals, paper, tourism
Finland	forestry/forestry products , copper, nickel, vanadium, zinc, chromium, titanium, shipbuilding (icebreakers), chemicals, petroleum refining, hydroelectric, electronics, textiles, printing/publishing, tourism

Lesson 21:

Political Features of Central Europe

Central Europe is the third region we will study. Central Europe includes 11 countries that are part of the European mainland. **1) Belgium**, the **2) Netherlands** (also referred to as Holland or the Dutch), and **3) Luxembourg** are the most densely populated countries in Europe. Geographers refer to these countries as the “**Low Countries**” because of their flat landscapes. Since 1948, these countries have also been called “**Benelux**” because of the economic union they formed to trade goods freely. Benelux became the world’s first free trade union. Benelux is an important part of a larger union of European countries known as the European Union, or Common Market. Learn more about the European Union by completing the Click & Learn below.

The Netherlands is especially known for its flat landscapes. One third of its land area lies below sea level. Much of this land has been reclaimed from the sea and is now being used for agriculture, homes, roads, and outdoor living spaces. To the north and west of the Netherlands is the North Sea. Germany lies to the east and to the south is Belgium.

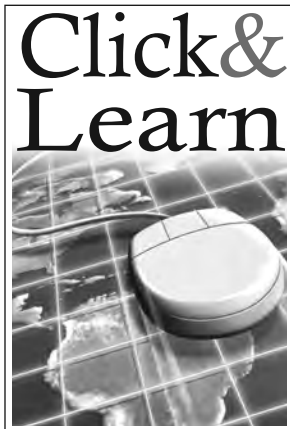
Like the Netherlands, Belgium has coastline on the North Sea. Belgium has been strongly influenced by its neighbors. Today, the influences of other countries can be seen in the languages that are spoken. People in the southern half of Belgium speak French. Dutch, the official language of the Netherlands, is spoken in the northern part of the country. In the far eastern part of the country, German is spoken in an area bordering Germany.

Even in the capital city of Brussels there is no single, official language. Both French and Dutch are widely spoken.

The tiny country of Luxembourg is located between the Belgium, Germany, and France. Letzburgesch is the native language of the people of Luxembourg, but French and German are considered official languages as well. Although Luxembourg is small country, it plays a very important part in the European Union.

Following World War II, **4) Germany** was split apart into Communist-controlled East Germany and democratic West Germany. In 1990, after the collapse of communism in the Soviet Union, East and West Germany were reunited to form a single democratic country. Today, a unified and democratic Germany is the second most populated country in Europe, and one of the world’s industrial leaders. Germany has been a major force behind the establishment of the European Union and a single European currency. **5) Switzerland** and **6) Austria** border Germany on the south. Between Switzerland and Austria, in the Rhine River Valley, is the tiny country of **7) Liechtenstein**. Only 25 miles long and less than four miles wide, Liechtenstein is dependent on the Swiss for major services, such as mail and telephone. Switzerland is Europe’s most multi-lingual country. Multi-lingual is a great new vocabulary word. Multi-lingual means that Switzerland is home to a number of languages. The Swiss speak German, French, Italian, and Romansch. Romansch is spoken in isolated Alpine villages. German is the official language of Austria and Liechtenstein.

In the center of Europe are the countries of **8) Poland**, **9) Czech Republic**, **10) Slovakia**, and **11) Hungary**. Following World War II, these countries became part of the Soviet Union and the Communist bloc of nations. In the 1980s major political reforms in the Soviet Union resulted in Poland, Czechoslovakia, and Hungary breaking free from Soviet control. In 1993, Czechoslovakia split peacefully and formed two new countries, the Czech Republic and Slovakia.



Complete a **Research Organizer** on the **European Union (EU)**. Individual file folders should include research on the following questions:

- 1) When was the **EU** formed and who were the original members?
- 2) What are the main jobs of the EU?
- 3) What is a **Euro**?
- 4) Ask your teacher for a Political Map of Europe from the **Blackline Master File (BLM)**. Create a map legend and color in the countries of the European Union.

Lesson 21: (Cont.)

Political Features of Central Europe

ACTIVITY 1:

On the activity map on the next page, label the countries of Central Europe that are numbered and **boldfaced** on the previous page. Use the numbers to help you locate each country on the activity map. Use the political map of Europe in your classroom atlas as a reference.

ACTIVITY 2:

The countries of Central Europe are listed in the Information Organizer below. 1) Use the numbers to help you locate and label each country on your activity map on page 38. 2) Next, find each country's capital city at its starred location on the map. 3) Write the capital city's name next to its country in the organizer.

Information Organizer for Central Europe			
Country	Capital City	Square Miles	Population*
1. Belgium	Brussels	12,672	11,199,000
2. Netherlands	Amsterdam	13,097	16,857,000
3. Luxembourg	Luxembourg	998	550,000
4. Germany	Berlin	134,910	80,716,000
5. Switzerland	Bern	15,355	8,184,000
6. Austria	Vienna	31,942	8,505,000
7. Liechtenstein	Vaduz	62	37,000
8. Poland	Warsaw	117,552	38,484,000
9. Czech Republic	Prague	30,449	10,513,000
10. Slovakia	Bratislava	18,993	5,416,000
11. Hungary	Budapest	35,652	9,877,000

*2014 estimate

ACTIVITY 3:

Refer to the Information Organizer to answer the following questions. Be sure to use the entire chart to find the answers. Some answers will require the use of your math skills.

1. What is the most populated country in Central Europe?

Germany

2. What country has the lowest population?

Lichtenstein

3. Which country covers the most land area?

Germany

4. What country is the most densely populated?
(Hint: Population is the numerator and square miles is the denominator.)

Netherlands

5. Calculate the total population of Central Europe to the nearest million people.

190 million people



Since 1815, Switzerland has stayed out of the many wars that have affected other European nations. Its **neutrality** has allowed it to become the headquarters for international organizations such as the United Nations, Red Cross, and World Health Organization.

Lesson 22:

Physical Features of Central Europe

We will use the activity map on the previous page to locate and label the landforms and waterforms that make up the physical geography of Central Europe.

ACTIVITY 1: Labeling Landforms

Follow the instructions below to label your activity map with the landforms that are **boldfaced**. Use the physical map of Europe in your classroom atlas as a reference. Remember to write neatly.

- The **North European Plain** extends eastward from southern England and northern France, into Germany and Poland, and ending at the Ural Mountains that split the Russian Federation. Label the Northern European Plain in northern Germany and Poland.
- The **Black Forest** in southwestern Germany is one of Germany's most beautiful regions. The forest gets its name from the thick dark evergreen trees that grow there. Label this location with tree symbols.
- The **Alps** are Europe's tallest mountains. Use the mountain symbol to label the Alps that stretch across Switzerland and Austria.
- The **Jura Mountains** form Switzerland's western border with France. Use the mountain symbol to label this mountain range. Also label the **Carpathian Mountains**, which dominate Slovakia's geography and form a border with Poland.
- Much of Hungary is a low-lying fertile area that spreads out from the Danube River basin. Label the **Great Hungarian Plain**, a fertile area that covers much of Hungary east of the Danube River.

ACTIVITY 2: Labeling Waterforms

Letters have been used to identify the major waterforms of Central Europe. A) Find each of the letters below on the activity map on the previous page. B) If the letter represents a river, trace and label the river through the countries of Central Europe. C) Other waterforms, such as oceans, only need to be labeled. D) As you label each waterform, write its name in the correct blank space at the bottom of the map on page 40. E) Use the physical map of Europe in your classroom atlas as a reference.

- A.** – The **Baltic Sea** borders Germany and Poland to the north.
- B.** – The **North Sea** forms part of Germany's northern coastline and the western coastline of the Netherlands and Belgium.
- C.** – The **Strait of Dover** provides sailors a route from the North Sea to the English Channel and the Atlantic Ocean.
- D.** – Label and trace the **Danube River** from Hungary across Central Europe to Germany. The Danube is 1770 miles long and Europe's second longest river.
- E.** – The **Rhine River** flows from Lake Constance, follows the borders of Switzerland and France, and crosses the Netherlands to the North Sea. The Rhine is 820 miles long.
- F.** – Follow the **Elbe River** from the Czech Republic through Germany to the North Sea.
- G.** – The **Oder River** flows from the Czech Republic, through Poland, and empties into the Baltic Sea.
- H.** – The **Vistula River** winds through Poland for 678 miles before it flows into Baltic Sea
- I.** – The **Ruhr River Valley** is the most densely populated and industrialized area in Germany.
- J.** – The **Rhone River** flows from Switzerland through Lake Geneva, between the Jura Mountains and the Alps into France.

Lesson 23:

Natural Resources and Economy of Central Europe

Use the Central Europe Products and Industries chart and the Economic Fact Sheet to complete the Activities. Look for **boldfaced** words in your chart as clues of a country's major cash crops, exports, and industries.

Central Europe Products and Industries			
Country	Industry Types		
	Primary	Secondary	Tertiary
Netherlands	agricultural products-cheese, butter, meat products; flower bulbs and cut flowers	petroleum processing – natural gas and crude oil; chemicals, motor vehicles, aircraft, electronics, diamond cutting	tourism -historic Amsterdam
Belgium	livestock , forestry	rare metals, glass, machinery, steel, plastics, petroleum refining, diamond trading , chocolate	banking , tourism
Luxembourg	iron ore, beef, dairy cattle, grapes	tires, chemicals, metals banking, tourism	international
Germany	agricultural products –milk, cheese, butter, meat, grapes/ wine, beer, timber, fishing, coal	European leader in manufactured goods, iron/steel, vehicles, electronics, machinery	tourism , banking
Switzerland	timber, Swiss cheese, chocolate	chemicals, heavy machinery, clocks, watches	tourism, banking
Austria	timber, grapes/wine, grains, vegetables, fruit, livestock; coal, oil, graphite, quartz, salt, clay	iron/steel, aluminum, chemicals, plastics, electronics, optical instruments	tourism, skiing
Liechtenstein	agriculture-livestock, dairy farming,	precision instruments, electronics, postage stamps	tourism, banking
Poland	small farming -potatoes, grains, livestock, vegetables; coal , sulfur, zinc, lead, copper	vehicles, machinery, electronics, small scale consumer products	tourism
Czech Republic	large cooperative/state farms grain, sugar beets, livestock, coal, iron ore	iron/steel working, vehicles, plastics, textiles; Bohemian glass and beer	tourism
Slovakia	timber , potatoes, sugar beets, grains, livestock; Mining - iron, copper, lead, zinc	Bratislava –center of industry, metal work, paper, vehicles, machinery	tourism is in development
Hungary	grains, sunflowers, paprika, vegetables, fruits, figs, timber grapes/wine, livestock, dairy/poultry products; coal	metal making, metal work, chemicals, vehicles, textiles, Budapest is the center of industry and tourism	tourism

Lesson 23: (Cont.)

Natural Resources and Economy of Central Europe

ACTIVITY 1:

Match country in **Box 2** with the proper description in **Box 1** by writing the number in the appropriate blank space. One of the choices from your answers in Box 2 will not be used.

Box 1

- 5 Europe's leading exporter of manufactured goods
- 8 major producer of cut flowers and flower bulbs
- 10 Bohemian glass and beer
- 7 famous for clocks, watches and chocolate
- 12 Budapest is the center of government and manufacturing
- 4 decorated postage stamps are world famous
- 2 small farming is a dominant economic activity
- 11 a center of international banking with more than 200 banks
- 1 best known for tourism, especially skiing
- 6 Bratislava is the center of transportation and industry
- 9 controls nearly 70 percent of the world's diamond trading

Box 2

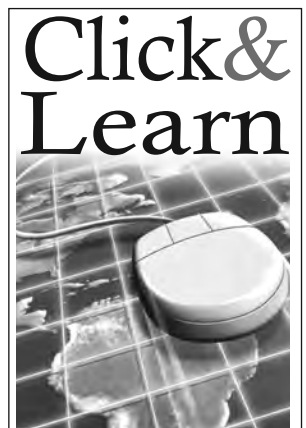
- 1. Austria
- 2. Poland
- 3. Russian Federation
- 4. Liechtenstein
- 5. Germany
- 6. Slovakia
- 7. Switzerland
- 8. Netherlands
- 9. Belgium
- 10. Czech Republic
- 11. Luxembourg
- 12. Hungary



During the 15th century, the Dutch began to use windmills to produce power to drain water and reclaim lands from the sea.

The Danube and Rhine Rivers provide major trading and shipping routes for much of Europe. Using the Internet and a classroom atlas as resources, research these great rivers. Follow the statements below to summarize your research.

1. Write a brief report explaining why these rivers are important transportation routes.
2. Ask your teacher for a map of Europe from the **BLM**. Using colored pencils, trace the route of each river. Label the countries and cities each river flows through.



Lesson 24:

Political Features of Southern Europe

Southern Europe is made up of 18 countries. In number of countries, it is Europe's largest region. Traveling from west to east, Southern Europe begins with Spain and Portugal which form the **Iberian Peninsula**. It stretches along the **Mediterranean** coastline, to **Greece** and the **Aegean Sea**. The Aegean Sea separates Greece and Turkey. It also separates the continents of Europe and Asia.

As with some regions in Asia, not all geographers and mapmakers agree on what countries make up Southern Europe. We have labeled Southern Europe as those countries that closely follow the southern border of Europe and the coastline of the Mediterranean Sea. Only two do not border on the Mediterranean. **Portugal** faces the Atlantic Ocean, and **Macedonia** is an inland country to the north of Greece.

Because of the number of countries, we will study Southern Europe as four separate land areas. The land areas are organized below. As we locate each area, follow along in your classroom atlas.

- **Iberian Peninsula**
- **France and Monaco**
- **Italian Peninsula and Malta**
- **Southeastern Europe and Greece**

Iberian Peninsula

The countries of **1) Spain** and **2) Portugal** occupy the largest portion of the southwestern corner of Europe known as the **3) Iberian Peninsula**. **4) Andorra** is a small country that sits in the Pyrenees Mountains that form the border of Spain and France. Near the most southern point of the Iberian Peninsula is **5) Gibraltar**, a territory, or dependency, that belongs to the United Kingdom. The continent of **6) Africa** begins about five miles south of the most southern point of the Iberian Peninsula.

France and Monaco

7) France connects the Iberian Peninsula to mainland Europe. France is Europe's second largest country and one of the world's leading nations in agriculture and industry. Also part of France is **8) Corsica**, a Mediterranean island lying off its southeast coast. Resting near the border of France and Italy is the tiny nation of **9) Monaco**. The country is less than one square mile in size. Monaco has been ruled by the same family for more than 800 years.

Italian Peninsula and Malta

A boot-shaped peninsula forms the country of **10) Italy**. It is the third major land area of Southern Europe. Italy also includes two Mediterranean islands, **11) Sicily** and **12) Sardinia**. South of Sicily, seven islands form the country of **13) Malta**. The mainland of Italy includes two of the smallest countries in the world, **14) Vatican City** and **15) San Marino**. Vatican City is located within the city limits of Rome. It is the capital of the Catholic Church and the official residence of the Pope.

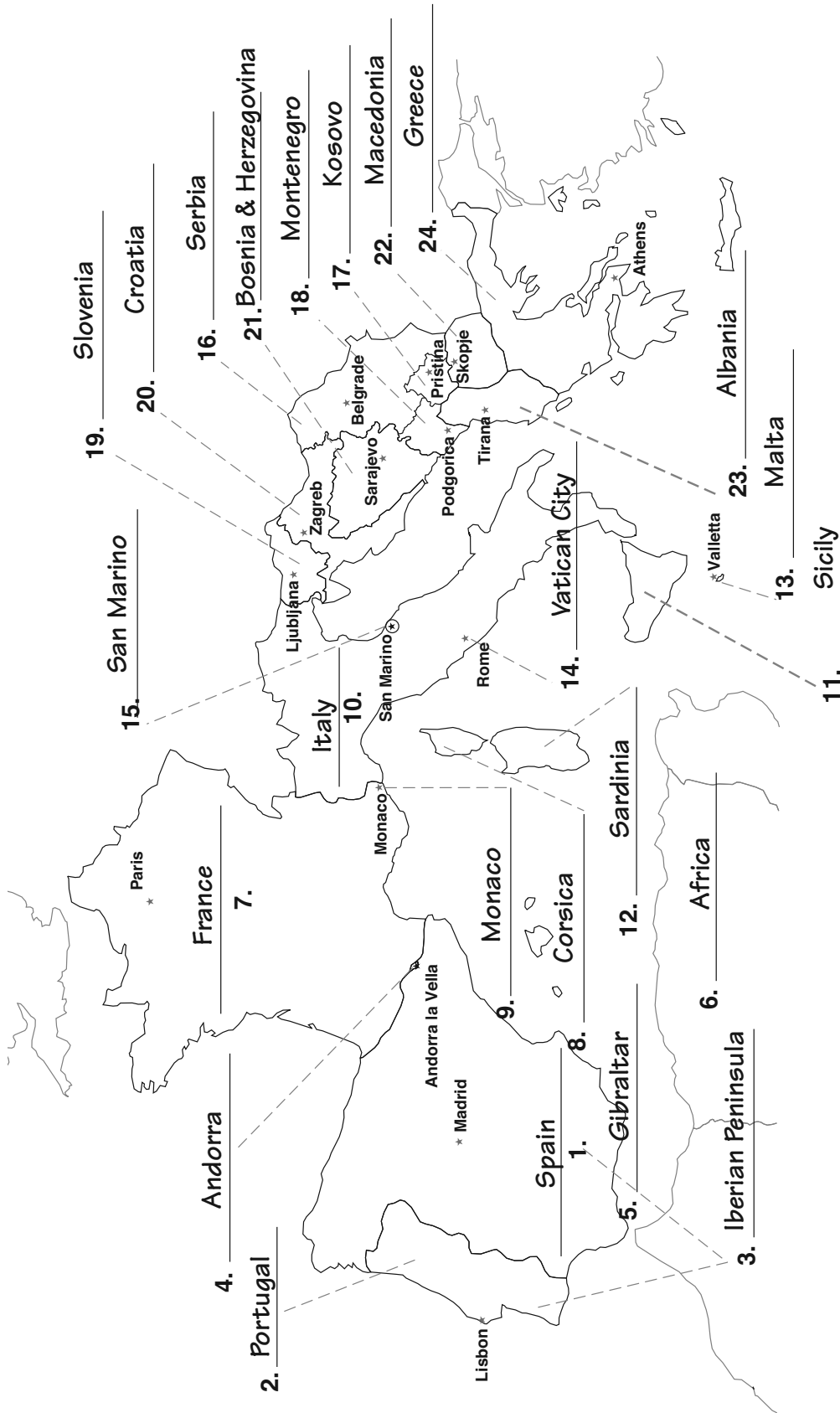
Southeastern Europe and Greece

In the early 1990s ethnic tensions and war forced the division of Yugoslavia into five separate nations. The nations included **16) Serbia**, **17) Kosovo**, **18) Montenegro**, **19) Slovenia**, **20) Croatia**, **21) Bosnia and Herzegovina**, and **22) Macedonia**. In 2008 Kosovo declared its independence from Serbia. The Republic of Kosovo is recognized as an independent country by the United States and many countries in the European Union. Russia, Serbia, and some countries in the European Union have not recognized Kosovo's independence. Pristina is Kosovo's capital and largest city.

Southeastern Europe also includes the countries of **23) Albania** and **24) Greece**. Albania lies south of Serbia and Montenegro and borders the Adriatic and Ionian Seas. Most of Greece is part of mainland Europe, but it has more than 2,000 islands that stretch into the Aegean and Mediterranean Seas.

Lesson 24: (Cont.)

Political Features of Southern Europe



ACTIVITY 1:

On the activity map on page 44, 1) label each of the political features that are numbered and **boldfaced** on the previous page. Use the numbers to help you locate the political features on the activity map. As a resource, use the political map of Europe in your classroom atlas. Remember, the political features above include 17 countries that make up Southern Europe. 2) Trace each country's boundary with different colored pencils.

Lesson 25:

Physical Features of Southern Europe

We will use the activity map on page 46 to locate and label the waterforms and landforms that make up the physical geography of Southern Europe.

ACTIVITY 1: Labeling Waterforms

Letters have been used to identify the major waterforms of Southern Europe.

- 1) Find each of the letters below on the activity map on page 47.
- 2) If the letter represents a river, trace the river in blue and label it in the correct blank space below the map.
- 3) Waterforms, such as seas, only need to be labeled.

Use the physical map of Europe in your classroom atlas as a reference.

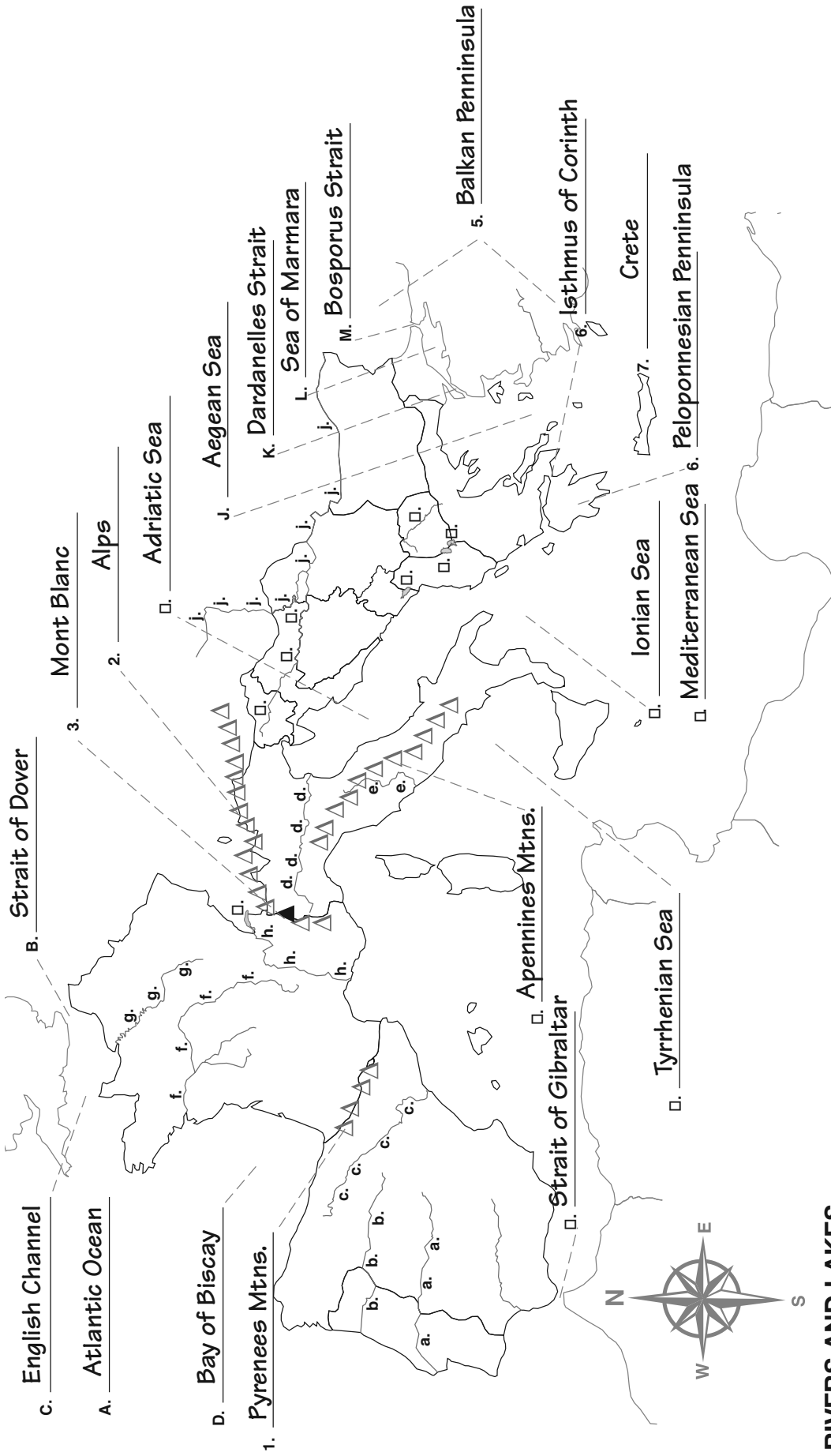
Southern Europe			
Major Bodies of Water (Clue)		Rivers and Lakes (Clue)	
A – Atlantic Ocean	H – Adriatic Sea	a – Tagus (Spain/Portugal)	i – Lake Geneva (France)
B – The Strait of Dover	I – Ionian Sea	b – Douro (Spain/Portugal)	j – Danube (Belgrade, Serbia)
C – English Channel	J – Aegean Sea	c – Ebro (Spain)	k – Vardar (Macedonia)
D – Bay of Biscay	K – Dardanelles Strait (Aegean Sea)	d – Po (Italy)	l – Sava (Slovenia/Croatia)
E – Strait of Gibraltar	L – Sea of Marmara (Greece/Turkey)	e – Tiber (Rome, Italy)	m – Lake Scutari (Montenegro)
F – Mediterranean Sea	M – Bosporus Strait (Black Sea)	f – Loire (France)	n – Lake Ohrid (Macedonia)
G – Tyrrhenian Sea		g – Seine (France)	o – Lake Prespa (Macedonia)
		h – Rhone (France)	

ACTIVITY 2: Labeling Landforms

On your activity map on page 47, label the **boldfaced** landforms of Southern Europe that are found in the statements below. Use your classroom atlas as a resource to help you locate each landform.

1. The **Pyrenees Mountains** form the border of the Iberian Peninsula and France.
2. The **Alps** stretch from southeastern France into northern Italy, Switzerland, Liechtenstein, and Austria.
3. Located in the Alps on the border of France and Italy, **Mont Blanc** is the highest point in Western Europe.
4. The **Apennines** are a long range of mountains that stretch through much of the boot-shaped peninsula of Italy.
5. Geographers often include Southeastern Europe and Greece in a much larger land area known as the **Balkan Peninsula**. The Balkan Peninsula covers a huge area that stretches southward from the Adriatic Sea in the west, and the Black Sea in the east, to the Aegean and Mediterranean Seas in the south.
6. The southern tip of the Balkan Peninsula is **Peloponnesian Peninsula** which is connected to the mainland of Greece by the **Isthmus of Corinth**.
7. **Crete**, located in the Aegean Sea, is the largest of the many Greek islands.

PHYSICAL FEATURES OF SOUTHERN EUROPE



RIVERS AND LAKES

- | | | |
|----------------|-----------------|-----------------|
| a. Tagus River | f. Loire River | k. Vadar River |
| b. Douro River | g. Seine River | l. Sava River |
| c. Ebro River | h. Rhone River | m. Lake Scutari |
| d. Po River | i. Lake Geneva | n. Lake Ohid |
| e. Tiber River | j. Danube River | o. Lake Prespa |

Southern Europe

Lesson 26:

Natural Resources and Economy of Southern Europe

ACTIVITY:

Use the chart of **Southern Europe Products and Industries** below and the **Economic Fact Sheet (BLM)** to complete the Activity. Look for **boldfaced** words in your chart as clues of a country's major cash crops, exports, and industries.

Southern Europe Products and Industries	
Country	Major Products and Industries
Spain	Grains, grapes/wine , olives, citrus fruit, fishing; cars (GM, Ford, Renault), chemicals textiles , machinery; coal, iron ore, uranium, mercury; tourism
Portugal	Wine, cork , timber, figs, olives, fishing; iron ore, uranium; textiles and footwear, paper; tourism
Andorra	Timber, tobacco, tourism (winter skiing)
France	Grains, fruits (apples, plums, peaches, apricots), grapes/wine, timber , livestock, fishing, dairy products; cars, steel, aircraft, textiles , food processing, rubber, chemicals; banking, tourism
Monaco	Tourism , financial services
Italy	Fruit , olives, olive oil, grapes/wine , tobacco, cheese, fishing; cars , food processing, metal processing, oil refining, chemicals, clothing, shoes, ceramics; tourism
Malta	Shipping, ship repair, tourism
Vatican City	Tourism , publishing, international finance
San Marino	Livestock, grains, olives, grapes/wine; tourism
Serbia	Agricultural produce , small-family farms (subsistence farming), grains, grapes, timber; deposits of coal and petroleum.
Montenegro	Agricultural produce , small farming, livestock, grains, tobacco;
Slovenia	Livestock, grains, grapes/wine, timber ; lignite (brown coal), lead, mercury; iron/steel, metal products, machinery, vehicles, appliances textiles, furniture, paper, food; tourism
Croatia	Fruits (grapes, apricots, plums), flax, fishing; oil, natural gas, coal, bauxite; metal and wood products, chemicals, textiles, food; tourism
Bosnia and Herzegovina	Agriculture produce —ruit, grapes, olives, tobacco, rice, timber; coal, iron, copper, salt, zinc
Macedonia	Agriculture produce —grains, fruits, cotton, rice, livestock, tobacco; iron/steel, chemicals, food processing; mineral reserves
Albania	Agriculture produce; petroleum, natural gas, iron ore and other metallic ores; small industry (textiles, footwear)
Greece	Olives, olive oil , citrus fruits, grapes/wine, figs, vegetables, cotton, tobacco, sheep, goats, petroleum products, textiles, food, merchant shipping, tourism

Lesson 26: (Cont.)

Natural Resources and Economy of Southern Europe

1. Cars produced by companies such as General Motors, Ford, Renault, and Peugeot are a major export of this country. The country is: Spain
2. This Mediterranean country, with more than 2,000 islands, has developed one of largest merchant shipping fleets in the world. The country is: Greece
3. Which country produces flax, a plant fiber used to make linen and canvas? Croatia
4. Winter ski resorts attract tourists to this isolated country in the Pyrenees Mountains (**LLB=Lesson 24**). The country is: Andorra
5. The small principality of Monaco located on the Mediterranean coast creates most of its income from what tertiary industry? tourism
6. Which country is Europe's leading exporter of agricultural products such as fruits, grapes, wine, and dairy produce. France
7. Shipping and ship repair industries are important to this country which is located on the trade route between Europe and Africa. The country is: Malta
8. What is the major economic activity of the countries in Southeastern Europe? agriculture
9. This country is the leading exporter of cork, a spongy material used for products such as tiles and bottle tops. The country is: Portugal
10. This Southeastern European country's forests provide timber for products such as paper, furniture, and construction. The country is: Slovenia
11. This country is a world leader in the fashion industry and the making of fine perfumes. The country is: France
12. Tourists from all over the world visit this country because of its religious importance. The country is: Vatican City
13. List three important agricultural exports from Italy.

fruit , olive oil , and grapes/wine

14. List four important agricultural products of Greece.

olives , olive oil , citrus fruits , and grapes/wine



Using the Internet, visit Vatican City. Create an entry in your **Travel Journal (BLM)** or complete a **Research Organizer (BLM)** on one of the following topics:

- St. Peter's Square
- Michelangelo
- Swiss Guard
- St. Peter's Basilica
- Sistine Chapel
- Raphael
- *L'Osservatore Romano* (daily newspaper)

Lesson 27:

Ancient Greece

When did the ancient Greek Empire flourish?

An ancient culture that contributed heavily to our western civilization was Greece. This country is located on the Peloponnese peninsula in southeast Europe. Mountains, narrow valleys, coastal plains, and islands are geographic terms that describe the region.

The ancient Greek world began emerging sometime after 1200 BC. This was during the **Bronze Age**. People had discovered that by combining melted copper and tin, bronze was formed. The **Golden Age** of Greece occurred between 500 to 300 B. C. During this time, the Greeks were responsible for spreading many innovations in philosophy, architecture, government, science, and culture.

How did city-states develop?

Because of the mountainous land, many separate city-states emerged. The ancient Greeks spoke the same language, worshiped the same gods, and shared many customs, but that is as far as it went. City-states developed their own forms of government and often wound up fighting wars against each other. Two of the most powerful city states were Athens and Sparta. Athens became the strongest and most powerful of the city-states that made up Greece.

Athens was founded on a hill known as the **Acropolis**. One of the most famous ancient temples in the world, the **Parthenon**, was built at this location. It was constructed nearly 2,500 years ago (447-432 BC) to honor Athena, the goddess of wisdom and war. The foundation of the building was made out of limestone and the columns were made out of marble. It still stands today and is one of the most popular tourist sites in the world. The Parthenon is considered a cultural symbol of ancient Greek civilization.



The Parthenon was dedicated to the Greek goddess Athena.

Photo courtesy of Steve Swayne.

Lesson 27: (Cont.)

Ancient Greece

Sparta was located to the southwest of Athens. This city-state kept a permanent army. Baby boys were left on mountain tops overnight to see how healthy they were. Boys as young as seven were taken to military camps to begin harsh physical training. They were trained as warriors.

What was life like in ancient Greece?

Ancient Greece was a very male dominated society. Women were expected to obey their fathers, husbands, brothers, and even older sons. Women held low status in the Greek social class system. Girls were expected to stay at home and learn how to weave cloth and run the household. Boys were expected to learn their fathers' trades. Many households could afford slaves. Slaves were obtained from conquered lands and sea pirates. They did household chores, shopped with their owners, and educated children.

Each city had an open space for markets and meeting places. It was called an **agora**. This area of the city provided all kinds of goods and services. Men often did the shopping but slaves carried the items. Women were rarely allowed out of the house but they could fill pots with water at public fountains.

Farming was carried on among the narrow valleys and coastal plains. Shipbuilding was another important occupation. Ships served many purposes. They were used for trading goods, fighting, and settling new places. Many Greeks earned a living from fishing. Food from the sea was essential.

Religion was a central part of Greek life. The Ancient Greeks were a **polytheistic** society. They worship many gods. They had a god for nearly every part of life. In the center of their houses was an open courtyard. Special altars were designed so that Greeks could worship their gods through gifts, such as perfume or sacrificed animals. Huge buildings and temples were constructed for their gods. They even conducted competitive games to honor the gods.

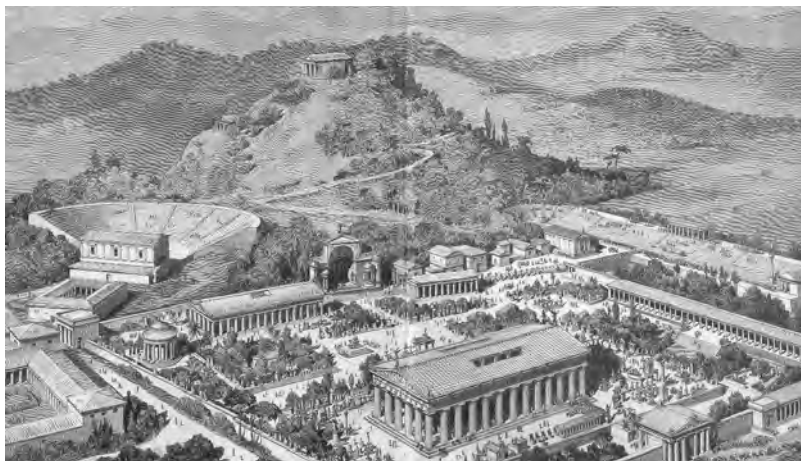
What were the major contributions of the ancient Greeks to western civilization?

One of the oldest traditions in world history is the Olympic Games. They were held in Greece between 776 B.C. and 393 A.D. In ancient times, the games were originally held to honor Zeus, the sun god. Wars between city-states were often stopped to allow the athletes to compete. Athletes wore no clothing while competing in the Games.

One of the greatest contributions of the ancient Greeks was the idea of **democracy**. This form of government began to emerge somewhere during the 6th century B. C. In Greek, democracy means "people's power." Every year, a council of 500 citizens was drawn by a number system. These people suggested new laws and government policies.

All free, male citizens in the city-state of Athens had a say in running the government. Important matters were discussed, debated, and voted upon at an **assembly**. There had to be at least 6,000 citizens present in order for a vote to be taken. Women and slaves were not allowed to be part of this process.

Trials were conducted in a similar manner. Usually around 200 citizens made up the jury that tried most law



An artist's idea of Olympia, site of the ancient Olympic games.

Lesson 27: (Cont.)

Ancient Greece

cases. In that way, it was hard to bribe the jury. After the evidence was presented, the jurors voted as to the innocence or guilt of the person.

The Greeks provided some of the greatest **philosophers** of all time. Philosophy involves reasoning, thinking, and questioning so that we can better understand the world around us. Three of the best known Greek philosophers were **Socrates** (sock rah teez) (470 B.C. - 399 B.C.), **Plato** (plate toe) (427 B.C. - 347 B.C.), and **Aristotle** (air wrist tot tel) (384 B.C. – 322 B.C.). Socrates taught Plato and Plato became Aristotle’s teacher. Together, these men are known as the “Fathers of Philosophy.”

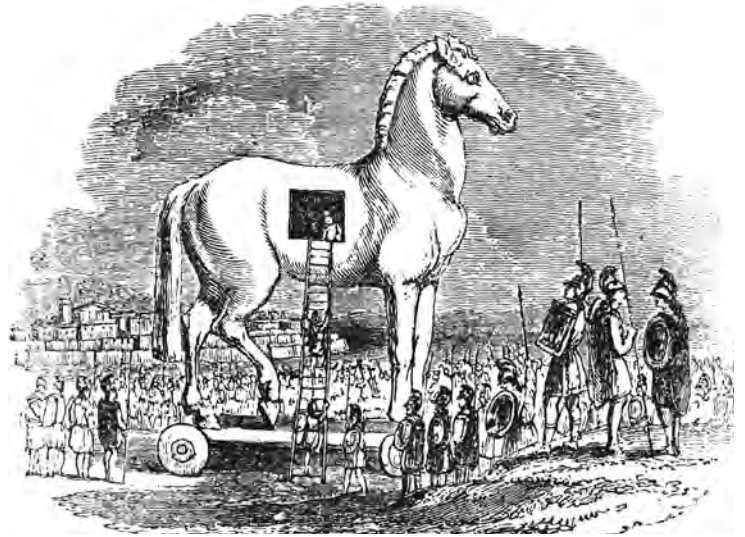
The Greeks also contributed ideas in other academic fields. **Herodotus** (her rod doe tus) (484 B.C. – 425 B.C.) became known as the “Father of History.” **Archimedes** (ark ih meed deez) (281 B.C. – 212 B.C.) was a famous scientist and mathematician. **Hippocrates** (hah pock cra teez) (460 B.C. – 370 B.C.) became known as the “Father of Medicine.” He wrote the **Hippocratic Oath** which had doctors promise to treat all ill people to the best of their ability, to keep this information private, and to teach future doctors. Most doctors take a modern-day version of the oath.

What is the legend of the Trojan Horse?

A legend is an old story thought to be true but cannot be proved to be so. According to Greeks, the legend of the Trojan Horse began in the 12th or 11th century B.C. The story centers on a beautiful woman, Helen, who was married to a king in Sparta.

The city-state of Troy is located across the Aegean Sea on the west coast of Turkey. The Prince of Troy, Paris, learned of Helen’s prettiness. He traveled to Sparta where he was overcome by her beauty. He whisked her away to Troy, a walled city. This action started a war which dragged on for 10 years between the two city-states.

On the shores of Troy, one Greek general had the idea of building a hollow horse and leaving it outside of Troy. He pretended to sail away. Unknown to Troy citizens, about 30 Greek soldiers were hidden inside the horse. The Trojans came outside their walls to claim the horse. They moved the horse inside their city. Late at night, the Greek soldiers came out of the horse and open the city gates to the returning Greek army. That is the legend of how the Greeks conquered the Trojans.



Who was Alexander the Great?

Because there was constant fighting among the city-states, Greece did not focus on expanding its empire. However, in 334 B.C., **King Philip II** of Macedon (northern Greece) conquered the warring city-states and unified Greece. After Philip died, his son, **Alexander**, continued to expand the Greek empire southward into Egypt and eastward to India. Alexander promoted Greek culture throughout his conquered lands for 3,000 miles. He named cities after himself, such as Alexandria, Egypt. Alexander was considered one of the greatest generals in the ancient world.

Lesson 27: (Cont.)

Ancient Greece

ACTIVITY 1:

Word Association – Read each phrase in Column A. Find the word that best matches the phrase in Column C. Write your answer in Column B.

Column A	Column B	Column C
1. mixture of tin and copper	<u>bronze</u>	agora
2. Athens, Sparta, and Troy	<u>city-states</u>	assembly
3. Athena and Zeus	<u>god/goddess</u>	bronze
4. many gods	<u>polytheistic</u>	city-states
5. a possible true story	<u>legend</u>	democracy
6. promise	<u>oath</u>	god/goddess
7. people who reason with questions	<u>philosophers</u>	legend
8. a large group of people	<u>assembly</u>	oath
9. government by elected people	<u>democracy</u>	philosophers
10. an open area for a market place	<u>agora</u>	polytheistic

ACTIVITY 2:

Which is Which? - Write each person, place, or thing next to the word it best matches in the word box. A word can have more than one answer.

doctor <i>Hippocrates</i>	general <i>Alexander</i>	hill <i>Acropolis</i>	king <i>Philip</i>
legend <i>Trojan horse</i>	philosopher <i>Aristotle</i>	scientist <i>Archimedes</i> <i>Plato</i> <i>Socrates</i>	temple <i>Parthenon</i>

Persons, Places, and Things

Acropolis Alexander Archimedes Aristotle Hippocrates
Parthenon Philip Plato Socrates Trojan Horse

Lesson 28:

Ancient Rome

When did the ancient Roman Empire flourish?

One of the last empires during ancient civilization times, and perhaps the largest one, was the Roman Empire. The city-state of Rome was located on the Italian peninsula on hills overlooking the Tiber River. Over time, the Roman Empire stretched over three continents from Great Britain in the west, to Egypt, and Syria in the east. Its empire circled the entire Mediterranean and Black Seas.

Historians are not sure by whom or when Rome was founded. A complex **legend** describes how abandoned twins were discovered and nursed by a she-wolf. Legend suggests how the twin boys, Romulus and Remus, began building the city in 753 B. C. However, during a quarrel, Romulus ended up killing Remus. Then, Romulus named the city after himself.

Recall that a legend is part truth and part made-up. Historians have found evidence that several farming communities among the seven hills in the region joined together to form the city-state of Rome.

What was life like in ancient Rome?

Much of what we know about ancient Rome has been learned from the city of **Pompeii** (pom pay). The city was buried and preserved under at least 13 feet of volcanic ash from the eruption of Mt. Vesuvius (ves sue ve us) in 79 AD. Today, the city is one of the most visited tourist sites in Italy.

To the north of Pompeii, Rome became a very crowded city. If you were trying to find someone in Rome, forget about your GPS (global positioning system). The streets had no names or numbers. Most people lived in small, crowded apartment buildings. These buildings had as many as six stories with

stores being on the first floor. Apartments had no plumbing or kitchens. Raw sewage was dumped onto the streets. It flowed through the streets into the Tiber River. Kitchens were not allowed because the fear of fire was so great. Many people used movable stoves on the street to cook their food.

Drinking water was brought to Rome through **aqueducts**. These structures looked like bridges and were design to carry water over long distances. Most Romans obtained their water from public fountains.

The center of every Roman town was the **forum**. This area was an open space circled by temples, government buildings, banks, and places of business. It was the center of social life in Rome. Strangely, public bathrooms and bathhouses were other places where much socializing occurred. Although Romans had no knowledge of germs and diseases, they liked to stay clean. Bathing was a daily activity among all social classes. Men, women, and children attended bathhouses at different times during the day. Instead of soap, Romans used olive oil to clean their bodies. The bathhouses contained hot and cold pools. Hot pools were kept warm by giant furnaces under the pools.

There were three main social classes in ancient Rome. The rich, wealthy people were known as **patricians**. The middle class people were called **equites**. Soldiers, businessmen, and craftsmen fit into this social order. The common people were known as **plebeians**.

Every Roman home had a small **altar** where family members could worship their gods with prayer, food, wine, and animal sacrifices. The Roman gods were similar to the Greek gods, only they had different names. For example, Zeus was the chief god for the Greeks. Jupiter was king of the gods for the Romans.



The ruins of Pompeii are shown here with Mt. Vesuvius in the background.

Photo Courtesy of Kim Traynor

Lesson 28: (Cont.)

Ancient Rome

Wealthy people lived in the country in more spacious homes. Their homes were built around an **atrium**, an open area with a pool in the middle. This area was the house's main source of light and air. Walls had few windows in order to keep out noise, dirt, and thieves.

The wealthy also held large banquets in their homes. Special rooms were built called **vomitoriums**. It was fashionable to gorge yourself with food, go to this special room, throw-up, and come back for more food. During the meal, bones, fruit pits, and shells were thrown on the floor.

The basic clothing for Roman men and women were **togas** and **tunics**. Both items were loose fitting, robe-type clothing. Tunics were the inner garment and togas were the outer garment. The clothing was bulky and the toga was draped over the left arm leaving only the right arm free to do things.

How did Christianity become accepted in the Roman Empire?

After the death and **resurrection** of Jesus, two of his followers, Peter and Paul, took the ideas of the new religion to Rome. Christianity became quite popular among the poor and slaves. However, worshipping one God was against the official Roman policy of worshipping many gods. It took many years of turmoil before Christians were allowed to worship freely.

What were the main contributions of the Roman Empire?

Throughout the empire Romans engineers were known for their spectacular buildings. Two of the best known were the **Coliseum** and the **Pantheon**. The Pantheon was a circular temple built for all of the gods nearly two thousand years ago. It is the largest unreinforced concrete dome in the world. It is one of the best-preserved of all ancient Roman buildings and a popular tourist site.

Another popular tourist attraction is the Coliseum. It was built out of concrete and stone between 72 AD and 80 AD. It contained 80 entrances and could hold up to 70,000 people. The Romans loved dangerous sports. Chariot races and **gladiator** contests were the most popular forms of entertainment held in the Coliseum. Gladiators were slaves, criminals, or prisoners trained to fight each other or lions. If a gladiator was still alive after being defeated, the emperor decided if he should live or die.

In addition, The Romans were famous for their construction of aqueducts. They carried water for many miles in order to provide crowded urban areas with relatively safe drinking water.

Perhaps the greatest contribution of the Romans was the network of stone roads built throughout the empire. The Roman army constructed more than 30,000 miles of road. Roads were needed to transport the army to troubled places. Excellent roads allowed for more efficient transportation of goods as well.

How did the Roman Empire fall?

The Roman Empire became so large that it was inefficient to govern such a vast area. The solution was to divide the empire into two parts in 285 AD – the Eastern and Western Empires. Rome was the center of the Western Empire. Constantinople (modern-day Istanbul, Turkey) became the center of the Eastern Empire.



The Coliseum in Rome is the largest amphitheatre ever built.

Photo Courtesy of Alexander VanLoon.

Lesson 28: (Cont.)

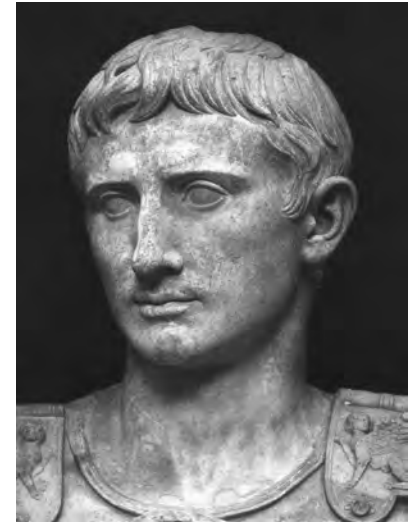
Ancient Rome

Actually the Western Roman Empire fell 1000 years before the Eastern Roman Empire. The **decline** of the Western Roman Empire was due to several reasons. First, over time Rome was ruled by several kinds of government leaders. At various times, elected officials, emperors, and dictators ran the empire. Some were strong, many others were weak. Many internal wars were fought by generals seeking power, thereby weakening the empire.

For example, one of the most famous Roman generals was Julius Caesar (ju lee us see sar). In 44 BC, he took over control of Rome and made himself a dictator. This angered a group of politicians who assassinated Caesar because they thought he was going to take away their power to rule. The result was 10 years of civil wars which greatly weakened the empire.

Second, a cause and effect chain reaction weakened the empire. It took huge sums of money to operate the vast Roman Empire. This money was collected from the people in the form of taxes. Many of them could not pay the tax, especially farmers. Farmers had to abandon their farms. This meant a decline in food production which led to a decline in economic growth and **famine**.

Third, armies had a sense the Roman Empire was weakening. Gradually, Rome fell to invaders from northern Europe (Germany) and Central Asia (Attila the Hun).



Julius Caesar led the first invasion of Britain.

ACTIVITY 1:

Word Association – Read each phrase in Column A. Find the word in the table that best matches the phrase. Write the word in Column B.

altar	aqueduct	atrium	decline	equites
famine	forum	gladiators	legend	patrician
plebian	resurrection	toga	tunic	vomitorium

Column A

1. throw-up
2. open area with a pool
3. wealthy social class
4. extreme hunger
5. loose-fitting outer clothing
6. open area surrounded by buildings
7. lower social class

Column B

- vomitorium
- atrium
- patrician
- famine
- toga
- forum
- plebian

Lesson 28: (Cont.)

Ancient Rome

ACTIVITY 1: (Cont.)

Column A

8. brought to life after death

9. a possible true story

10. decrease in power

11. water flowed through this structure

12. loose-fitting inner clothing

13. place used as center of worship

14. middle class social order

15. fought until defeated or died

Column B

resurrection

legend

decline

aqueduct

tunic

altar

equites

gladiators

ACTIVITY 2:

Which is which? – Write each person, place, or thing under the word or phrase it best matches in the word box.

Persons, Places, and Things

Coliseum, Pantheon, Caesar, Constantinople, Rome, Pompeii, roads, Jupiter

king of gods Jupiter	general Caesar	Capital-east Constantinople	Capital-west Rome
chariot races Coliseum	main contribution roads	volcanic eruption Pompeii	temple Pantheon

ACTIVITY 3:

Give three reasons why the Roman Empire fell.

- Internal wars were fought by generals seeking power, thereby weakening the Empire.*
- Farmers could not pay their taxes leading to a decline in food production.*
- Armies from northern Europe and Central Asia invaded and defeated the Romans.*

Lesson 29:

Political Features of Eastern Europe and the Russian Federation

Our final region of study includes nine countries of Eastern Europe and the western portion of the Russian Federation, the largest country in the world. In the introduction to the continent of Europe (**LLB=Lesson 12**) you learned that the Russian Federation stretches across two continents, Europe and Asia. You also learned that geographers refer to this combined land area as **Eurasia**.

Using the globe in your classroom, locate the Russian Federation. If you would draw an imaginary line from the western boundary of the Russian Federation eastward to the Bering Strait, you would cover nearly half the globe. You would cross 11 time zones. The boundaries of **1. European Russia** are defined by two mountain ranges. The Ural Mountains, extending north to south, form the eastern boundary. The Caucasus Mountains form the boundary in the southwest. Russia's largest cities, Moscow and Leningrad, and about two thirds of the population, are found in European Russia. However, nearly 75 percent of Russia's land area lies in the continent of Asia.

Our final region of study also includes eight countries located to the west of European Russia. Six of these countries were once states of the Soviet Union. They include **2. Estonia, 3. Latvia, 4. Lithuania, 5. Belarus, 6. Ukraine, and 7. Moldova**. In 1991, the communist-led government of the Soviet Union went through major political changes and these countries became independent nations.

After World War II, **8. Romania and 9. Bulgaria** were strongly influenced by communism but remained independent of the Soviet Union. Bulgaria was considered part of the eastern bloc of Soviet nations. Romania was ruled by a harsh communist dictator. In 1989, Romania and Bulgaria overcame communism in favor of democratic forms of government.

ACTIVITY 1:

1) On the activity map on the next page, label the countries of Eastern Europe that are numbered and **boldfaced** above. Use the political map of Europe in your classroom atlas and the **Information Organizer** below as references. 2) Find each country's capital in the organizer below. Label the capital city at the starred location on the activity map. 3) Trace each country's border using a different colored pencil.

Information Organizer for Eastern Europe and the Russian Federation

Country	Capital City	Square Miles	Population**	Climate/Weather
Estonia	Tallinn	17,462	1,315,000	
Latvia	Riga	24,938	1,979,000	
Lithuania	Vilnius	25,174	2,906,000	
Belarus	Minsk	80,154	9,481,000	
Ukraine	Kiev	233,089	42,850,000	
Moldova	Chisinau	13,067	3,564,000	
Romania	Bucharest	91,700	19,822,000	
Bulgaria	Sofia	48,822	7,185,000	
Russian Federation	Moscow	6,592,735*	144,031,000*	

* Total Country

**2015 estimate

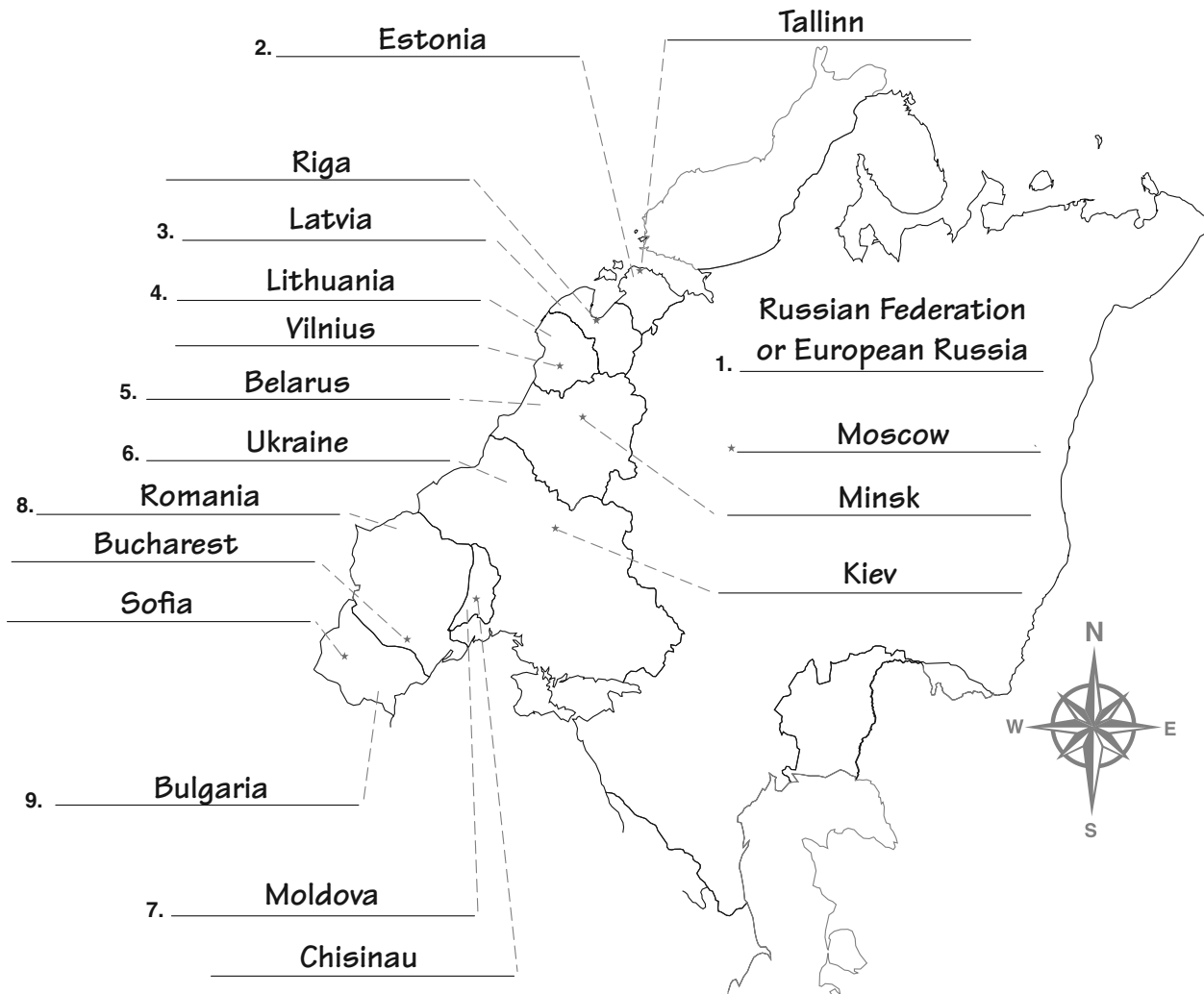
Lesson 29: (Cont.)

Political Features of Eastern Europe and the Russian Federation

ACTIVITY 2:

Refer to the **Information Organizer** and the paragraphs on the previous page to answer the following questions. Be sure to use the entire chart to find the answers. Some answers will require the use of your math skills.

- | | |
|--|--|
| 1. What is the most populated country in our region of study? | <u>Russian Federation</u> |
| 2. What country has the lowest population? | <u>Estonia</u> |
| 3. Which country covers the most land area? | <u>Russian Federation</u> |
| 4. What country is the most densely populated? | <u>Moldova</u>
(272 people/sq mile) |
| 5. Calculate the total population of Eastern Europe and European Russia to the nearest million people. | <u>246 million</u> |
| 6. What percentage of Russia's total land area is located in Europe? | <u>25 percent</u> |



Lesson 30:

Physical Features of Eastern Europe and the Russian Federation

We will use the activity map on page 61 to locate and label waterforms and landforms that make up the physical geography of Eastern Europe and the **European portion of the Russian Federation**.

ACTIVITY 1: Labeling Waterforms

Letters have been used to identify the major waterforms of Eastern Europe and the Russian Federation.

- 1) Find each of the letters below on the activity map on page 61.
- 2) If the letter represents a river, trace the river in blue and label it on the correct blank space below the map.
- 3) Waterforms, such as seas, only need to be labeled.

Use the physical map of Europe in your classroom atlas as a reference.

Eastern Europe and the Russian Federation		
Major Bodies of Water (Clue)	Rivers and Lakes (Clue)	
A – Barents Sea (Russia)	a – Western Dvina (Belarus to Russia)	
B – White Sea (Russia)	b – Dniester River (Ukraine to Moldova)	
C – Gulf of Finland	c – Dnieper River (Russia, Belarus to Ukraine)	
D – Gulf of Riga (Estonia)	d – Danube River (Romania to Bulgaria)	
E – Baltic Sea (Baltic States)	e – Lake Ladoga (Russia)	
F – Black Sea	f – Lake Onega (Russia)	
G – Sea of Azov (Ukraine)	g – Volga River (Russia)	i – Don River (Russia)
H – Caspian Sea	h – Oka River (Russia)	j – Khoper River (Russia)

ACTIVITY 2: Labeling Landforms

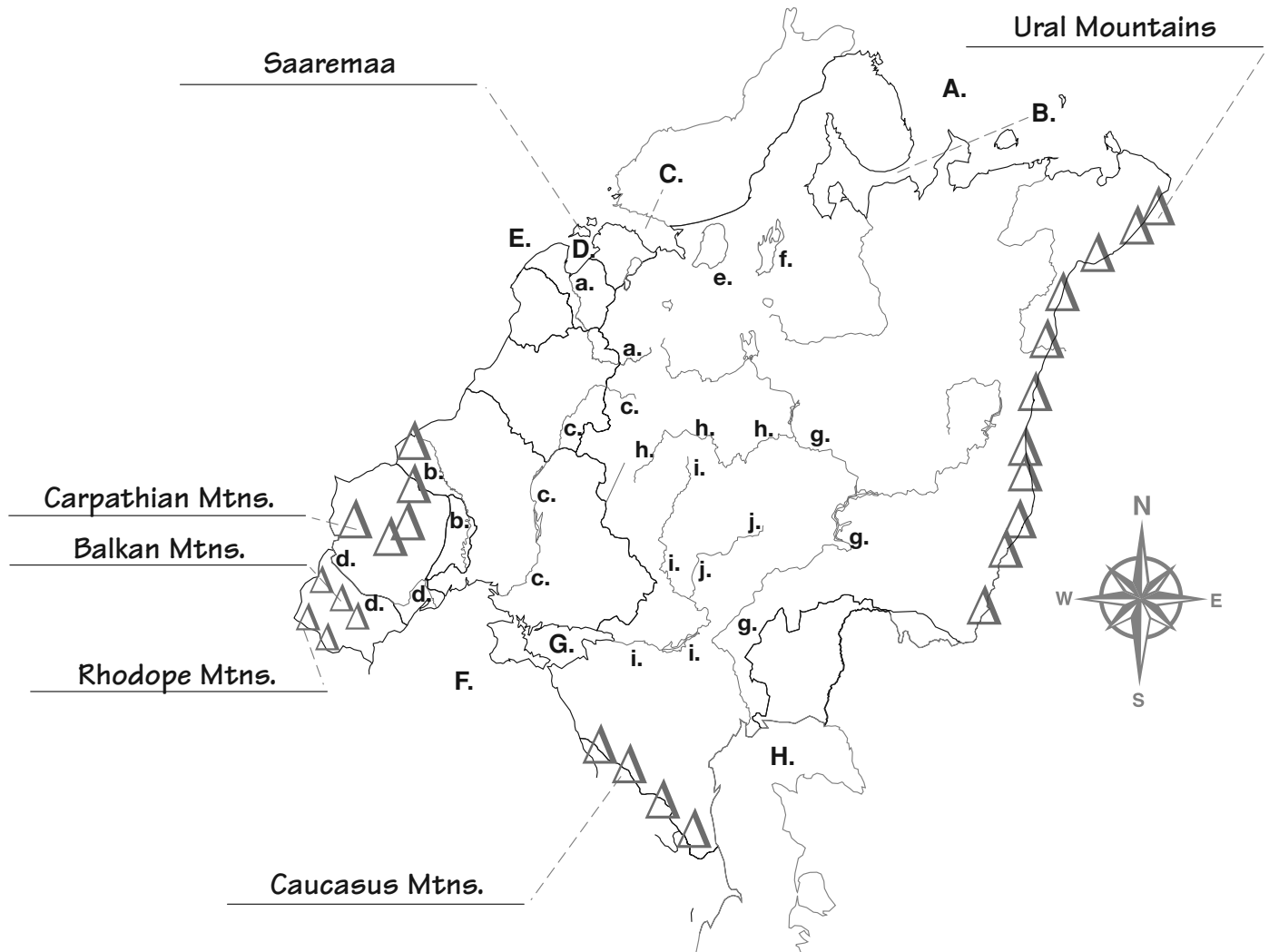
On your activity map on the previous page, label the **boldfaced** landforms of Eastern Europe and the Russian Federation that are found in the statements below. Use your classroom atlas as a resource to help you locate each landform.

1. Part of Estonia is an archipelago of hundreds of islands. The largest island, **Saaremaa**, forms the northwest corner of the Gulf of Riga.
2. The **Carpathian Mountains** stretch from the southwestern corner of Ukraine through Romania.
3. To the south of the Danube River basin in Bulgaria are the **Balkan Mountains**. The **Rhodope Mountains** form the southern border of Bulgaria with Greece.
4. The **Caucasus Mountains** extend from the Black Sea to the Caspian Sea and mark Europe's southern border with the continent of Asia.
5. The **Ural Mountains** mark the Russian Federation's European and Asian border.



*Estonia, Latvia, and Lithuania border the Baltic Sea and are known as the **Baltic States**. To the west of Lithuania on the Baltic is **Kaliningrad Oblast**, a small state that remains part of the Russian Federation*

PHYSICAL FEATURES OF EASTERN EUROPE



MAJOR BODIES OF WATER

- A. Barent Sea
- B. White Sea
- C. Gulf of Finland
- D. Gulf of Riga
- E. Baltic Sea
- F. Black Sea
- G. Sea of Azov
- H. Caspian Sea

RIVERS AND LAKES

- a. Western Dvina
- b. Dniester River
- c. Dnieper River
- d. Danube River
- e. Lake Ladoga
- f. Lake Onega
- g. Volga River
- h. Oka River
- i. Don River
- j. Khoper River
- k. extra line

Eastern Europe

Lesson 31:

Natural Resources and Economy of Eastern Europe and the Russian Federation

ACTIVITY 1:

Use the Industry Organizer to answer the questions about the natural resources and economy of Eastern Europe and the Russian Federation on the next page. Look for boldfaced words in your organizer as clues of a country's major cash crops, exports, and industries.

Industry Organizer for Eastern Europe and the Russian Federation			
	Agriculture	Minerals	Manufacturing/ Services
Eastern Europe			
Estonia	beef, dairy cattle, pigs, dairy products, timber		shipping, food processing, information technology , cars, electronics
Latvia	beef, pigs, dairy farming, wheat, timber, fishing	peat, limestone	shipping , trading center, food processing, electronics, tourism
Lithuania	beef, dairy farming , pigs, grains, vegetables , fish	peat, petroleum, limestone, amber	food processing, paper/wood products, electronics
Belarus	grains, beef, dairy cattle, timber, flax, potatoes, bee keeping, fur farming	coal, oil shale, petroleum, salt, limestone, sand	heavy machinery, tools, chemicals, oil refining, textiles, electronics, cars, paper/wood products, glassware
Ukraine	grains —wheat, barley, oats, buckwheat, rye; sugar beets, vegetables , cotton livestock , wine, timber, sunflowers, fish/sturgeon caviar	coal , iron ore, oil/natural gas manganese ores	heavy machinery, chemicals, fertilizers, metal processing, food processing , cars
Moldova	fruits, vegetables, tobacco, grains grapes/wine, sunflower seeds,		food processing, agricultural machinery
Romania	grains, sugar beets, fruits, vegetables (corn), grapes/wine, timber	petroleum, natural gas, coal, lead, zinc, bauxite	machinery, metals, food processing, petroleum refining, chemicals, cars
Bulgaria	tobacco, grapes/wine , sunflower seeds, fishing, roses,	copper, iron ore, coal	machinery, metals, food processing, chemicals, tourism, shipbuilding, textiles, rose oil
Russian Federation (European)	grains —oats, wheat, rye; potatoes, timber , other vegetables, tobacco, beef, dairy cattle, citrus fruit; fishing	petroleum, iron ore , coal, gold, copper, zinc, platinum	steel, iron, chemicals , cars, aerospace, engineering, textiles, timber processing

Lesson 31: (Cont.)

Natural Resources and Economy of Eastern Europe and the Russian Federation

ACTIVITY 1: (Cont.)

1. The “Valley of the Roses” in this country is famous for the roses which are grown and distilled into oil for perfume.

The name of the country is:

Bulgaria

2. This country is the world’s largest producer of oats, and a world leader in the production of wheat, rye, and potatoes.

The country is:

Russian Federation

3. Finland, Sweden, and Germany have helped this country develop a strong information technology industry. It is:

Estonia

4. List five grains produced by the fertile soils of the Ukraine.

wheat , barley , oats , buckwheat , and rye

5. This country has few mineral resources. Farming and agricultural industries make up the largest part of the economy.

The country is:

Moldova

6. Aerospace and engineering are important industries of the Russian Federation. List three other major manufacturing industries of European Russia.

steel , iron , and chemicals

7. List five agricultural products of Belarus.

grains , beef , dairy cattle , timber , and potatoes

8. Shipping and trade activities are important to this country which is located on the Baltic Sea. The country is:

Latvia

9. List four major agricultural products of Lithuania.

beef & dairy farming , vegetables , grains , and fish

10. Agriculture continues to be the most important part of the Romanian economy. List five agricultural products of Romania.

grains , vegetables , fruits , grapes/wine , and timber

11. This country produces timber, wood products and glassware.

The country is:

Belarus

12. This country has rich mineral reserves of coal, petroleum, iron ore, copper, zinc, and rare metals. It is:

Russian Federation

Lesson 32:

Political Features of Australia

G'day mate. Welcome to the land down under. Down under what? Australia is south of the Equator and "down under" most of the earth's land masses. Australia is one of two continents that lies completely in the Southern Hemisphere. Write the name of the other continent. _____

Australia is a continent, a country, and an island. In land area, Australia is the 6th largest country in the world. It is nearly as large in size as the mainland United States. However, with over 24,000,000 people, it is a rather small country. Because huge areas of Australia consist of desert conditions, much of the land is not suited to human activity. Because of its large land size, and small population, Australia has one of the lowest population densities in the world. Let's learn more about this continent.

ACTIVITY 1:

Go to the political map of Australia on the next page and a school or classroom atlas reference. The country of Australia is made up of six states and two territories. Let's take a quick tour through Australia to find out where these places are located.

- We can locate the places from east to west by using numbers for states and territories.
- Next, locate and label each state's or territory's capital city at its starred location. The country's capital, Canberra, has a star in a circle by its location.
- After you have located and labeled each state and territory, find its boundaries and trace it with colored pencils or markers.

STATES AND TERRITORIES	CAPITAL CITIES
1. Queensland	★ Brisbane
2. New South Wales	★ Sydney
3. Capital District Territory	★ Canberra
4. Victoria	★ Melbourne
5. Tasmania	★ Hobart
6. South Australia	★ Adelaide
7. Northern Territory	★ Darwin
8. Western Australia	★ Perth

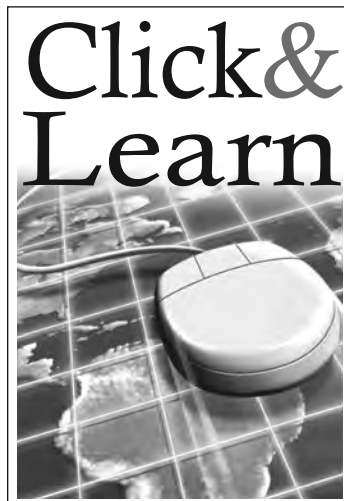
ACTIVITY 2:

Use your classroom atlas reference to locate and label three other well known cities of Australia.

- Newcastle = a coastal industrial city
- Cairns = a tropical tourist city
- Alice Springs = a desert city

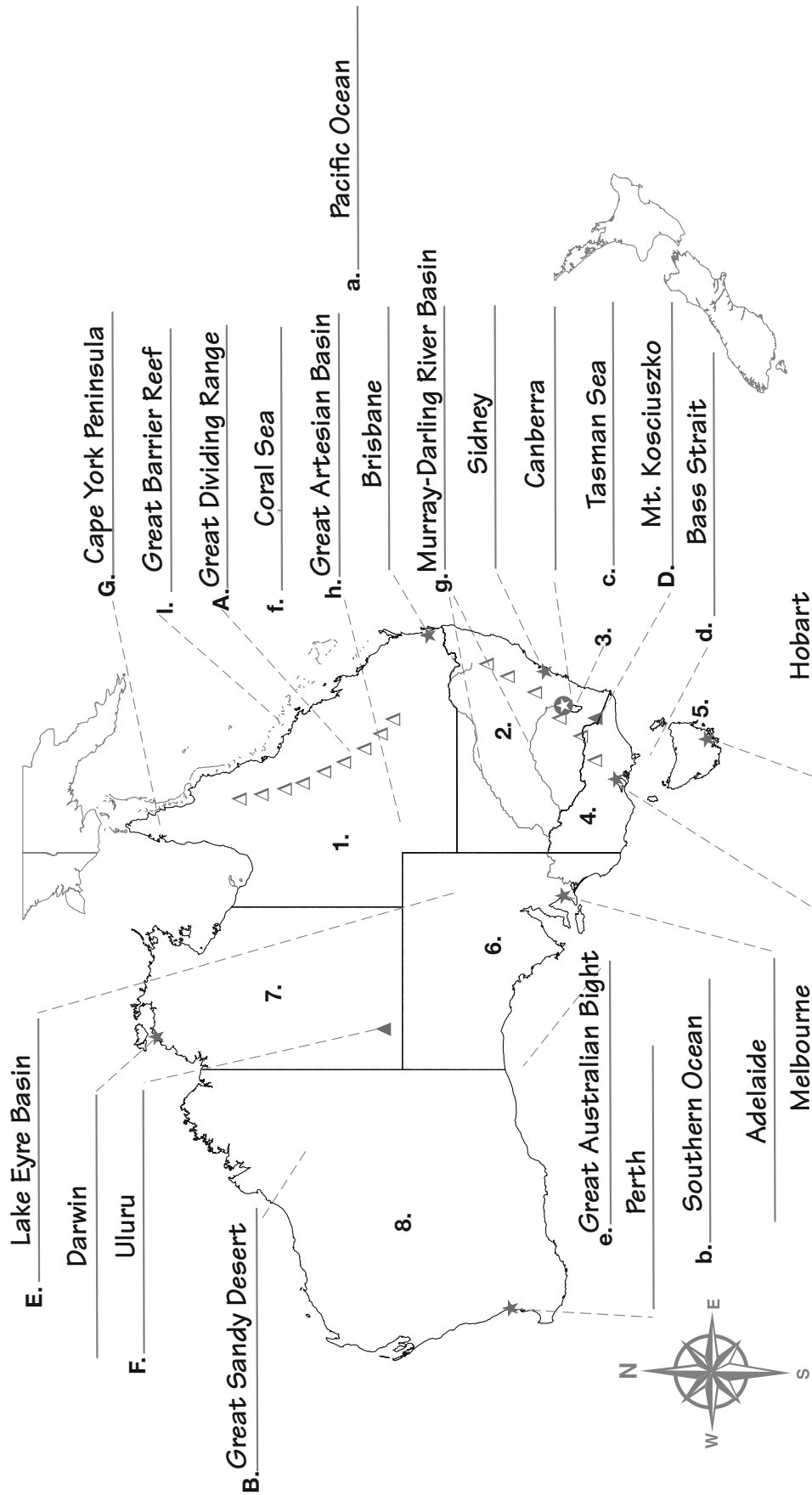


While Australia is known for its lovable critters, such as koalas, wombats, and platypuses, the country also has some of the world's most venomous (poisonous) creatures, such as the funnelweb spider and box jellyfish. Australia also has some of the world's deadliest snakes.



There are many interesting websites on the Aborigine people. Ask your teacher for a **Research Graphic Organizer (BLM)** to help you organize your information.

POLITICAL AND PHYSICAL FEATURES OF AUSTRALIA



NAMES OF STATES OR TERRITORIES

1. Queensland _____
2. New South Wales _____
3. Capital District Territory _____
4. Victoria _____
5. Tasmania _____
6. South Australia _____
7. Northern Territory _____
8. Western Australia _____

Lesson 33:

Physical Features of Australia

ACTIVITY 1:

Lower case letters have been placed next to each major waterform of Australia in the paragraph below. Use the numbers and a school or classroom atlas reference to help you find and label the following bodies of water on your map on the previous page.

- a) Australia is surrounded by oceans. The **Pacific Ocean** is located to the east of Australia. The Indian Ocean can be found to its west.
- b) Mapmakers now label the body of water to the south of Australia as the **Southern Ocean**.
- c) Between Australia and New Zealand lies the **Tasman Sea**.
- d) **Bass Strait** is situated between Victoria and Tasmania.
- e) On a small scale map, it looks like someone took a big bite out of Australia at the **Great Australian Bight**.
- f) To the northeast of Queensland, the **Coral Sea** is located.
- g) The **Murray-Darling River Basin** (1,703 miles) is the only major river system of Australia.
- h) The **Great Artesian Basin** is an underground source of fresh water. It is located to the west of the Great Dividing Range. This water lays under 20 percent of Australia.
- i) The **Great Barrier Reef** is the world's largest coral reef system. It runs parallel to the coast of Queensland for 1,400 miles to Papua New Guinea. The reef itself is not a body of water but it is formed in the ocean.

ACTIVITY 2:

Capital letters have been placed next to each major landform of Australia in the paragraph below. Use the letters and your school or classroom atlas reference to help you find and label the following landform features on your map on the previous page.

- A) The **Great Dividing Range** in eastern Australia divides the coastal areas and the flat dry plains and desert regions of Australia. The interior of Australia is often called the outback. Much of the central and western parts of Australia are deserts.
- B) The **Great Sandy Desert** is located in northwestern Australia.
- C) The **Great Victoria Desert** lies to the south of the Great Sandy Desert.
- D) At 7,316 feet, **Mt. Kosciuszko** is the highest point in Australia. It is located south of Canberra.
- E) **Lake Eyre Basin** is the lowest point in Australia. This area is 52 feet below sea level.
- F) **Uluru** is the world's largest monolith (a big solid rock). It is a sacred site for many of the Aboriginal native people.
- G) **Cape York Peninsula** contains tropical rain forests. About 40 percent of Australia lies in the tropical region, north of the Tropic of Capricorn.

Lesson 34:

Natural Resources and Economy of Australia

Remember that natural resources are substances on or in the earth that can be made into useful products. One of the greatest natural resources is the people of a nation. More than 24 million people live on the Australian continent. About 92 percent of Australians are of European descent. Asians make up about seven percent of Australians. Native Aboriginal people, who came to Australia more than 50,000 years ago, make up 1 percent of the population. Most Australians, about 85 percent, live along the eastern coast states and Canberra. The southeast of Australia also is the most industrialized and ethnically diverse region of the country. Much of Australia's industry and economy is based upon its natural resources. Let's examine the important natural resources of this arid land.

Agriculture – Because of poor soil and dry conditions, much of the Australia is unsuitable for growing crops. However, this does not mean that Australia is unsuitable for farming. Over one half of the continent is used for sheep and cattle farming. Australia produces one fourth of the world's wool. It is the world's largest producer of sheep and wool. Huge cattle ranches, known as stations, are important in Queensland, Western Australia, and the Northern Territory.

Sugar cane and wheat are the most important agricultural crops. Sugar cane is grown along coastal Queensland. Wheat is grown mainly in the southeast and southwest parts of Australia. South Australia has suitable climate and soil for growing grapes. This contributes to a growing wine industry. Citrus and orchard fruits are grown along the eastern coast and Tasmania.

Forests and Fishing – Because most of Australia's people are located along the coastal areas of the country, large city ports of Australia have active fishing industries. This is particularly true in the southeast region of Australia, which includes Tasmania.

Timber is obtained from forest resources mainly along the northern and eastern coastal regions and Tasmania. Areas of Cape York Peninsula have tropical rain forests.

Minerals – Australia has a tremendous supply of mineral resources. We have learned that mineral resources can be separated into two groups – **metallic** and **non-metallic**. Australia is a world leader in exports of metallic resources, such as iron ore, gold, bauxite, and copper. Bauxite is used to make aluminum. Australia is also a major exporter of uranium.

Some of Australia's major non-metallic resources consist of fossil fuels, opals, and diamonds. Australia has large reserves of fossil fuels (coal, oil, and natural gas). Much of Australia's electricity is generated by coal-operated power plants, although Tasmania is fueled by hydroelectric power. Coal also is a chief mineral export. Australia is the world's largest producer of opals. Opals are hard gemstones used in making jewelry. In addition, Australia is the world's leading producer of clear and colored diamonds. The largest diamond mine in the world is located in Western Australia.

ACTIVITY 1:

Remember that **primary industries** deal with raw materials we get from natural resources, such as farming and mining. **Secondary industries** are concerned with using raw materials to manufacture (make), build, or process products.

Attach economic picture symbols (**BLM**) to a blank map of Australia (**BLM**). Use the table of information below to paste one symbol of each major product or resource on your map. Then write the number above or beside each symbol to give you an idea of how important the item is to the economy of Australia.

Major Industries of Australia				
sheep = 3	cattle = 3	sugar cane = 1	wheat = 1	gemstones = 1
grapes = 1	fishing = 1	forestry = 1	metal mining = 3 (copper, gold, iron ore bauxite, uranium)	electronic equipment = 1
coal = 2	oil/natural gas = 1	car manufacturing = 1		clothing = 1
chemicals = 1	oil refining = 1	farm machinery = 1	vegetables = 1	steel = 1
wine = 1	tourism = 2	finance = 1		

Lesson 35:

Climate of Australia

Now that we are south of the Equator, climate patterns are the reverse of those in the northern hemisphere. That is, the farther north you go, the warmer it gets as you travel toward the Equator. The farther south you travel, the cooler it gets. In addition, when you are south of the Tropic of Capricorn, the warmest summer months are January and February. The coldest winter months are June and July.

The climate zones in Australia range from tropical to temperate. Most Australians live in the temperate climate zones located in the east, southeast, and southwest areas of Australia within 250 miles of the coast.

About 40 percent of Australia is north of the Tropic of Capricorn. The north, around Darwin and the Cape York Peninsula, has a tropical rainy climate. It is hot all year and humid during the summer rainy season. The interior, west, and south are arid or semi-arid and very hot in summer. Temperatures can reach 122° F. The only regions that receive snow in the winter are the mountains of southeast Australia and the highlands of Tasmania.

Overall, except for Antarctica, Australia is the driest continent. Most of the western and central regions of Australia have an extremely dry climate. Some areas can experience months of drought. This can result in raging bush fires. However, the climate of the eastern coastal regions of Australia is influenced by the ocean. Some areas can receive more than 80 inches of precipitation.

ACTIVITY 1:

To locate answers to the following questions, refer to the information above.

1. Which continent receives less moisture than Australia?
Anarctica
2. If you were visiting Sydney in the summer, during what month would be visiting?
January or February
3. What type of climate does most of Australia's central and west regions have?
arid or semi-arid
4. Would you expect it to be warmer in Melbourne in August or February?
February
5. In what climate zone do most Australians live?
temperate
6. How much of Australia is located in a tropical zone?
40%
7. Where would you expect to find tropical rainforests? in the Cape York Peninsula, or Tasmania?
Cape York Peninsula
8. What event can result from months of drought?
bush fires

ACTIVITY 2:

Make three bar or line graphs about the major cities of Australia. One graph should be on the average rainfall, another one should deal with the average summer temperatures, and the third one should contain average winter temperatures.

Lesson 36:

The Land of Fire and Ice – Antarctica

Welcome to the land of “-EST.” Antarctica is our coldest, windiest, driest, iciest, and highest continent. The earth’s lowest temperature was recorded here at -128.6°F . We cannot imagine how cold this is!

In size, Antarctica is our fifth largest continent. This land mass stretches out from the center of the South Geographic Pole. This is quite different from the North Geographic Pole which is surrounded by the Arctic Ocean.

ACTIVITY 1:

As you read the following information, use the numbers to help you label the map on the next page. Refer to your school or classroom atlas reference, if needed.

- The **(1) South Pole** is located in the center of Antarctica at 90° south latitude.
- The **(2) South Magnetic Pole** can be found over 1200 miles from the South Pole. The coordinates for this place are 140° east longitude and 65° south latitude.
- Most of Antarctica is located within the **(3) Antarctic Circle** at 66° south latitude.
- The **(4) Transantarctic Mountains** run in an arc on the western side of Antarctica.
- At 12,451 ft., **(5) Mount Erebus**, an active volcano, is found near the Transantarctic Mountains.
- The **(6) Antarctic Peninsula** looks like a dinosaur’s tail jutting out toward the continent of **(7) South America** and the country of **(8) Argentina**.
- The **(9) Atlantic Ocean** is to the east of this peninsula.
- The highest point in Antarctica is **(10) Vinson Massif** at 16,066 feet.
- More than 2,000 miles away from the South Magnetic Pole lay **(11) Australia** and the **(12) Indian Ocean**.
- Northwest of the Transantarctic Mountains lies the **(13) Pacific Ocean**.

Antarctica is known as the land of fire and ice. About 98 percent of the continent is covered in ice. In some places, the ice can be three miles thick. This adds to the elevation of the land. Because of the ice, 70 percent of the world’s freshwater supply is located here.

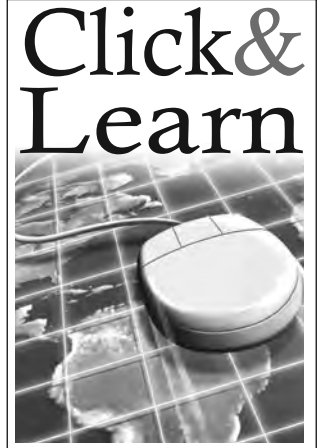
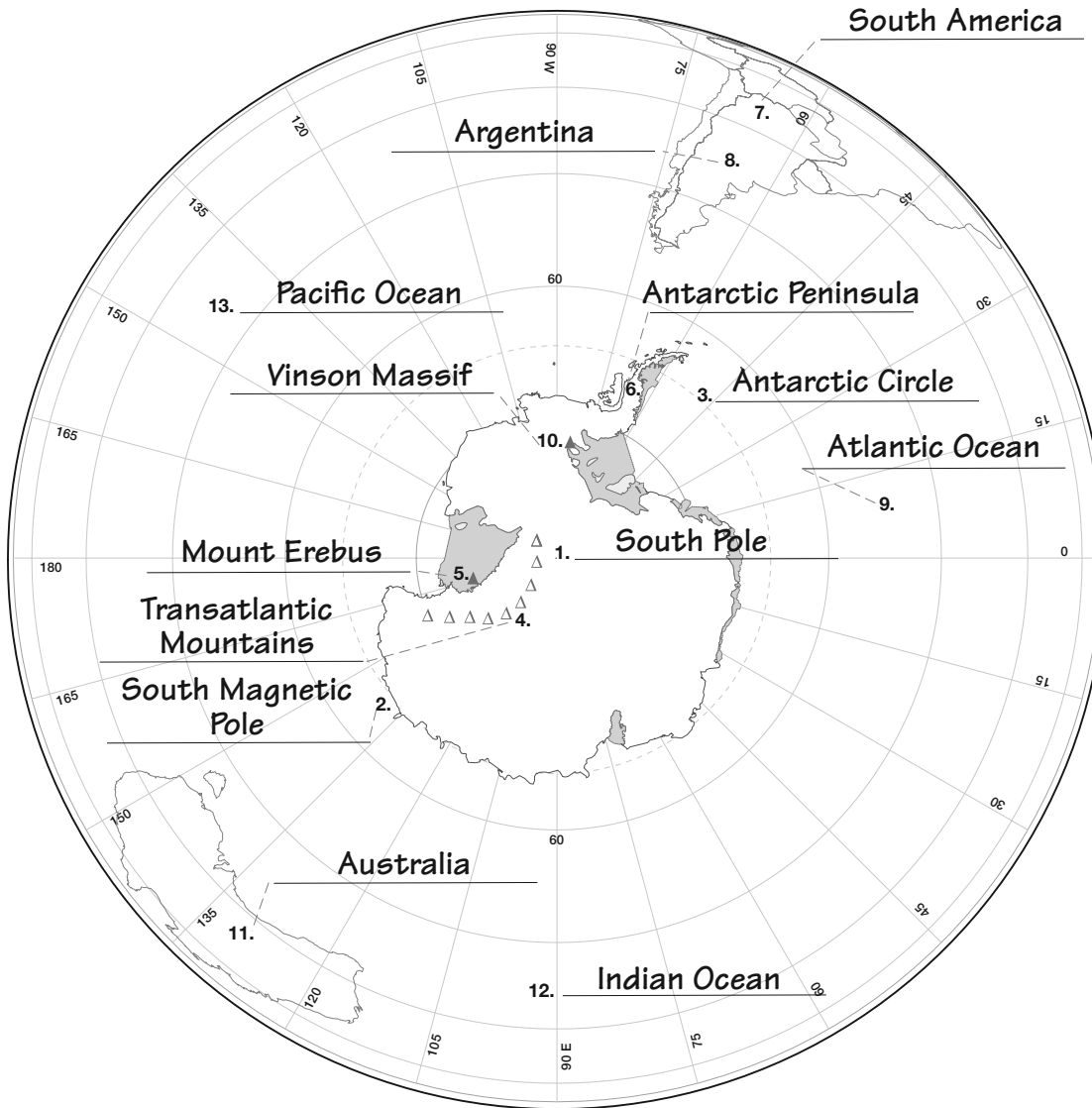
Antarctica also is a cold polar desert. The region only receives two inches of moisture a year. Because of the cold temperatures, little of the snow melts. As a result, the snow and ice keep on adding up. The continent is home to many glaciers and icebergs.

Oddly enough, Antarctica can have temperatures higher than 120°F . How can that be? These temperatures refer to water temperature, not air temperature. Remember, Antarctica has a volcanic region around Mount Erebus. In fact, there are 23 active volcanoes in Antarctica.

Not all the ice melts. Do you know why? Antarctica is the size of the United States and Mexico together. The volcanoes melt snow and ice in very small areas of the continent.

There is no permanent community of people on Antarctica. Scientists maintain 16 year-round research stations. They study a variety of areas, such as wildlife, weather, and environmental concerns (such as global warming), to name a few.

There is little economic activity in Antarctica. However, one type of activity deals with tourism. About 10,000 people a year visit the continent. Also, fishing companies have to get licenses to fish in the waters around the continent. Scientists have found mineral resources on Antarctica, such as gold and copper. However, an international agreement stops all mining from occurring until 2041.



Conduct a search on the Internet of Antarctica. Choose a topic of interest, such as krill, penguins, scuas, petrels, early explorers, surviving in Antarctica, and so on. Ask your teacher for a **Research Organizer (BLM)** to help you organize your information. Write a one page report of your findings.

There is not much plant and animal life on Antarctica. There are some lichens and a small insect. As for other animals, the South Pole region is well known for penguins. There are 17 species of this flightless bird, five of which breed on the continent. Penguins are well suited to the harsh Antarctic climate.

There are no land mammals on Antarctica. However, whales, seals, and dolphins can be found in the seas around Antarctica. They feed on millions of a shrimp-like animal called krill. Krill are part of a penguin's diet as well.

ACTIVITY 2:

1. How much of Antarctica is covered by ice? _____ **98%**
2. How much of the world's fresh water supply is contained in the Antarctica ice? _____ **70%**
3. What do sea mammals feed on in Antarctica? _____ **krill**
4. What two economic activities can be found in Antarctica? _____ **fishing**
and _____ **tourism**

Lesson 37:

Oceania

Oceania is a term used to describe a huge region in the Pacific Ocean. Oceania is made up of Australia, New Zealand, and the countries and territories in the Pacific Ocean. Not counting Australia, New Zealand, and Papua New Guinea, there are more than 20,000 islands in Oceania. These islands are like stepping stones across the immense Pacific Ocean. Papua New Guinea's population has grown to nearly eight million people. The rest of Oceania contains three million people.

Oceania is made up of independent countries and territories. Papua New Guinea is the largest country. However, some countries are smaller than our towns. For example, the island of Nauru is only eight square miles. That means the country is two miles wide and four miles long!

Many islands are governed by other larger countries. These places are dependent upon France, Britain, United States, Australia, or New Zealand for help. For example, French Polynesia is governed by the country of France. Nuie, the world's largest coral atoll, is managed by New Zealand.

Climate is the most important natural resource of Oceania. The warm, tropical climate supports agriculture and tourism. These are the two main economic activities of Oceania. Most products come from the region's primary industries. Products are harvested mostly from farming, fishing, logging, and mining. There is very little activity in the secondary industries.

ACTIVITY 1:

Look at the map of Oceania on page 72. You will need to use your classroom atlas, a map of the region, or a globe for reference. Oceania consists of three main island groups. These island groups are north and east of Australia.

- A. Use a red color to draw a line around the area shown with a number 1. Label this outlined area as Micronesia. Micronesia means small islands.
- B. Use a yellow color to draw a line around the area shown with a number 2. Label this outlined area as Melanesia. Melanesia means black islands.
- C. Use a green color marker to draw a line around the area shown with a number 3. Label this outlined area as Polynesia. Polynesia means many islands.

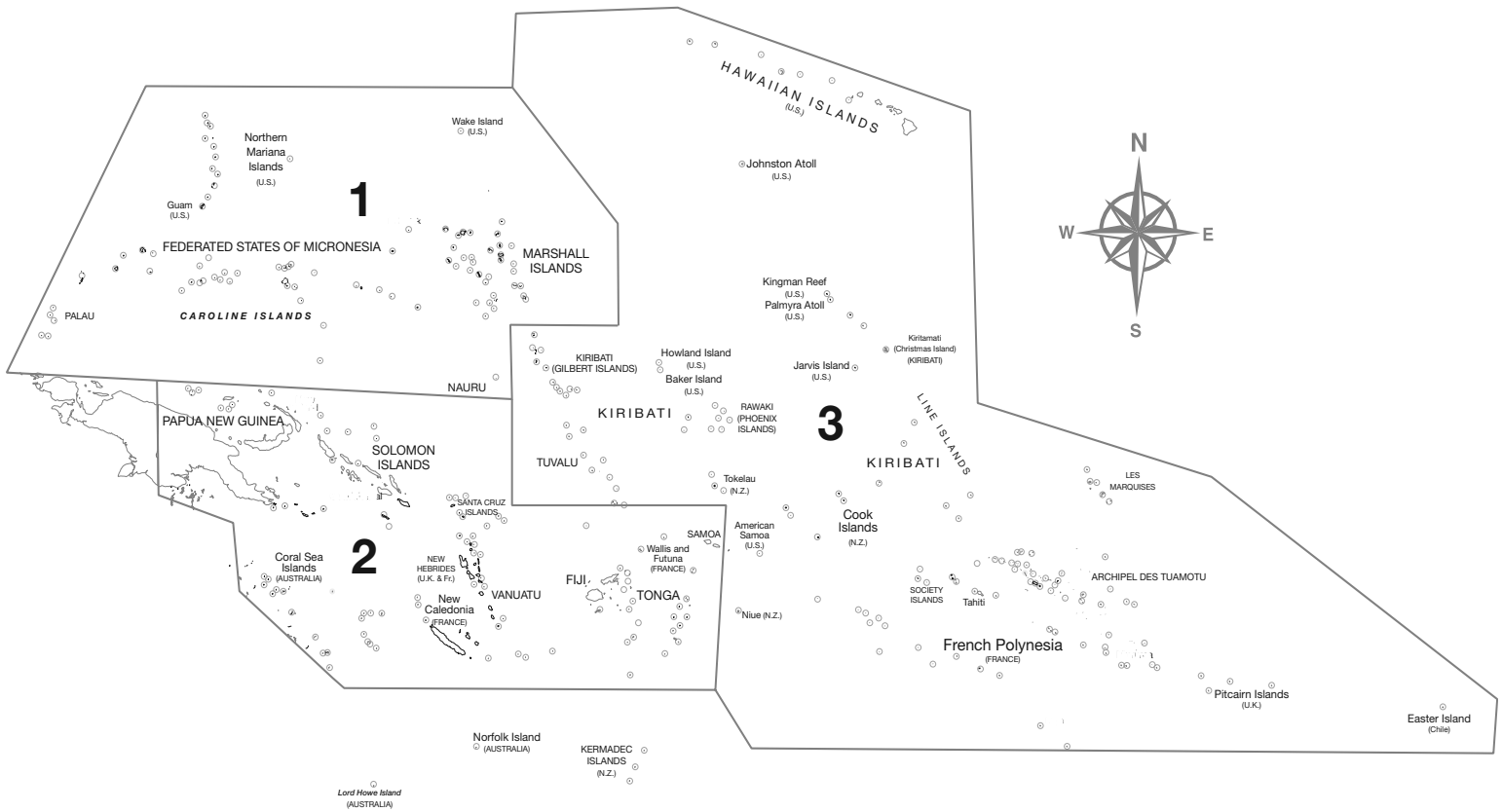
Most of the islands in Oceania were formed in one of two ways. 1) Many islands were built up by volcanic eruptions over the years. 2) Other smaller islands are coral atolls. Warm, tropical waters are very suitable for the development of coral. Coral is a sea animal. These animals live in large colonies. When they die, they leave a hard, rock-like skeleton. After years of build-up, coral islands, known as atolls, emerge. Sandbars and coral also form lagoons.

An atoll is a type of island. Atolls have circle-shaped ridges of land near the surface of the water that form a lagoon. Lagoons are shallow bodies of water that separate the ocean from an island.

There are some common features among the islands of Oceania. They are:

- Most of the islands lie in tropical or sub-tropical regions of the Pacific Ocean, making the climate hot and humid.
- Most of the people survive through subsistence farming.
- Common products grown or harvested are yams, taro (root plant), copra (dried coconut), fishing (tuna), cassava (tapioca pudding), and cocoa.
- Tourism has become increasingly popular throughout the region.
- Most countries, territories, or dependencies are archipelagoes.
- They are isolated from the rest of the world.
- They have poorly developed transportation systems.
- Most industry is in the primary sector.

ISLANDS OF OCEANIA



Lesson 37: (Cont.)

Oceania

ACTIVITY 2:

Look at the charts on the next page of independent countries of Oceania. Use the information to answer the following questions.

1. What country has the largest amount of land?
2. What country has the smallest amount of land?
3. What country has the largest population?
4. What country has the smallest population?
5. How many independent countries are in Oceania?
6. What is the total population of these countries?
7. What is the main official language spoken?
8. What is the main religion of the countries?

Papua New Guinea

Nauru

Papua New Guinea

Tuvalu

12 (New Zealand & Australia make 14)

8,487,000

English

Christianity

Lesson 37: (Cont.)

Oceania

Independent Countries of Micronesia (small islands)				
Country	Square Miles	Languages	Population*	Religions
Marshall Islands	70	English	66,000	Christian (Protestant)
Micronesia	271	English	107,000	Christian (Catholic, Protestant)
Nauru	8	English, Nauruan	14,000	Christian (Catholic, Protestant)
Palau	630	Palauan, English	21,000	Christian (Catholic, Protestant)

Some dependent territories of Micronesia are Guam (U.S.), Wake Island (U.S.), and Northern Mariana Islands (U.S.).

Independent Countries of Melanesia (black islands)				
Country	Square Miles	Official Languages	Population*	Religions
Papua New Guinea	178,703	English	6,065,000	Christian (Protestant, Catholic)
Solomon Islands	10,954	English	610,000	Christian (Protestant, Catholic)
Fiji	7,056	English	958,000	Christian, Hindu, Muslim
Vanuatu	5,699	French, English	222,000	Protestant
Tonga	301	Tongan, English	123,000	Christian (Protestant, Catholic, Mormon)
Samoa	1,093	Samoan, English	192,000	Christian (Protestant, Catholic, Mormon)

Some dependent territories of Melanesia are New Caledonia (Fr.) and New Hebrides (U.K. & Fr.)

Independent Countries of Polynesia (many islands)				
Country	Square Miles	Language	Population*	Religion
Kiribati	328	English	99,000	Christian (Catholic, Protestant)
Tuvalu	9	English, Tuvaluan	10,000	Protestant

Some dependent territories of Polynesia are Easter Island (Chile), French Polynesia (France), Niue (N.Z.), Cook Islands (N.Z.), and Hawaiian Islands (U.S.)

*2010 estimate

Lesson 38:

New Zealand

ACTIVITY 1:

Letters have been placed next to each **boldfaced** political and physical feature of New Zealand in the paragraphs below. Use the letters and your classroom atlas and globe to help you find and label the map on page 75.

More than 1000 miles to the southeast of Sydney, Australia, lies the southernmost country in the Eastern Hemisphere. **New Zealand (A)** is made up of mainly two large islands and many smaller islands. These islands stretch out for more than 1,200 miles. The big islands are called the **North Island (B)** and the **South Island (C)**. They are separated by the **Cook Strait (D)**.

The **Tasman Sea (E)** is located to the west of New Zealand, and the **Pacific Ocean (F)** is to the east. Forming the “backbone” of the South Island are the **Southern Alps (G)**. They run for more than 300 miles along the western side of the South Island. At 12,349 feet, **Mount Cook (H)** is the highest point in New Zealand.

The land of New Zealand is very diverse. It is similar to the United States, only on a much smaller scale. New Zealand has a desert, mountains, coastal plains, forests, earthquakes, volcanoes, geysers, fiords (fjords), and glaciers. In fact, the country has 360 glaciers!

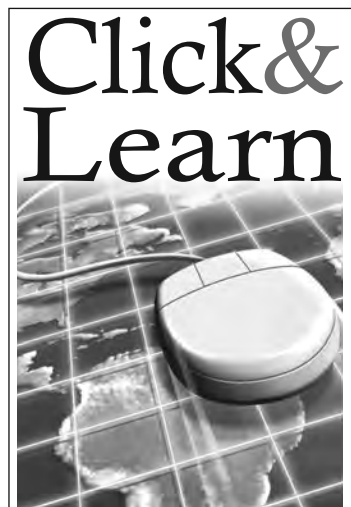
Nearly five million people live in New Zealand. Nearly 70 percent are of European descent. About 12 percent of the population are the Maori (Mow ree) people of Polynesia, who originally settled New Zealand. Recent settlers have come from Asia. Eighty-six percent of New Zealanders live in urban areas.

Auckland (I) is the largest city, main port, and industrial center of New Zealand. **Wellington (J)** is the country’s capital. **Christchurch (K)** is the main city on the South Island.

New Zealand is a narrow island country located in the Pacific Ocean. No place in New Zealand is more than 80 miles from the ocean. Because of this, the ocean affects most aspects of its climate. The country has a windy, temperate, marine climate.

New Zealand has four seasons, only in reverse to ours in the Northern Hemisphere. Summers are quite warm and the winters are mild in the north, while the South Island winters are generally colder.

New Zealand receives rainfall throughout the year. The highest rainfall in New Zealand occurs along the west coast of the South Island. One fiord area known as **Milford Sound (L)** receives 249 inches of rain a year. Because of ocean currents, very little snowfall is received, except in the higher mountain elevations.



It is thought the Polynesian people, called the Maoris, migrated to New Zealand between 800 and 1300 A.D. They carved and colored patterns of family history into their skin. The Maoris developed a fierce dance called the haka. It was designed to scare off enemies. The warriors would open their eyes very wide, roll their eyes around, stick out their tongues, and yell. Try it outside!



There are no poisonous animals that live in New Zealand.

Lesson 38: (Cont.)

New Zealand

ACTIVITY 2:

From the Picture Symbols of Products **BLM** file, cut out the symbols that are **boldfaced** in the paragraphs below. Paste these symbols on a map of New Zealand (**BLM**).

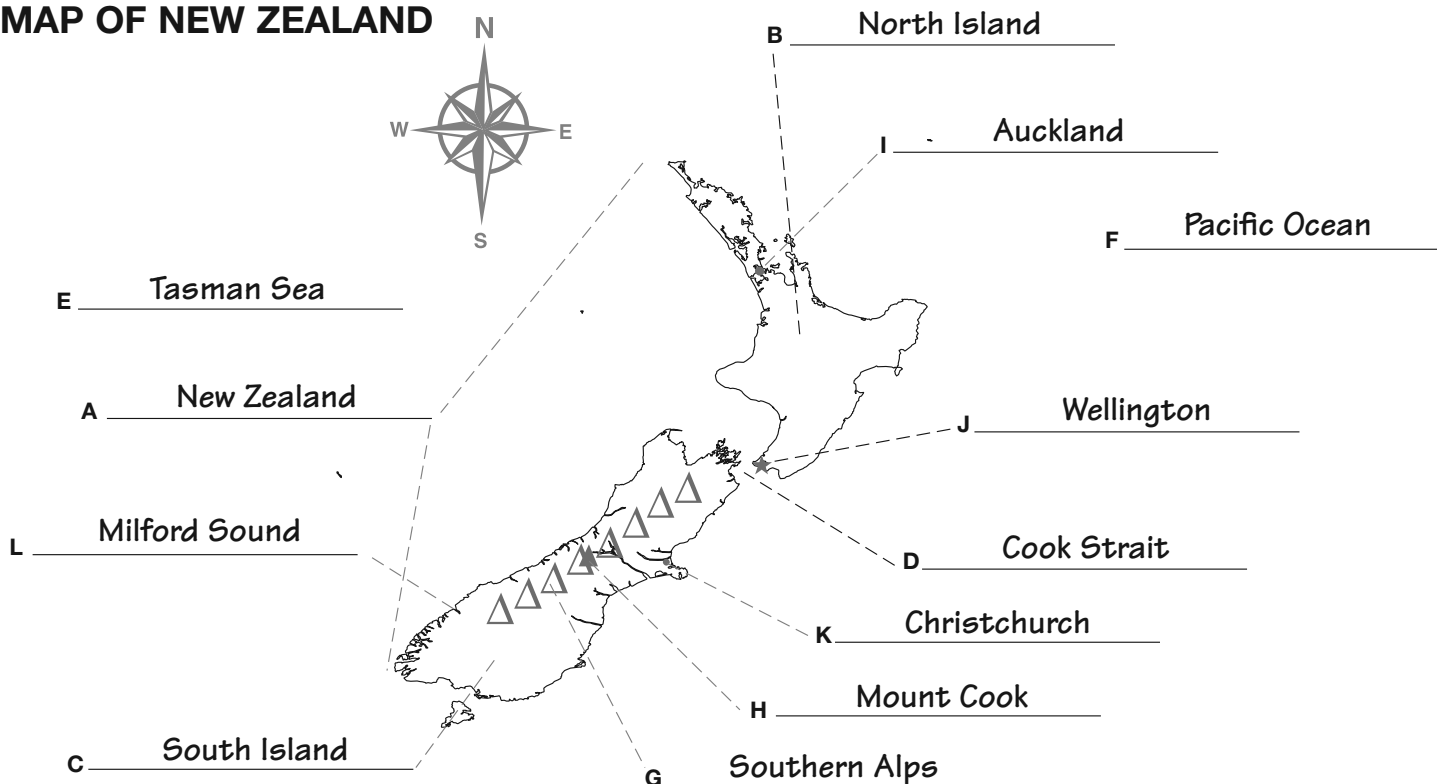
The New Zealanders enjoy a good standard of living. Much of New Zealand's economy is tied into its natural resources. Its primary industries are centered on agriculture. One half (1/2) of the land is used for farming and one fourth (1/4) of the land is in forests. The mild climate and rich farmlands are suitable for **sheep farming**. Over 40 million sheep roam New Zealand's countryside. **Dairy farming** is also a large industry. New Zealand is the world's second largest producer of **kiwi fruit**.

Because of the rugged mountains, transportation systems are better developed along the coastal areas of New Zealand. However, the mountains have created fast moving rivers which are good for the production of **hydroelectric power**. Most energy needs are supplied by hydroelectric power. New Zealand has also harnessed **geothermal energy** from volcano zones on the North Island. Coal is mined for generating electricity as well. **Natural gas** is becoming an important fuel. New Zealand produces oil from its oil reserves.

The **processing of food, fish and meat** (beef and lamb) are big secondary industries. For its size, New Zealand is the one of world's largest exporters of butter, lamb, and wool. Many **textile** products are made from wool. The forest industry supplies **wood** and **paper products**. Other manufacturing industries are growing with an emphasis on high-tech, **electronic equipment**. Building **farm machinery** also is an important industry.

The largest tertiary industry in New Zealand is **tourism**. Despite its remote location, the country's mild climate, spectacular scenery, and clean air are inviting to people all over the world.

MAP OF NEW ZEALAND



Lesson 39:

Peoples of Australia and Oceania

The region of Australia and the rest of Oceania covers about one-third of the earth's surface. Because the region was isolated from the rest of the world, it was the last on our planet to be settled and populated.

The first settlers to the area were the Aboriginals who migrated to Australia from Papua New Guinea more than 50,000 years ago. The settlers of the Pacific Islands arrived over 7,000 years ago when peoples from Southeast Asia began to migrate to the islands. Other parts of Oceania were settled more than 1,000 years ago. For example, the first settlers to New Zealand were the Maoris from Polynesia in about 950 AD.

In more recent times, Great Britain established Australia and New Zealand as colonies of their huge empire. The Europeans, mainly the British, began to arrive in the late 1780s. Because of overcrowded prisons, the British sent prisoners from their jails to colonize Australia. In the 1840s, New Zealand was colonized by free British settlers.

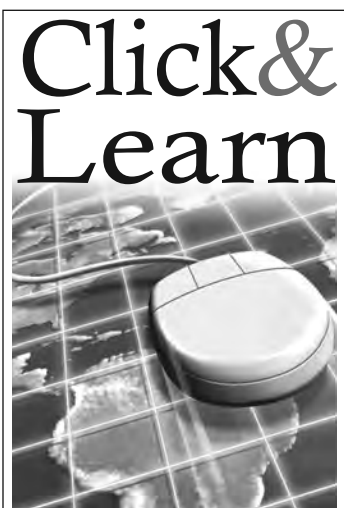
In the last few decades, many new settlers have been allowed to migrate from Asian countries. Today, New Zealand and Australia have integrated many cultures into their societies. The various groups have brought their customs and traditions with them. These countries have developed modern, successful economies.

Today, the Maoris and Aboriginals are represented in their governments. There are laws to make sure they receive equal treatment in health, education, and employment. These conditions were lacking in the past.

There are 14 countries in Oceania. Australia is the least populated country as well as the least populated continent, with only six people per square mile on the average. However, many of your Pacific island countries have a much higher population density. For example, Nauru has one of the highest population densities in the world. There are 1,461 people per square mile living there. That is because you have about 12,000 people squeezed into a tiny area of land, eight square miles.

Papua New Guinea is one of the least developed, most primitive countries in the world. The many mountains and forests have kept the people living in small, isolated villages. As a result, about 1,000 tribes have developed more than 700 languages.

Some Pacific Islanders live in towns, but most people in Oceania live off the land they farm, also known as subsistence farming. Many prefer to live in small villages growing yams and fishing from the sea. They live in their traditional one room homes. The coconut tree provides them with food, milk and fiber from which rope is made.



Using library and Internet resources, conduct research on New Zealand, the Maori people, kiwi fruit, kiwi bird, etc. You could even research bungee jumping, a sport invented in New Zealand. Write down three facts and three opinions about your topic.



Australia and New Zealand produce about 1/2 of the world's wool.

Lesson 39: (Cont.)

Peoples of Australia and Oceania**ACTIVITY 1:**

To locate answers to the following questions, refer to the information on the previous page.

- | | |
|--|--------------------------------|
| 1. Who were the first inhabitants of Australia? | <u>Aboriginals</u> |
| 2. Who were the first inhabitants of New Zealand? | <u>Maori</u> |
| 3. From what region did many of the first settlers come to settle the Pacific Islands? | <u>Southeast Asia</u> |
| 4. In the 1700s and 1800s, most settlers to Oceania have arrived from what European country? | <u>Great Basin</u> |
| 5. Which country has over 700 languages spoken? | <u>Papua New Guinea</u> |
| 6. How many countries are located in Oceania? | <u>14</u> |
| 7. Most Pacific Islanders maintain what kind of farming? | <u>subsistence</u> |
| 8. Name the least populated country of Oceania. | <u>Australia</u> |
| 9. What geographic features have kept the Papua New Guinea people so isolated? | <u>mountains & forests</u> |
| 10. Name the most densely populated country of Oceania. | <u>Nauru</u> |

ACTIVITY 2:

Look at your school or classroom atlas reference about population density to answer the following questions.

- | | |
|--|--------------------------|
| 1. Use an intermediate direction to describe where the population density of Australia is the greatest. | <u>southeast</u> |
| 2. Are there any parts of the interior (center) of Australia where the population density is greater than 2 people per square mile? | <u>no</u> |
| 3. Which city of Australia has the lowest population density? Darwin Perth Melbourne Sydney | <u>Darwin</u> |
| 4. Most of New Zealand has how many people per square mile? | <u>60-125 people psm</u> |
| 5. Do more New Zealanders live on the North Island or South Island? | <u>North Island</u> |
| 6. Write a sentence describing what could happen to Australia's population if the continent were not a desert, and received plenty of rain.
<u>The land could support more people. More crops could be grown.</u> | |

Lesson 40:

Introducing the Continent of Africa

Welcome to the continent of Africa, the world's second-largest continent. Only the continent of Asia is larger in geographical size. Africa makes up nearly 20 percent of the world's total land area. Africa includes 54 independent countries, more than any other continent in the world. Africa is a land of physical contrasts and ethnic diversity. Africa's deserts, grassy plains and savannas, and thick tropical rain forests are home to some of the world's rarest animals – including elephants, lions, cheetahs, wildebeests, gorillas, and long necked giraffes. Many animals are now threatened because of population growth, human development, climate changes, and illegal hunting.

Next to Asia, Africa is also the second most populated continent in the world, with more than one billion people. Africa's population is increasing at an alarming rate. In 2015, Africa's population grew by more than 30 million people, and nearly half those people are 15 years of age or younger.

When we began our study of the Eastern Hemisphere, we learned about ethnic and cultural diversity. In Europe we learned that there are many ethnic groups and that there are 60 languages spoken. In Africa more than 800 ethnic groups have been recorded. Most Africans speak a native language or "first language." But Arabic, English, and French, or a mixture of these three languages, are relied upon for communication, especially in trade activities. Scientists have estimated that as many as 2,000 African languages and tribal dialects are spoken throughout the continent.

ACTIVITY 1:

To locate answers to following questions, refer to the information in the lesson above.

- | | |
|--|--|
| 1. What is the world's largest continent? | _____ Asia _____ |
| 2. Which continent has the second largest land mass? | _____ Africa _____ |
| 3. How many independent countries are in Africa? | _____ 54 _____ |
| 4. Which continent has the largest population – Asia or Africa? | _____ Asia _____ |
| 5. Which word below best describes Africa's population?
a. similar
b. diverse | _____ diverse _____ |
| 6. Name three major languages Africans have relied upon to conduct commercial trade? | _____ Arabic, French and English _____ |
| 7. The continent of Africa is what fraction of the world's total land area? | _____ 1/5 _____ |

One of Africa's many diverse groups are known as Pygmies. They live in the tropical rainforests of the Congo Basin. Pygmies are very small people who rarely reach 5 feet in height.

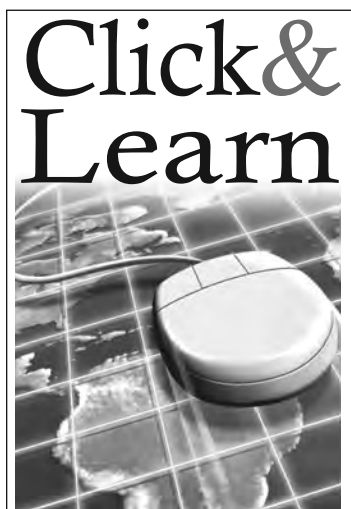


Lesson 40: (Cont.)

*Introducing the Continent of Africa***ACTIVITY 2: The Main Features of Africa**

When you see a **boldfaced** word, label the map of Africa on page 80 in the location the boldfaced word or phrase describes. Use a globe, large world map, or your classroom atlas as a resource.

1. The continent of Africa is a huge landmass southwest of Eurasia and south of the **Mediterranean Sea**.
2. The **Equator** roughly divides the continent of Africa in half.
3. The **Suez Canal**, a manmade waterway, connects the Mediterranean Sea to the **Red Sea**. From the Red Sea, a ship must travel through the **Gulf of Aden** to reach the Arabian Sea and the Indian Ocean. The Indian Ocean is the world's third largest ocean. Can you name the world's smallest ocean?
4. Off the coast of Africa in the Indian Ocean are a number of small, independent island nations. **Madagascar**, Africa's largest island, lies off the southeast coast in the Indian Ocean. Madagascar is separated from the mainland by the **Mozambique Channel**. **Seychelles**, northeast of Madagascar, is made up of 115 islands. At 108 square miles, it is the smallest country in Africa. **Mauritius** (788 square miles) is located to the east of Madagascar. **Comoros** (720 square miles) lies between East Africa and Madagascar.
5. For larger ships, the Indian Ocean has no northern route to reach the Atlantic Ocean and Europe. The Suez Canal provides a route for smaller ships, but large ships, such as oil tankers from the Middle East, must pass the **Cape of Good Hope** on the southern tip of Africa.
6. Geographers recently recognized the **Southern Ocean** as the world's fifth ocean. It is the fourth largest ocean, and is located off the southern tip of Africa and around Antarctica.
7. The Atlantic Ocean, the world's second largest ocean, extends the length of Africa's west coast.
8. Bordering the west coast of Africa in the Atlantic are the island nations of **Cape Verde** and **Sao Tome and Principe**. Cape Verde (1560 square miles) is a group of islands to the west of Senegal and Mauritania. The islands of Sao Tome and Principe (387 square miles) are located just north of the Equator, in the Gulf of Guinea.
9. At the northwestern tip of Africa, off the coast of Morocco, the **Strait of Gibraltar** provides a passage way from the Atlantic Ocean to the Mediterranean Sea.



Travel to the Serengeti Plain, the Okavango Basin, and Volcanoes National Park using the Internet, school library, and classroom resources as your guides. In your **travel journal**, document the physical features of each location and the wildlife you observe. After your return, create a **collage** on poster board of African wildlife. Use the Internet, newspapers and magazines as resources. You may also use your own artwork to complete the collage.



Click & Learn



In addition to the Sahara in northern Africa, the world's largest desert, Africa's two other major deserts are the Namib and Kalahari deserts. These deserts cover large areas in the southwestern corner of the continent. The United Nations has declared the year 2006 as the **International Year of Deserts**. Using the Internet, or magazine and newspaper articles, research the "U.N. Year of Deserts." 1) Write a one-page report on your findings. 2) Make sure your report describes the special environments and habitats of deserts, and the dangers that the world faces from expanding deserts.

Lesson 41:

Some Large Facts about Africa

The **A) Sahara Desert** is the largest desert in the world and covers nearly one third of Africa. The Sahara was not always a desert. Scientists have found evidence that, several thousand years ago, the Sahara region had much more rain and was a green, grassy plain.

Near the Equator and stretching across the borders of Tanzania, Uganda, and Kenya is **B) Lake Victoria**, Africa's largest freshwater lake. Lake Superior is the world's largest freshwater lake. Can you name the continent where Lake Superior is found?

Flowing northward for 4,145 miles from Lake Victoria is the **C) Nile River**, the world's longest river. The Amazon River of South America flows for 4,000 miles but is still considered the world's greatest river because of the amount of water (or volume) it carries. The **D) Congo River** flows through the world's second largest tropical rainforest located in the **E) Congo Basin**. The Congo River is also considered one of the world's great rivers. The Congo ranks second to the Amazon River in the amount of water it carries.

F) Mount Kilimanjaro, an inactive volcano in Tanzania, is Africa's highest point at 19,340 feet. Africa's lowest point, at 515 feet below sea level, is **G) Lac Assal** in the country of Djibouti.

The **H) Serengeti Plain**, the **I) Okavango Basin** in northern Botswana, and **J) Volcanoes National Park** in Rwanda are famous sites to experience the wildlife of Africa.

ACTIVITY 1:

Use the map of Africa on the previous page to label the places **boldfaced** in the paragraphs above. Use the boldfaced letters to help you locate places on your map.

ACTIVITY 2:

Match each of Africa's physical features in Box 2 with the proper facts in Box 1 by writing the number in the appropriate blank space. One fact in Box 2 will not be used.

Click & Learn



Gibraltar's location at the western entrance of the Mediterranean Sea has made it an important military location throughout history. Using the Internet, learn more about the history and importance of Gibraltar. Use the **Research Organizer** to document your findings.

Box 1

- 9 The location of the world's second largest rainforest
- 5 A plain famous for wildlife
- 1 A dormant volcano and Africa's highest point
- 7 The largest freshwater lake in the world
- 8 A river that ranks second to the Amazon River in volume of water it carries
- 4 The world's longest river
- 6 Africa's largest freshwater lake
- 2 The world's largest desert
- 3 Africa's lowest elevation

Box 2

1. Mount Kilimanjaro
2. Sahara
3. Lac' Assal
4. Nile
5. Serengeti
6. Lake Victoria
7. Lake Superior
8. Congo
9. Congo Basin
10. Lake Tanganyika

Lesson 42:

Geographical Regions of Africa

In the introduction, you learned that the huge continent of Africa is made up of 54 independent nations. You also learned that as many as 800 ethnic groups live in Africa. The physical size of Africa, the number of countries, and the ethnic diversity can best be studied and understood by dividing Africa into five major regions. The five regions are:

- A. Northern**
- B. Eastern**
- C. Western**
- D. Central**
- E. Southern**

ACTIVITY 1:

On the map on page 83, each of the geographical regions listed above has a letter beside it. Use your classroom atlas as an additional resource to help you complete the tasks below.

1. Find the letter for each region on the activity map on the next page. Next to the letter, write the name of the region in the blank space on the map.
2. Trace each geographical region in a different colored pencil.

ACTIVITY 2:

The blocks below provide a regional listing of the countries of Africa. Use your classroom atlas as a reference to locate each country. 1) On your activity map on the next page, write each country in the African region to which it belongs. 2) As you label each country, cross off the country on the regional listing. 3) For countries that are too small to label on your map, use the closest available space to write the name, and draw an arrow to the country's location.

Northern Africa	
Morocco	Sudan
Algeria	Chad
Tunisia	Niger
Libya	Mali
Egypt	Mauritania

Central Africa
Cameroon
Central African Republic
Congo
Democratic Republic of Congo
Uganda
Rwanda
Burundi
Equatorial Guinea
Sao Tome & Principe
Gabon

Eastern Africa	
Eritrea	Kenya
Djibouti	Tanzania
Ethiopia	Seychelles
Somalia	South Sudan

Western Africa	
Cape Verde	Burkina
Senegal	Ghana
Gambia	Togo
Guinea-Bissau	Benin
Guinea	Nigeria
Côte d'Ivoire	Liberia
Sierra Leone	

Southern Africa	
Comoros	Namibia
Madagascar	Botswana
Mauritius	Zimbabwe
Mozambique	Swaziland
Malawi	Lesotho
Zambia	South Africa
Angola	

GEOGRAPHICAL REGIONS OF AFRICA



The continent of Africa has been pulled apart to help you visualize the regions we will be studying.

Lesson 43:

Physical Features of Africa

You now know the location of the African continent in the Eastern Hemisphere. You have also learned some large facts about Africa and located some of continent's major geographical features. Our next activities will focus on the other important landforms and waterforms that make up the continent of Africa.

ACTIVITY 1: Landforms

Label the activity map of Africa on page 86 with the landforms that are highlighted below in **boldfaced** print. Use the physical map of Africa in your classroom atlas as a resource.

1. The **A) Atlas Mountains** extend from Morocco into northern Algeria and Tunisia in Africa's northwestern corner.
2. South of the Atlas Mountains in the central Sahara are the **B) Ahaggar Mountains** on Algeria's southeast border and the **C) Tibesti Mountains** in northern Chad.
3. Extending along the Great Sahara Desert's southern border, from Mauritania and Senegal on the west coast, to Sudan in the east, is a very dry grassland area known as the **D) Sahel**. The grasslands of the Sahel are threatened by climate changes, frequent droughts, and by overgrazing of livestock by the nomadic farmers who live there. Scientists who study the Sahel, and other grassland areas that border deserts, believe that every year as much as three acres of every hundred acres becomes desert land.
4. The **E) Great Rift Valley** begins as two great arms at Lake Nyasa in southern Africa where the borders of Mozambique, Zambia, and Tanzania meet. The Rift Valley stretches for nearly 4,500 miles northward through eastern Africa, the Red Sea, and into Syria in the Middle East.
5. Following the western branch of the Great Rift Valley northward are the **F) Mitumba Mountains** and **G) Ruwenzori Mountains**.
6. The **H) Drakensberg Mountains** are the highest mountains in southern Africa. The Zulu people who live there refer to the Drakensberg Mountains as the "barrier of pointed spears."
7. In eastern Africa the **I) Ethiopian Highlands** stretch north from the Great Rift Valley.
8. North of the Ethiopian Highlands, the **J) Nubian Desert** and **K) Libyan Desert** extend from the Great Sahara.
9. South of the Libyan Desert, bordering Chad and Sudan, is the **L) Darfur Plateau**. On Africa's southwest coast in Central Angola is the **M) Angola Plateau**. The **N) Adamawa Highlands** border Nigeria and stretch through Cameroon.
10. Label the **O) Somali Peninsula** in northeastern Africa. This peninsula is often referred to as the Horn of Africa.

The Great Rift Valley is the largest rift in the world.

Geologists tell us that rifts are broad, flat-bottomed valleys that are found between steep mountain sides. Rifts are large areas of land that sink as rock layers in the Earth's crust shift and move, creating cracks, or faults, in the Earth's surface.

**ACTIVITY 2: Waterforms**

Letters have been placed next to the waterforms that are **boldfaced** in the statements below. 1) As you read each numbered paragraph below, use the letters to help you find each waterform and label it in the correct blank space on the bottom of the activity map on page 86. 2) Trace each waterform with a blue pencil. 3) Use the physical map of Africa in your classroom atlas as a resource.

1. In **Some Large Facts about Africa (LLB= Lesson 41)** we located the Nile River and learned that it is the longest river in the world. Two branch rivers begin the long route of the Nile. The **a) White Nile** flows north from **b) Lake Victoria**, Africa's largest freshwater lake (**LLB= Lesson 41**). Lake Victoria sits south of the Equator between the arms of the Great Rift Valley, and sits on the borders of Kenya, Uganda, and Tanzania.

Lesson 43: (Cont.)

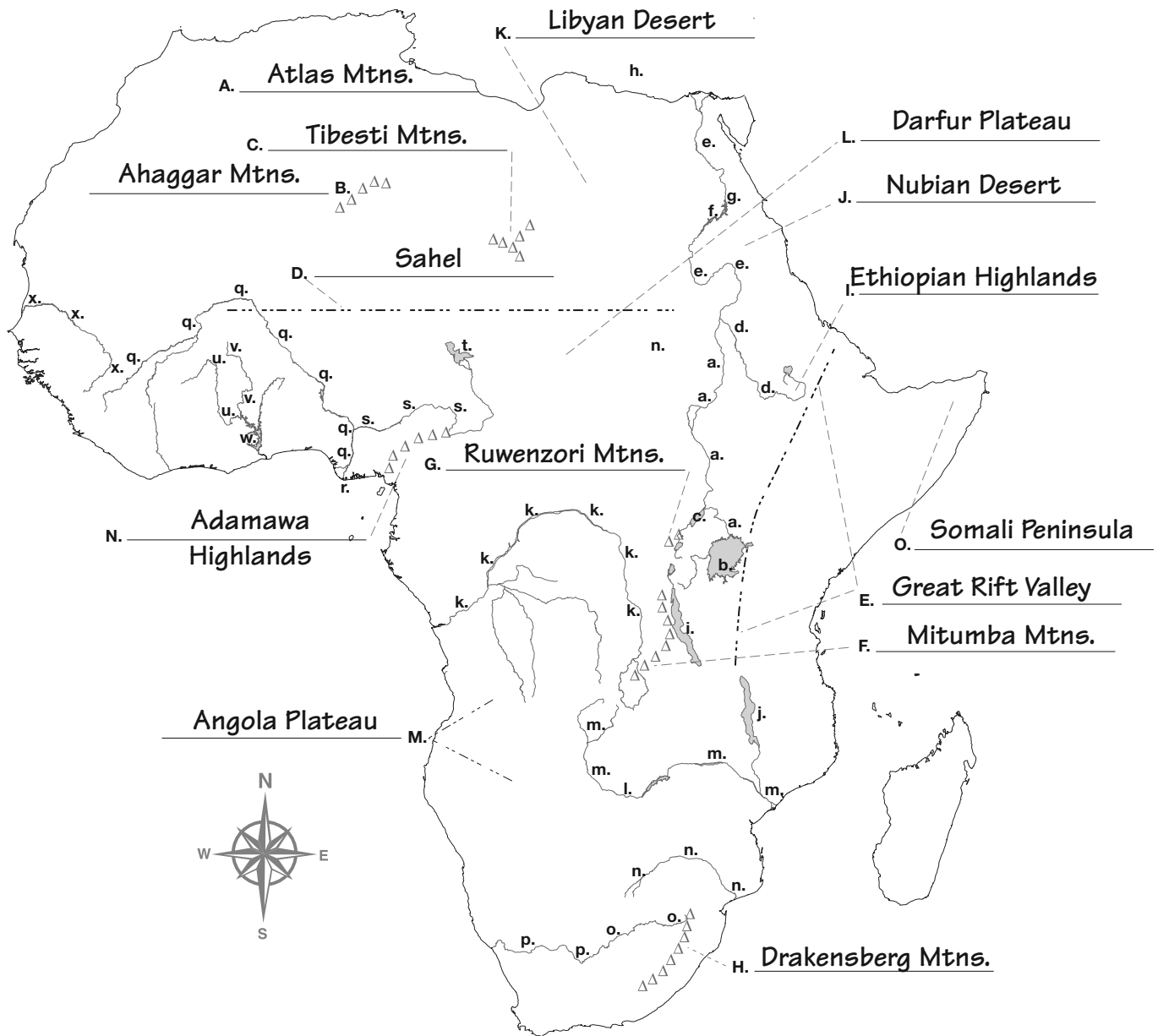
Physical Features of Africa

2. As the White Nile moves northward through Uganda it meets with water flowing from **c) Lake Albert**, which is formed near the western branch of the Great Rift Valley.
3. The **d) Blue Nile** flows northwest from the Ethiopian Highlands in Ethiopia. The Blue Nile and White Nile meet at the city of Khartoum in Sudan and together they form the great **e) Nile River**.
4. From the country of Sudan, the Nile continues to flow northward into **f) Lake Nasser** in southern Egypt. Lake Nasser is one of the world's largest man-made lakes, which are also called reservoirs. It was created by the construction of the **g) Aswan High Dam**. From the Aswan Dam the Nile flows northward through the Sahara Desert to Africa's largest city, Cairo. Although desert surrounds the Nile, the river valley and delta are very fertile, and nearly all of the Egyptian people live there.
5. From Cairo, the Nile River divides into many tributaries as it reaches the **h) Mediterranean Sea**. These tributaries form a large triangle of marshy and fertile land called a delta. The delta is made up of silt, sand, and small rocks deposited by the river as it reaches its mouth and flows into the sea.
6. The Rift Valley is known for its many lakes. To the southwest of Lake Victoria is **i) Lake Tanganyika**, the world's longest freshwater lake and the second deepest. Further south is **j) Lake Nyasa**, which borders Mozambique and Malawi at the beginning of the Rift Valley.
7. The **k) Congo River (LLB=Lesson 41)** is one of the world's great rivers. As the Congo winds its way through the tropical rainforests of the Congo Basin, it crosses the Equator two times before it empties into the Atlantic Ocean.
8. Label **l) Victoria Falls**, one of the world's most magnificent waterfalls. It is found on the **m) Zambezi River** as it flows eastward along the border of Zambia and Zimbabwe. The Zambezi River crosses Mozambique and empties into the Indian Ocean.
9. South of the Zambezi is the **n) Limpopo River**, which flows eastward through the bordering regions of Zimbabwe, South Africa, and Mozambique.
10. The **o) Vaal River** merges into the **p) Orange River** as they drain westward through South Africa to the Atlantic Ocean.
11. The **q) Niger River** is the continent of Africa's third-longest river and flows for more than 2,500 miles to the many tributaries that make up the **r) Nigerian Delta**.
12. The **s) Benue River** flows westward to meet the Niger River north of the Nigerian Delta.
13. Locate **t) Lake Chad** where the borders of Chad, Nigeria, and Niger meet. Lake Chad was once an inland sea but droughts and climate changes have reduced its size significantly.
14. The Volta River flows from two branches, the **u) Black Volta** and the **v) White Volta**, which flow into **w) Lake Volta**, a huge man-made lake created by the Akosombo Dam.
15. Locate the **x) Senegal River**, which flows westward along the border of Mauritania and Senegal.



Native people call Victoria Falls "Smoke that Thunders" because of the huge cloud of vapor and thunderous roar that results as water falls more than 400 feet to the valley below.

PHYSICAL FEATURES OF AFRICA



- | | | |
|-----------------------------|---------------------------|--------------------------|
| a. <u>White Nile</u> | i. <u>Lake Tanganyika</u> | q. <u>Niger River</u> |
| b. <u>Lake Victoria</u> | j. <u>Lake Nyasa</u> | r. <u>Nigerian Delta</u> |
| c. <u>Lake Albert</u> | k. <u>Congo River</u> | s. <u>Benue River</u> |
| d. <u>Blue Nile</u> | l. <u>Victoria Falls</u> | t. <u>Lake Chad</u> |
| e. <u>Nile River</u> | m. <u>Zambezi River</u> | u. <u>Black Volta</u> |
| f. <u>Lake Nasser</u> | n. <u>Limpopo River</u> | v. <u>White Volta</u> |
| g. <u>Aswan High Dam</u> | o. <u>Vaal River</u> | w. <u>Lake Volta</u> |
| h. <u>Mediterranean Sea</u> | p. <u>Orange River</u> | x. <u>Senegal River</u> |

Lesson 44:

Climate of Africa

Before we begin to study the climate types of Africa, let's review its physical location and see why much of the continent is so warm. The **Equator** nearly divides the continent of Africa in half. In your study of weather and climate (**LLB=Lesson 4**) you learned that the closer you are to the Equator the hotter the climate. You have also learned that lines of latitude define climate zones on planet earth. Locations between the Tropic of Capricorn and Tropic of Cancer are part of the tropical region. Tropical regions have one season – summer. Nearly 75 percent of the African continent is located between the Tropic of Cancer and Tropic of Capricorn.

The climate conditions that make up the continent of Africa can best be described as hot with varying amounts of rain. Remember, climate conditions are calculated by averaging temperatures and amounts of precipitation over a long period of time (**LLB=Lesson 4**). Dry, hot desert climates dominate more than one third of the African continent. The great Sahara Desert (the largest desert in the world) covers much of Northern Africa. Extending from the eastern Sahara are the smaller Libyan and Nubian deserts. Many geographers consider these smaller deserts extensions or part of the Sahara. The dry, desert climate even covers the Horn of Africa and stretches down the east coast past the Equator. The Kalahari and Namib deserts cover a large part of Southwestern Africa.

Following the southern border of the Sahara Desert is the semi-arid region known as the Sahel. This dry, grassland area receives little rain and is constantly threatened by drought. Each year many acres of the Sahel are changed to desert.

Tropical climates cover most of Central Africa. Hot, humid conditions caused by year-round rain have created the thick tropical rain forests of equatorial Africa. Hot, tropical savannas, receiving seasonal rain, are thick grasslands that border the rain forests. Savanna grasses can grow up to 13 feet in height. Tropical savannas cover as much as 40 percent of Africa. Tropical rain forests and tropical savannas are good examples of how the physical features of latitude and climate conditions combine to create a natural environment.

ACTIVITY 1:

Use the information above to answer the following questions.

1. How can Africa's climate be best described?

tropical

2. What climate condition dominates northern Africa?

dry, hot desert conditions

3. The hot, humid conditions and year-round rain of equatorial Africa support what natural environment?

tropical rain forests

4. Name the dry, semi-arid grassland region that borders the Great Sahara Desert.

Sahel

5. How would you describe the rain fall of the tropical savanna region?

dry - some rain

6. What percentage best estimates the portion of the African continent covered by the tropical region?

75%

7. Nearly 40 percent of Africa is part of what natural environment?

tropical savannas

Lesson 45:

Political Features of Northern Africa

Northern Africa includes ten independent nations and one disputed land area south of Morocco known as the Western Sahara. For more than 25 years, Morocco has been fighting a war with local desert tribesman for control of Western Sahara.

Northern Africa has a rapidly growing population of more than 260 million people. People from the region are from diverse backgrounds. The region includes many African tribal groups, nomadic herdsman, Arabs from the Middle East, and Europeans. Beginning in the 7th century, Arab invaders from the Middle East brought their customs, language, and the Islamic religion to Northern Africa. Today, Arab culture dominates Northern Africa.

Northern Africa includes the two largest countries in land area in Africa. Sudan is the largest and Algeria the second largest. Egypt is the most populated country in Northern Africa. It is often referred to as the “gift of the Nile River.” Egypt is home to the pyramids, one of the seven wonders of the ancient world. The pyramids were built as tombs for the pharaohs. They were rulers of a civilization in Egypt more than 4,000 years ago.

ACTIVITY:

The countries and capital cities of Northern Africa are listed in the chart below. 1) Use the numbers in the chart to help you locate and write the name of each country on the regional map on the next page. 2) Next, use the letters to locate and label each country’s capital city. 3) After you have located and labeled the countries and capital cities, use colored pencils to trace the borders of the countries that make up Northern Africa. Use the political map of Africa in your classroom atlas as a resource.

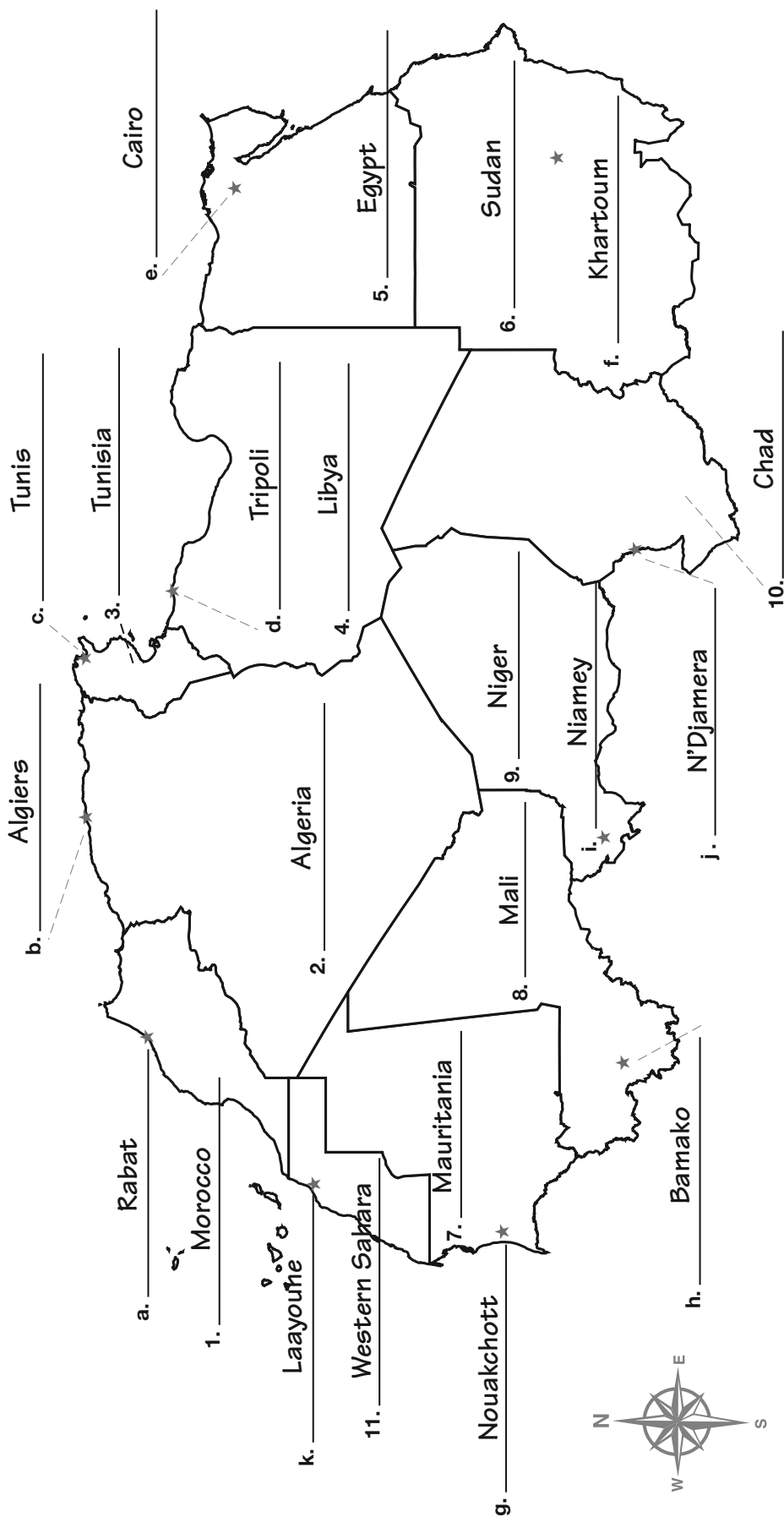
Countries of Northern Africa	Capital Cities
1. Morocco	a. Rabat
2. Algeria	b. Algiers
3. Tunisia	c. Tunis
4. Libya	d. Tripoli
5. Egypt	e. Cairo
6. Sudan	f. Khartoum
7. Mauritania	g. Nouakchott
8. Mali	h. Bamako
9. Niger	i. Niamey
10. Chad	j. N’Djamena
11. Western Sahara	k. Laayoune



Two groups of nomadic people, the Tuaregs and Bedouins, still use camels for transportation in the Sahara Desert. Camels are able to travel in the hot desert for long periods of time without water. A camel’s heavy eye lids and nostrils that close are special features that also protect them from the fierce sandstorms of the Sahara.

(Remember, Western Sahara is presently not an independent country.)

POLITICAL FEATURES OF NORTHERN AFRICA



With about 17 million people, **Cairo** and its surrounding metropolitan area is the largest city in Africa, and the sixteenth largest cities in the world.

Lesson 46:

Ancient Egypt (3100 BC – 30 BC)

Where was Ancient Egypt located?

One of the earliest ancient civilizations developed along the Nile River in northeast Africa. People began settling along the river several thousand years ago in what is now known as Egypt. The Nile flows through desert land, but it brought fresh water to the people who settled the region. The river also frequently flooded leaving rich soil that was useful for growing crops. The river was also an important means for transportation and trade.

Ancient Egypt was divided into two kingdoms – Upper and Lower Egypt. Upper Egypt was a desert wasteland. In Lower Egypt, the Nile River empties into the Mediterranean Sea. In this area, the river forms a delta with its many tributaries flowing into the sea. Most of the farming activity occurred in this region. Over time, farming people began to cluster into small towns and villages. These communities merged together to create cities.

Who ruled Ancient Egyptians?

Ancient Egypt had a well-defined social ladder shaped like a **pyramid**. At the very top sat the **pharaohs**. Pharaohs were like kings and queens. They had absolute power and their words were the law. They ordered the construction of great buildings and temples for the gods and for themselves. These rulers were also head priest, chief of the military, and chief of the treasury.

On the next lower level were the priests, government officials (appointed by the pharaohs), and military leaders. The craftsmen were below these officials and leaders. They built the temples and large buildings, made pottery, and created weapons. The lowest social order was the farmers, slaves, and workers. Not many people moved out of their social order in ancient Egypt.

Religion was an important part of Egyptian life. The people worshipped hundreds of gods. They believed the gods lived within the temples. Because of this belief, pharaohs ordered the construction of huge temples. Only the pharaohs and high priests were allowed inside the temples.

What was mummification?

Ancient Egyptians believed their afterlife was just as important as their life on earth. To get to the afterlife, they believed in preserving the body through a process called **mummification**. Anyone with enough money could be mummified.

This complex process took over two months. The liver, lungs, stomach, and intestines were removed and placed in special jars to be included in the tomb along with the pharaoh's body. The brain was considered useless and discarded. Historians disagree about how it was removed. However, it appears that brains were removed through the nose or a hole punched in the back of the skull. Only the heart remained because it was thought to be the center of thinking and emotion. The pharaoh's body was wrapped in a cloth material called linen.



The burial mask of King Tutankhamun is a popular symbol of ancient Egypt.

Photo courtesy of Bjorn Christian Tomissen

Lesson 46: (Cont.)

Ancient Egypt (3100 BC – 30 BC)**What were the purposes of pyramids and sphinxes?**

Royal tombs were called pyramids. Pyramids were three-dimensional triangles that contain all of the dead pharaoh's possessions that he or she would need in the afterlife. The pyramids were built to provide a pathway into this afterlife. Thus, pharaohs spent lavish amounts of money on their afterlife houses. Pharaohs also created huge **sphinxes**. These monuments were built to protect royal tombs from the pharaoh's enemies.

One of the best known monuments is called the Great **Sphinx** of Giza. This sphinx guards the tombs of three pharaohs. It was built somewhere between 2550 BC and 2490 BC. This sphinx was carved out of limestone rock. It is 260 feet long, 65 feet high, and 20 feet wide. It is one of the largest single-stone statues in the world.

Building a pyramid over 450 feet high was an amazing engineering feat. During the flood season, the Pharaoh would provide farmers food and clothing for the work they did on the pyramids. One of the pyramids used 2,300,000 blocks of limestone. Each block weighed around 2.5 tons. You can imagine how much work it was to move these heavy blocks into place.



The Great Sphinx of Giza is a limestone statue of a reclining sphinx, a mythical creature with the body of a lion and a human head.

Photo courtesy of Usuario Barcex

What kind of writing system did the ancient Egyptians develop?

Ancient Egyptians began to record historical events through a writing system known as **hieroglyphics**. This system used picture words and symbols. Hieroglyphics were first used around 3,000 BC on pyramids, inside tombs, and on buildings. This language provided archeologists with many clues about ancient Egyptian life.

As time went on, scribes began to write hieroglyphics on **papyrus**. It took many years of education to teach a scribe how to write in hieroglyphics. Papyrus is a thin paper material made from the papyrus plant. In addition, parts of the plant were useful for making rope, sandals, boats, and baskets.

Lesson 46: (Cont.)

Ancient Egypt (3100 BC – 30 BC)

ACTIVITY 1: Summary Questions

1. Which part of Egypt was better suited for farming? *Lower Egypt*
2. What is the landform in Egypt near the Mediterranean Sea? *delta*
3. What were the rulers of ancient Egypt called? *pharaohs*
4. What was the main purpose of pyramids? *royal tomb meant to provide pathway to the afterlife*
5. What was the main purpose of sphinxes? *built to protect the royal tomb*
6. What process describes how people were prepared for the afterlife? *mummification*
7. What writing system did the Egyptians develop? *hieroglyphics*
8. What was the paper called that the ancient Egyptians used? *papyrus*

ACTIVITY 2:

Matching Vocabulary Words with Their Meanings. Use the words from this lesson to fill in the blanks at the end of the phrases. Each phrase has one best answer. Cross out words as you use them.

delta	hieroglyphics	mummification	papyrus
pharaoh	pyramid	scribe	sphinx

1. land deposited at the mouth of a river *delta*
2. ruler of ancient Egypt *pharaoh*
3. paper-like material used for writing *papyrus*
4. system of writing with pictures *hieroglyphics*
5. person trained to write in hieroglyphics *scribe*
6. stone statute that guarded the tombs of pharaohs *sphinx*
7. huge tomb built for pharaoh's afterlife *pyramid*
8. process for preparing the bodies of rich people for the afterlife *mummification*

Lesson 47:

Natural Resources and Economy of Northern Africa

The major farming areas of Northern Africa are located in the fertile valleys of the Atlas Mountains, along the coastal plain bordering the Mediterranean Sea, and in the Nile River Valley and delta. Inland, the arid Sahara Desert dominates the landscape. Without sources of water and irrigation, agriculture is limited to grazing livestock on the borders of the desert, and raising dates, peaches, figs, grapes, and vegetables in oases areas.

ACTIVITY 1:

Use the information above and the Industry Chart to answer the questions on the next page. Major economic activities of Northern Africa are boldfaced.



An ***oasis*** is a fertile area in a desert created when water rises to the earth's surface. People who live in villages that spring up around an oasis rely mostly on small farming and trading to make a living.

INDUSTRY CHART FOR NORTHERN AFRICA

	Agriculture	Minerals	Manufacturing/ Services
Morocco	cereal grains, vegetables, citrus fruits, dates, cork , grapes, fishing , goats, sheep	phosphates , coal, iron ore, zinc	processing phosphates agricultural produce iron/steel, tourism
Western Sahara		phosphates	
Algeria	cereal grains, figs, dates , citrus fruits, grapes, olives, tobacco, cork , fishing, sheep	oil, natural gas , iron ore phosphates, zinc, lead	steel, petroleum
Tunisia	cereal grains, olives, fishing, dates, citrus fruits, grapes, sheep	oil, iron ore, phosphates	textiles, carpets, iron/steel, tourism
Libya	olives, dates, sheep	oil, natural gas	textiles , chemicals food processing,
Egypt	cotton , dates, goats, grapes sugar cane, rice	oil , phosphates	Suez Canal, textiles , tourism, iron/steel chemicals, finance hydroelectric power
Mauritania	fishing , sheep, goats	iron ore , phosphates	
Mali	rice, peanuts, cotton, goats, cattle		textiles food processing
Niger	rice, peanuts, cotton	uranium	
Chad	rice, peanuts, cotton, cattle		
Sudan	sugar cane, cotton, goats , sheep, cattle		sugar refining, textiles hydroelectric power

Lesson 47: (Cont.)

Natural Resources and Economy of Northern Africa

1. Name two countries that are major producers of cork: Morocco and Algeria
2. Phosphates are used to make fertilizers and chemicals. Name three countries that produce phosphates for export:
Morocco , Algeria and Mauritania
3. The Suez Canal is a major transportation network and source of income for what country? Egypt
4. Name the major service-oriented industry, or tertiary industry, that is common to Morocco, Tunisia, and Egypt. tourism
5. A fertile land area that is created in desert when water is found near the earth's surface is called an oasis
6. What country's major mineral export is uranium, a valuable source of fuel for nuclear power plants? Niger
7. The fertile Nile River Valley provides an ideal environment for growing cotton in two Northern African countries. They are: Egypt and Sudan
8. More than 90 percent of all Libyan exports are supplied by these non-metallic mineral resources. They are: oil and natural gas
9. Northern Africa is best known for two mineral resources. They are: phosphates and oil, natural gas
10. The Niger River supplies water to grow crops in the countries of Mali and Niger. Some of the agricultural products include: rice , peanuts and cotton

ACTIVITY 2:

It is important to remember that **primary industries** deal with raw materials we get from natural resources, such as farming and mining. **Secondary industries** are concerned with using raw materials to manufacture (make) products, build things, or process raw materials in such things as food or petroleum products. **Tertiary industries** provide a service. Transportation services and tourism are good examples of tertiary industries.

Ask your teacher for a blank map of Africa and the economic picture symbols from the **Blackline Master File (BLM)**.

1) Using the Industry Chart for North Africa as a resource, paste the major product symbols to the countries in North Africa that we have studied. **Remember**, countries of North Africa have products in common, so picture symbols may be used more than once.

2) In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.

Lesson 48:

Political Features of Eastern Africa

Eight countries are included in our study of Eastern Africa. Six countries are part of mainland Africa. Seychelles, an **archipelago** of approximately 100 islands and many **cays** and small **islets** (islands), is located in the Indian Ocean to the east of Kenya and Tanzania (**LLB=Lesson 40**). Seychelles is the smallest country in Africa, with an estimated 108 square miles of land area.

Like other regions in Africa, Eastern Africa has a rapidly growing population of more than 217 million people. Ethiopia is the most populated country in the region, with more than 94 million people. Ethiopia is also one of the poorest countries in the world. Overpopulation, famines and starvation, civil wars, and an unstable government are creating severe problems for Ethiopians.

The countries of Eastern Africa are made up of many different groups of people, each with their own languages, foods, and traditions. In Kenya, there are more than 70 tribal groups, and geographers estimate that Tanzania has 120 different groups of people.

ACTIVITY 1:

Let's travel to the countries of Eastern Africa. During our tour we will stop at each country's capital city. We will document our trip on the regional map of Eastern Africa on the next page. Use the political map of Africa in your classroom atlas as a resource and travel guide.

- A) Use the numbers in the **Travel Itinerary** below to locate each country and write the name of each country in the blank space on your regional map.
- B) Next, use the letters in the itinerary below to locate and label the country's capital city.
- C) After you have completed Step A and B above, use colored pencils to trace the borders of each country in Eastern Africa.

Travel Itinerary		
Country	Capital City	Climate/Weather
1. Eritrea	a. Asmara	
2. Djibouti	b. Djibouti	
3. Ethiopia	c. Addis Ababa	
4. Somalia	d. Mogadishu	
5. Kenya	e. Nairobi	
6. Tanzania	f. Dar es Salaam	
7. Seychelles	g. Victoria	
8. South Sudan	h. Juba	



Tourists from all over the world visit the national parks and game preserves of Kenya and Tanzania to see the wildlife of Africa.

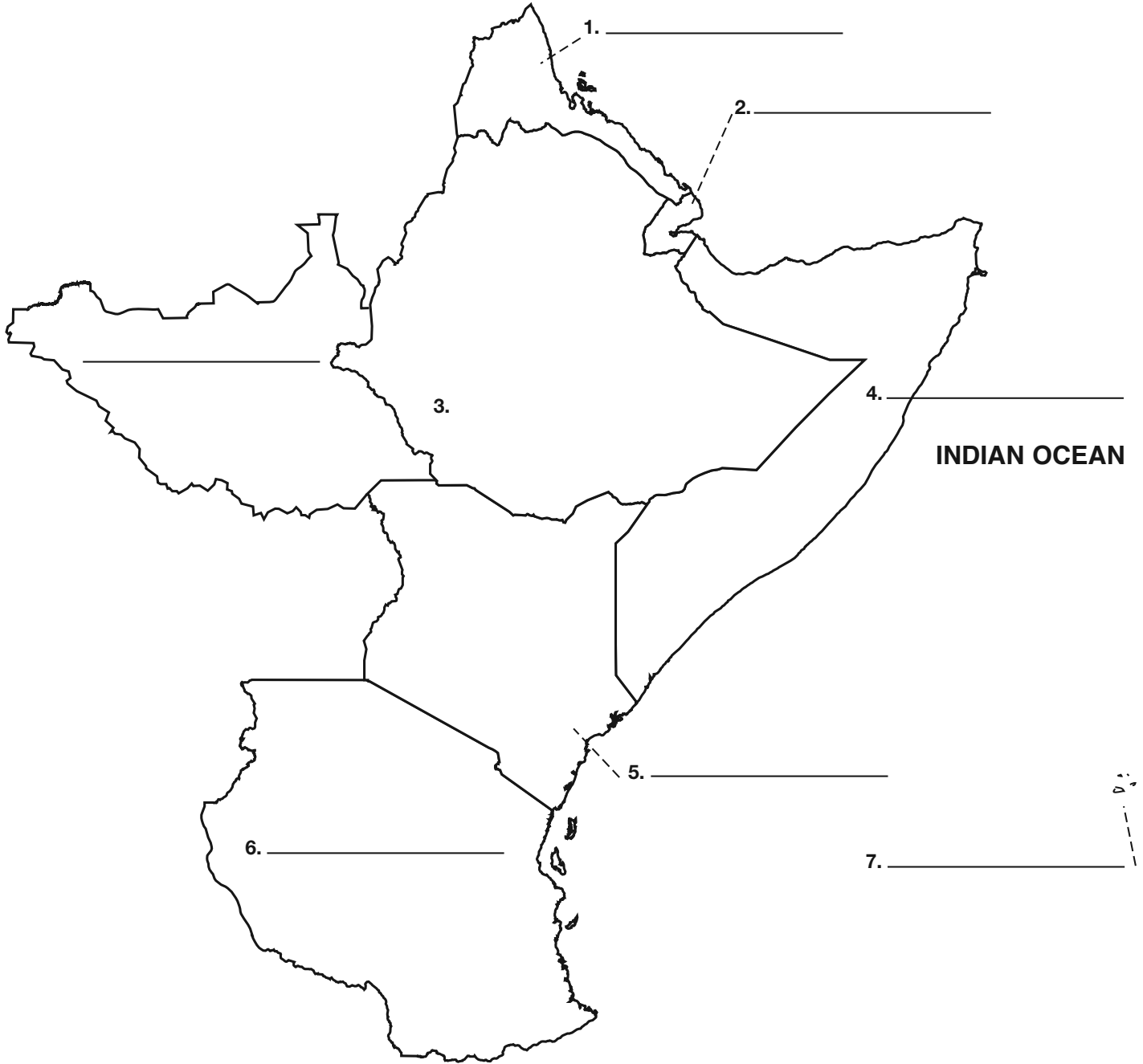
ACTIVITY 2:

Locate each capital city in Eastern Africa on the climate map in your classroom atlas. In the third column of your **Travel Itinerary** write the climate you would expect to experience when you visit that city.

Or

Using the Internet, research today's weather for each capital city. You may write the weather for each city in the third column of your **Travel Itinerary** or you may draw a weather symbol.

POLITICAL FEATURES OF EASTERN AFRICA



Lesson 49:

Natural Resources and Economy of Eastern Africa

Wars, famine, droughts and dry conditions, and rapidly growing populations have had a destructive effect on the economies of the countries in Eastern Africa. Since 1961, civil wars, border disputes, and political conflicts have drained the economic resources of Ethiopia and Eritrea. The small, desert-like country of Djibouti is also very poor and unstable. Few natural resources, little industry, and lack of water have limited agriculture and economic development. The dry, desert-like country of Somalia has suffered for many years with civil war, droughts, and widespread starvation. Civil unrest forced millions of people from their homes and into refugee camps. Many industries that did exist are no longer operating.

Kenya remains one of Africa's strongest economies. A rapidly growing population, disputes and violence between ethnic groups, and droughts have increased poverty and unemployment. Tanzania is a very rural country. Nearly 75 percent of the people live in rural villages and transportation systems are poor.

ACTIVITY 1:

Ask your teacher for a blank map of Africa and the economic picture symbols from the **Blackline Master File (BLM)**.

1) Using the chart of **Eastern Africa Products and Industries** as a resource, paste the product symbols to the countries in Eastern Africa that we have studied. **Remember**, countries of Eastern Africa have products in common, so picture symbols may be used more than once.

2) In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.

Eastern Africa Products and Industries			
Country	Industry Types		
	Primary	Secondary	Tertiary
Eritrea	subsistence farming, nomadic herding, some fishing	poorly developed small industry	
Djibouti	nomadic herding, fishing	none	shipping
Ethiopia	coffee , sugar cane, livestock; deposits of copper, limestone, gold	coffee-food process., textiles, animal skins	
Somalia	nomadic herding, bananas, sugar cane; deposits of copper, gold, coal, ores, crude petroleum	animal skins; very limited industry-sugar and cotton	
Kenya	coffee , tea , sisal, sugar cane, rice, small farming and livestock	petroleum products , cement, light machinery, household utensils, motor vehicles, paper	tourism
Tanzania	coffee , cotton , tea, tobacco, cloves , sisal , cashews, coconuts, sugar cane	food processing	tourism , government
Seychelles	tobacco, cinnamon, vanilla, copra	food process./tuna	tourism
South Sudan	petroleum production	limited agriculture	

Lesson 50:

Political Features of Western Africa

Western Africa includes thirteen independent countries. Twelve countries are part of mainland Africa. Cape Verde is a group of islands off the western tip of Senegal. Western Africa has a rapidly growing population of more than 266 million people. Nigeria, with more than 175 million people, is the most populated country on the African continent and the eighth most populated in the world.

Western Africa includes many different groups of people, or ethnic groups, with different languages and traditions. Many of these ethnic groups have been strongly influenced by powerful tribes and empires such as the Akan, Mali, Malinke, and Mandinke. Nigeria alone has more than 250 different ethnic groups. Cote D'Ivoire (Ivory Coast) has 60 tribal groups. In addition to the native people, or indigenous people, a large number of European settlers from Great Britain, France, and Portugal were attracted to Western Africa during the late 1800s by gold and other natural resources.

Guinea, Guinea Bissau, Sierra Leone, and Burkina are four of the poorest countries in the world. Educational opportunities are limited for children. As a result, adult literacy rates are very low. **Literacy** is the percentage of people over 15 years of age who can read and write. Throughout Western Africa less than 40 percent of adults can read and write. In Sierra Leone, Guinea, and Burkina, only 25 percent of adults read and write. Compare these countries to the United States where adult literacy is at 99 percent.

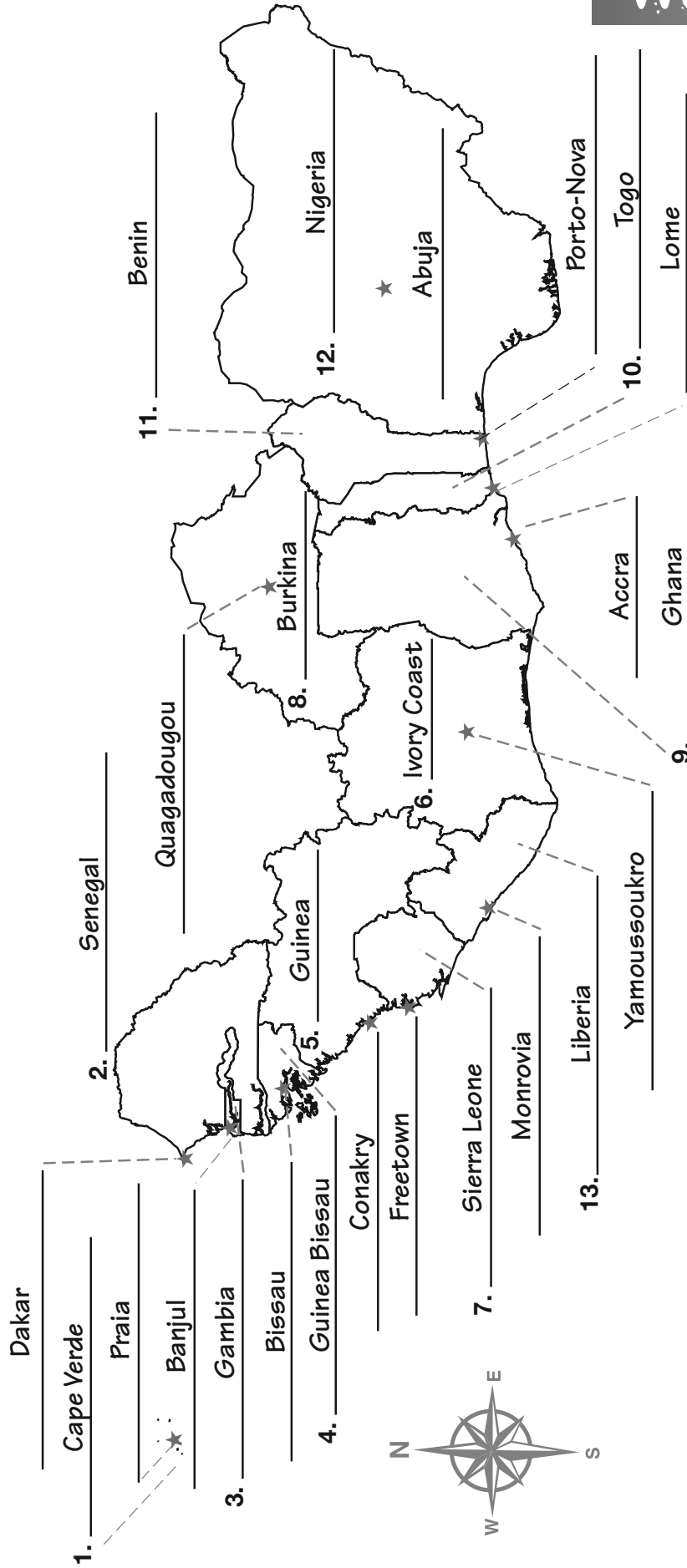
Health care is very limited and many children and adults never get to see a doctor. Throughout Western Africa there are nearly 20,000 people for every one doctor. International organizations have placed a great deal of effort on immunizing children to prevent disease, but much more work is needed. Over the past thirty years, the terrible disease of AIDS has spread throughout Africa at an alarming rate. Today, the life expectancy of people living in Western Africa is less than 50 years. The average person in the United States lives 74 years.

ACTIVITY:

The countries and capital cities of Western Africa are listed in the chart below. 1) Use the numbers in the chart to help you locate and write the name of each country on the regional map on the next page. 2) Next, locate and label each country's capital city in the chart. 3) After you have located and labeled the countries and capital cities, use colored pencils to trace the borders of the countries that make up Northern Africa. Use the political map of Africa in your classroom atlas as a resource.

Country	Capital City	Climate/Weather
1. Cape Verde	Praia	
2. Senegal	Dakar	
3. Gambia	Banjul	
4. Guinea Bissau	Bissau	
5. Guinea	Conakry	
6. Cote D'Ivoire (Ivory Coast)	Yamoussoukro	
7. Sierra Leone	Freetown	
8. Burkina	Quagadougou	
9. Ghana	Accra	
10. Togo	Lome	
11. Benin	Porto-Nova	
12. Nigeria	Abuja	
13. Liberia	Monrovia	

POLITICAL FEATURES OF WESTERN AFRICA



ATLANTIC OCEAN

Lesson 51:

Natural Resources and Economy of Western Africa

The nations of Western Africa are very poor. Most people make a living from the primary industries of agriculture, fishing, and timber. In the mountainous regions, mining produces minerals such as bauxite, iron ore, rutile, diamonds, gold, and phosphates. Unstable governments, military coups, civil war, and social unrest among the many ethnic groups create severe problems for the already weak economies of Western Africa.

ACTIVITY 1:

Ask your teacher for a blank map of Africa and the economic picture symbols from the **Blackline Master File (BLM)**.

1) Using the chart of Western Africa Products and Industries as a resource, paste the product symbols to the countries in Western Africa that we have studied. **Remember**, countries of Western Africa have products in common, so picture symbols may be used more than once.

2) In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.

Western Africa Products and Industries	
Country	Major Products and Industries
Cape Verde	bananas, coconut, sugar cane, salt, volcanic rock, food processing
Senegal	peanuts , sugar cane, cereal grains, rice, cotton, palm kernels, fishing phosphates, iron ore, petroleum reserves, tourism
Gambia	peanuts , rice, tin, food processing, tourism
Guinea	coffee, timber, fish, tropical fruits, rice, food processing bauxite , iron ore, gold, diamonds, uranium,
Guinea-Bissau	peanuts, cashews , palm kernels, timber, fish and shrimp, food processing
Sierra Leone	cocoa, coffee, palm kernels , diamonds, gold, iron ore, bauxite, rutile (used to produce titanium), chromite (used in chromium to increase hardness in metals), tourism
Liberia	rubber , rice, coffee, timber, fish, iron ore , diamonds, gold
Ivory Coast	coffee, cocoa , rice, bananas, timber, fish, cotton, tobacco off-shore oil/ gas, iron ore, copper, bauxite, nickel, uranium, diamonds
Burkina	cotton , peanuts, cereal grains, sugar cane, cattle, goats, manganese (a mineral used to strengthen steel), limestone
Ghana	cocoa, timber , fish, rubber, gold , diamonds, bauxite, manganese, oil/natural gas
Togo	cocoa, coffee , cotton, rice, yams, cassava, corn, phosphates
Nigeria	cocoa, rubber, peanuts, palm kernels, oil , iron ore, coal, lead, zinc paper products, tobacco products, cement, and consumer goods.
Benin	cotton, cocoa, coffee, palm kernels , off-shore oil, limestone, gold

Lesson 51: (Cont.)

Natural Resources and Economy of Western Africa

ACTIVITY 2:

Use the chart of Western Africa products to answer the questions on this page. Look for **boldfaced** words in your chart as clues of a country's major cash crops, exports, and industries

- Phosphates make up nearly one half of this small country's exports.
The name of the country is: Togo
- What primary industry provides most West Africans a living? agriculture
- Name three countries in which tourism is becoming an important part of the economy.
Senegal , Sierra Leone and Gambia
- Most peanuts grown in Western Africa are used to make peanut oil for cooking and peanut butter. Name three countries that rely on peanuts as a major cash crop.
Senegal , Gambia and Guinea-Bissau
- What word in the list below best describes the economies of the countries in Western Africa?
a. diversified b. wealthy c. poor d. industrialized
c. poor
- This country relies heavily on its mineral reserves of bauxite, the metal ore which is used in the production of aluminum.
Guinea
- This country's major cash crops are cocoa, coffee, and palm kernels. Palm kernels are taken from the fruit of a palm tree and are processed into palm oil.
Sierra Leone
- Rubber is produced from sticky sap known as latex which is drawn from rubber trees. What country has large American owned plantations of this elastic material?
Liberia
- Ivory Coast produces nearly a third of the world's cocoa and is the largest producer of coffee in Africa. Name at least four other countries that produce coffee or cocoa as cash crops.
Guinea and Sierra Leone
Ghana and Togo, Nigeria, or Benin
- Nigeria is Western Africa's leading producer of petroleum. Name four other countries with oil and natural gas reserves.
Senegal and Ivory Coast
Ghana and Benin

Lesson 52:

Political Features of Central Africa

The ten countries of Central Africa surround the Equator. With the exception of Uganda, Rwanda, and Burundi, much of Central Africa is dominated by the hot, humid rainforests of the Congo River basin. Uganda, Rwanda, and Burundi lie on the western branch of the Great Rift Valley. Like many other parts of Africa, the countries of Central Africa suffer from poverty and unstable governments. Although Cameroon is one of the most ethnically diverse countries in Africa, a stable government and sound economic policies have developed valuable resources, and enabled Cameroon to prosper.

ACTIVITY 1:

Let's take a tour of the countries of Central Africa. Refer to your classroom atlas to learn where the countries are located. A) Use the numbers in the table below to locate and write the names of the countries in the blank spaces on your regional map on the next page. B) Next, use the letters to locate and label each country's capital city. Remember, please print neatly. C) After you have labeled your regional map, find each country's borders and trace them with a colored pencil.

Regional Fact Chart – Central Africa			
Country	Capital City	Today's Weather	Physical Features
1. Cameroon	a. Yaounde		Atlantic Ocean
2. Equatorial Guinea	b. Malabo		Equator
3. Sao Tome & Principe	c. Sao Tome		
4. Gabon	d. Libreville		
5. Congo	e. Brazzaville		
6. Central African Rep.	f. Bangui		Congo River
7. Dem. Rep. of Congo	g. Kinshasa		Congo Basin
8. Uganda	h. Kampala		Rift Valley
9. Rwanda	i. Kigali		Lake Victoria
10. Burundi	j. Bujumbura		Lake Tanganyika

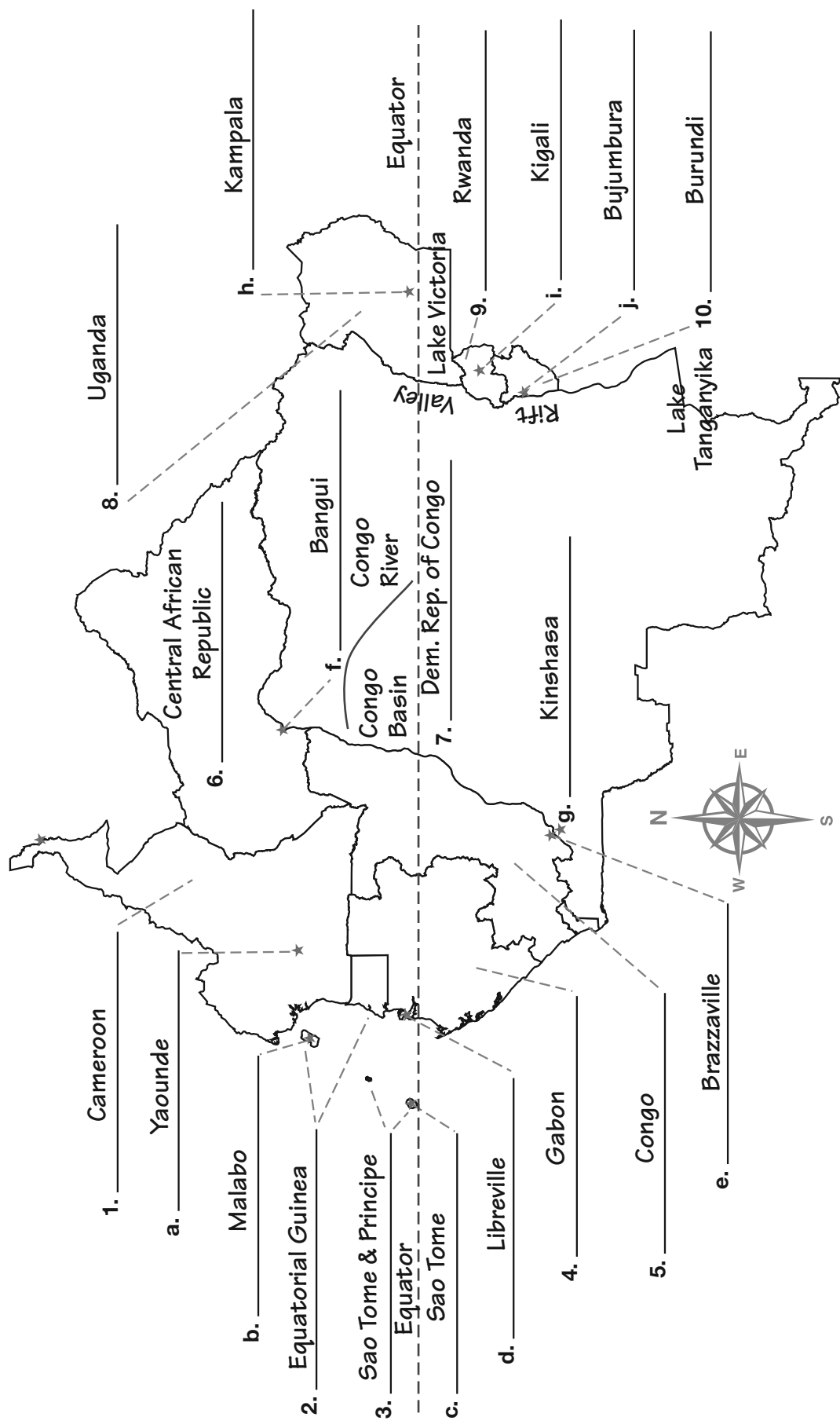
ACTIVITY 2:

Using the Internet, research today's weather for each capital city. You may write the type of weather the city is experiencing or draw a weather symbol for each city in the blank space of the third column of your chart.

ACTIVITY 3:

To help us learn more about the countries of Central Africa, let's review some of the important physical features that influence the climate and lifestyles of the people in this region (**LLB=Lesson 42**). Refer to the physical map of Africa in your classroom atlas to locate the physical features listed in column four of your Regional Fact Chart. Label each political feature on the regional map on the next page.

POLITICAL FEATURES OF CENTRAL AFRICA



ATLANTIC OCEAN

Lesson 53:

Natural Resources and Economy of Central Africa

The countries of Central Africa are some of the poorest in the world. Civil wars, unstable governments and corruption, brutal dictatorships, and ethnic violence have set back economic development. Subsistence farming is still the primary form of agriculture, and mining and manufacturing remain under-developed. The economy of Cameroon is the exception in Central Africa. Since 1990, a stable government and good leadership have used petroleum income to develop and expand agriculture, mining, and manufacturing.

ACTIVITY 1:

Use the paragraphs above, and the chart of Central Africa Products and Industries, to answer the questions on the next page. Look for **boldfaced** words in your chart as clues of a country's major cash crops, exports, and industries.

Central Africa Products and Industries	
Country	Major Products and Industries
Cameroon	subsistence farming, cocoa, coffee , oil palms, bananas, rubber, timber (mahogany, teak, ebony); petroleum , bauxite, iron ore, gold; aluminum, paper, tires
Equatorial Guinea	subsistence farming, cocoa, coffee, timber, fishing, petroleum , deposits of titanium, manganese, iron ore, and uranium; food process
Sao Tome and Principe	large plantations- cocoa, sugar cane ; copra, coffee, bananas, palm oil, fishing ; tourism
Gabon	subsistence farming, coffee, cocoa , oil palms, timber ; petroleum, manganese , deposits of iron ore; oil refining, timber processing
Congo	subsistence farming, sugar cane, coffee, timber ; petroleum , deposits of zinc and lead; paper mills, reforestation, food processing, textiles
Central African Republic	subsistence farming, peanuts, cotton, coffee , oil palms, timber ; diamonds , deposits of uranium, copper, iron ore, gold; small scale manufacturing
Dem. Rep. of Congo	subsistence farming, fishing, coffee, cocoa, rubber, cotton, timber; copper , cobalt, uranium, diamonds , gold, silver, petroleum; petroleum refining and industrial diamonds
Uganda	subsistence farming, large plantations- coffee, cotton , tea; tobacco, fishing; copper, cobalt, gold
Rwanda	subsistence farming, coffee , tea, sugar cane, very limited mining and manufacturing
Burundi	subsistence farming, coffee , cotton, small scale mining and manufacturing

1. What is the primary type of agriculture in Central Africa? subsistence farming
2. Which country is a major producer of manganese, a mineral used in the production of steel, and in paints and batteries? Gabon
3. List three products that large plantations in Uganda are noted for producing.
coffee , cotton and tea

Lesson 53: (Cont.)

Natural Resources and Economy of Central Africa

4. Name the Central African country that produces nearly 50 percent of the world's production of industrial diamonds. Dem. Rep. of Congo

5. A stable government and sound leadership have promoted the expansion of this country's economy. Cameroon

6. What is Gabon's major non-metallic mineral export? petroleum

7. What is the primary product produced from the rainforests of Central Africa? timber

8. Using your Industry Chart as a resource, list three examples of the primary product you named in question 7 above.
mahogany , teak and ebony

9. Two countries are major exporters of sugar cane. They are:
Sao Tome & Principe and Congo

10. Based on the chart, which two countries have the least developed economies.
Rwanda and Burundi

11. List at least four agricultural products that are the most commonly exported by the countries of Central Africa.
coffee and timber
cocoa and petroleum

12. Which country has the most diverse mineral reserves? Dem. Rep. of Congo

ACTIVITY 2:

Ask your teacher for a blank map of Africa and the economic picture symbols from the **Blackline Master File (BLM)**.

1) Using the chart of **Central Africa Products and Industries** as a resource, paste the product symbols to the countries in Central Africa that we have studied. **Remember**, countries of Central Africa have products in common, so picture symbols may be used more than once.

2) In parentheses, behind each symbol on your map, write **1** to represent a primary industry, **2** to represent a secondary industry, and **3** to represent a tertiary industry.

ACTIVITY 3:

Ask your teacher for a **Types of Industry Frame Organizer** from the **Blackline Master File (BLM)**.

1) Write the name of each country of Central Africa in the left margin of your organizer.

2) Using the **Central Africa Products and Industry Chart** as a resource, complete the Industry Frame by listing products and activities for each country that fall under the primary, secondary, and tertiary industry types.

3) You will not have to use the quaternary frame for this activity.

Lesson 54:

Political Features of Southern Africa

Southern Africa is the final region in Africa that we will study. Southern Africa includes 13 countries. Ten countries are part of mainland Africa. Three countries are island nations lying off the eastern coastline of Mozambique in the Indian Ocean. **Madagascar** is Africa's largest island nation and the world's fourth largest island. About 500 miles east of Madagascar is the small island nation of **Mauritius**. Between mainland Africa and the northwestern tip of Madagascar are three islands that make up the nation of **Comoros**. A fourth island is part of the Comoros archipelago but remains under French control.

Southern Africa has valuable mineral resources. Countries in Southern Africa are some of the world's leading producers of gold, diamonds, uranium, copper, and coal. Like other parts of Africa, the potential of mineral resources and economic development has been slowed because of civil wars and political unrest.

ACTIVITY 1:

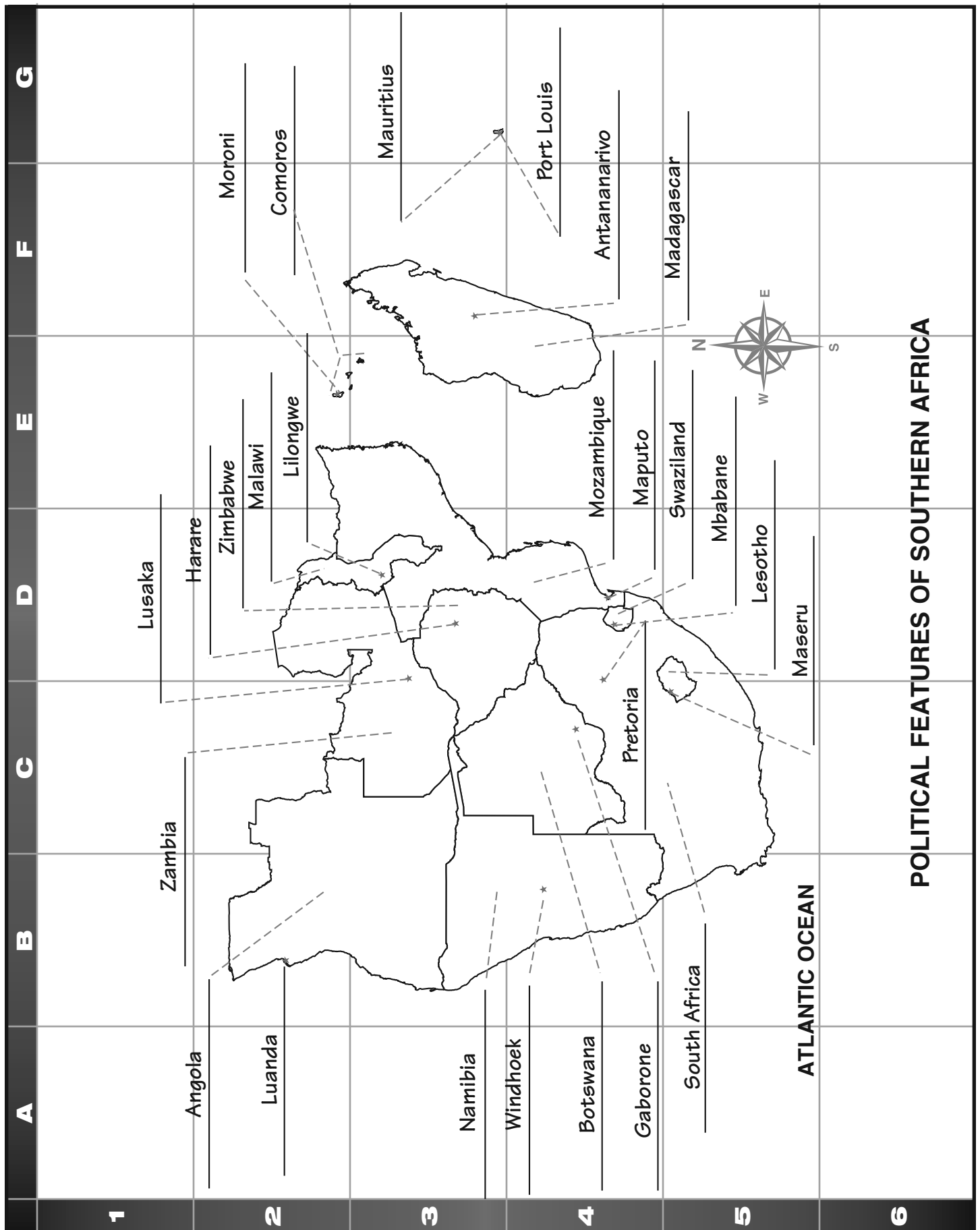
The name of each country in Southern Africa and its capital city are listed in the table below. 1) Use the grid coordinates in the table to locate the countries on the regional map of Africa on the next page. 2) Write the name of the country in the space provided on the map. 3) Label each country's capital city at the starred location on the regional map.

After you have located and labeled each country and its capital city, use a colored pencil to trace each country's boundary. Use your political map of Africa in your classroom atlas as a resource.

Regional Table			
Country	Grid Coordinate	Capital City	Weather
Comoros	E/F, 2/3	Moroni	
Madagascar	F, 3/4	Antananarivo	
Mauritius	G, 3	Port Louis	
Mozambique	D, 3/4	Maputo	
Malawi	D, 2	Lilongwe	
Zambia	C, 3	Lusaka	
Angola	B, 2	Luanda	
Namibia	B, 3/4	Windhoek	
Botswana	C, 4	Gaborone	
Zimbabwe	D, 3	Harare	
Swaziland	D, 4	Mbabane	
Lesotho	D, 5	Maseru	
South Africa	C/D, 4/5	Pretoria	

ACTIVITY 2:

Using the Internet, research today's weather for each capital city in Activity 1. You may write the type of weather the city is experiencing or draw a weather symbol for each city in the blank space of the **fourth** column of your **Regional Table** in Activity 1.



POLITICAL FEATURES OF SOUTHERN AFRICA

Lesson 55:

Natural Resources and Economy of Southern Africa

ACTIVITY 1:

Use the **Industry Organizer** to answer the questions about the natural resources and economy of Southern Africa on the next page. Look for **boldfaced** words in your organizer as clues of a country's major cash crops, exports, and industries.

Industry Organizer for Southern Africa			
	Agriculture	Minerals	Manufacturing Services
Comoros	subsistence farming, vanilla, cloves		Food processing tourism
Madagascar	coffee, cloves, vanilla , sisal, sugar cane	chromite, graphite	textiles, soap, sugar, sisal rope, soap
Mauritius	sugar cane , tea, bananas, tobacco, fishing		tourism , textiles, clothing, plastics, electronics
Mozambique	cashews, cotton, copra, sugar cane, citrus fruits, seafood	Coal , limestone, salt, iron ore	food processing, laborers to South Africa
Malawi	subsistence farming, tobacco, sugar cane, tea , fishing, timber		food processing, small consumer products
Zambia	subsistence farming, tobacco, sugar cane, cotton, peanuts, timber, fishing	copper, cobalt , zinc, lead, coal	Copper manufacturing , petroleum refining, tires, textiles, fertilizers
Angola	coffee, sugar cane, oil palm, cotton, timber, fishing	petroleum, natural gas diamonds , iron ore	petroleum processing, steel
Namibia	subsistence herding/farming, fishing	copper, diamonds, tin, uranium, salt	copper/lead manufacturing
Botswana	subsistence farming, cattle , peanuts, sunflower seeds	diamonds, copper , gold, uranium, nickel , coal, salt	
Zimbabwe	subsistence farming, plantation farms-tobacco, cotton, sugar cane , tea, cattle	gold , coal, metal ores	food processing, textiles, light machinery
Swaziland	subsistence farming, cattle, coal , iron ore, sugar cane, citrus fruits, timber, wood pulp, tobacco		Laborers to South Africa
Lesotho	subsistence farming, wool, mohair wool,	diamonds	hydroelectric energy, water to South Africa
South Africa	citrus fruits, apples, grapes, sugar cane , cotton, tobacco, fishing, timber	gold, diamonds , coal, platinum, uranium, iron ore, bauxite	iron/steel, aluminum, wine, tourism , beverages, chemicals, textiles, machinery, electronics

Lesson 55: (Cont.)

Natural Resources and Economy of Southern Africa

ACTIVITY 1:

- Based on the industry organizer, which country has the most diversified and developed economy?
 _____ *South Africa* _____
- What three major agricultural exports are produced by plantation farms in Zimbabwe?
 _____ *tobacco* _____, _____ *cotton* _____ and _____ *sugar cane* _____
- This country is the largest producer of oil and natural gas in Southern Africa.
 _____ *Angola* _____
- Nearly 85 percent of Malawi's exports are produced by agriculture, and agriculture employs about 80 percent of the workforce. What are Malawi's three most important agricultural exports?
 _____ *tobacco* _____, _____ *sugar cane* _____ and _____ *tea* _____
- Name the country whose major export is water to South Africa.
 _____ *Lesotho* _____
- This country mines cobalt, zinc, lead, and coal, but **copper** makes up as much as 50 percent of its exports. The country is:
 _____ *Zambia* _____
- Cloves, a spice produced from a flower bud and used to flavor foods, is exported by what two island countries?
 _____ *Comoros* _____ and _____ *Madagascar* _____
- Diamond mines and large cattle ranches have provided this country with much of its export income. It is:
 _____ *Botswana* _____
- This country is known for mohair wool, a soft silky wool taken from an Angora goat. It is:
 _____ *Lesotho* _____
- Namibia is one of **Africa's** largest mineral producers. What are Namibia's five most significant mineral exports?
 _____ *copper* _____, _____ *tin* _____, _____ *salt* _____
 _____ *diamonds* _____ and _____ *uranium* _____
- Name four of South Africa's major agricultural exports
 _____ *citrus fruits* _____ and _____ *grapes* _____
 _____ *apples* _____ and _____ *sugar cane* _____
- Mineral resources offer Mozambique great potential in the future but presently more than 85 percent of the population work as farmers. List four cash crops grown in Mozambique.
 _____ *cashews* _____ and _____ *sugar cane* _____
 _____ *cotton* _____ and _____ *citrus fruits* _____

Lesson 56:

Introducing the Continent of Asia

Welcome to the continent of Asia, the land of extremes. Asia is our largest continent. It has some of the largest and smallest countries, both in area and population. It has the highest and lowest elevations on earth. It has some of the wealthiest and some of the poorest nations on our planet. The continent receives some of the highest and lowest amounts of rainfall. Temperatures are some of the highest and lowest recorded. Climate zones range from polar to tropical.

Where exactly is this continent located? You have studied the continent of Europe. Using a globe, or large world map, locate Europe. Directly to the east of Europe is Asia. Some map makers refer to the two land masses together as Eurasia.

The exact line between Europe and Asia can be confusing. We think an activity by the numbers will help to separate the two continents. However, some countries are located on both continents, such as the Russian Federation.

ACTIVITY:

You are going to draw Asia's western border. On the next page, you will see numbers on a map. Draw a colored line between the numbers that are stated. Check off each number as you complete it.

- ___ 1. Draw a line between 1 and 2.
- ___ 2. Where you see the \triangle symbol, you will see the **Ural Mountains** labeled.
- ___ 3. Draw a line between 2 and 3.
- ___ 4. Draw a line between 3 and 4.
- ___ 5. Locate the body of water to the west of numbers 4 and 5, the **Caspian Sea**.
- ___ 6. Draw your line along the eastern border of the Caspian Sea.
- ___ 7. Continue your line along the Caspian Sea's border to 6.
- ___ 8. Draw a line northwest from 6 to 7. This is where the **Caucasus Mountains** are located.
- ___ 9. Locate the water form to the west of 7 the **Black Sea**.
- ___ 10. Draw your line from point 7 along the southern border of the Black Sea to point 8.
- ___ 11. There are two narrow straits that allow ships to travel from the Black Sea to the Aegean Sea. They are called the **Bosporus Strait** and the **Dardanelles Strait**.
- ___ 12. Continue your line around **Turkey's** coastline from point 8 to 9. This is the westernmost part of Asia.
- ___ 13. The **Mediterranean Sea** is to the southwest of Turkey.
- ___ 14. Draw your line south along the coastline from point 9 to 10.
- ___ 15. The landform feature to the southeast of 10 is the Sinai Peninsula. It is part of Egypt, most of which is located on the continent of Africa. However, the **Sinai Peninsula** is part of Asia.
- ___ 16. Draw a line from point 10 to 11. This water form is the **Suez Canal**. It connects the Mediterranean Sea to the **Red Sea**.
- ___ 17. Draw your line along **Saudi Arabia's** and Yemen's coast from 11 to 12.

That completes our long journey of Asia's western border.

Now that we have covered the western part of Asia, where is the rest of the continent located? Asia stretches east and west for 6,000 miles from the **Mediterranean Sea** to the **Pacific Ocean**. This would include the islands of **Japan** and the **Philippines**. The continent also runs north and south for 4,000 miles from the **Arctic Ocean** to the **Indian Ocean**. This would include the steamy jungles of Indonesia located on the **Equator**.



- A. Mt. Everest
- B. Dead Sea
- C. Yangtze River
- D. Lake Baikal
- E. Caspian Sea
- F. Russia
- G. Maldives

- H. Borneo
- I. Indonesia
- J. China
- K. India
- L. Mongolia
- M. Singapore
- N. Trans-Siberian Railroad

Lesson 57:

The Big Facts About Asia

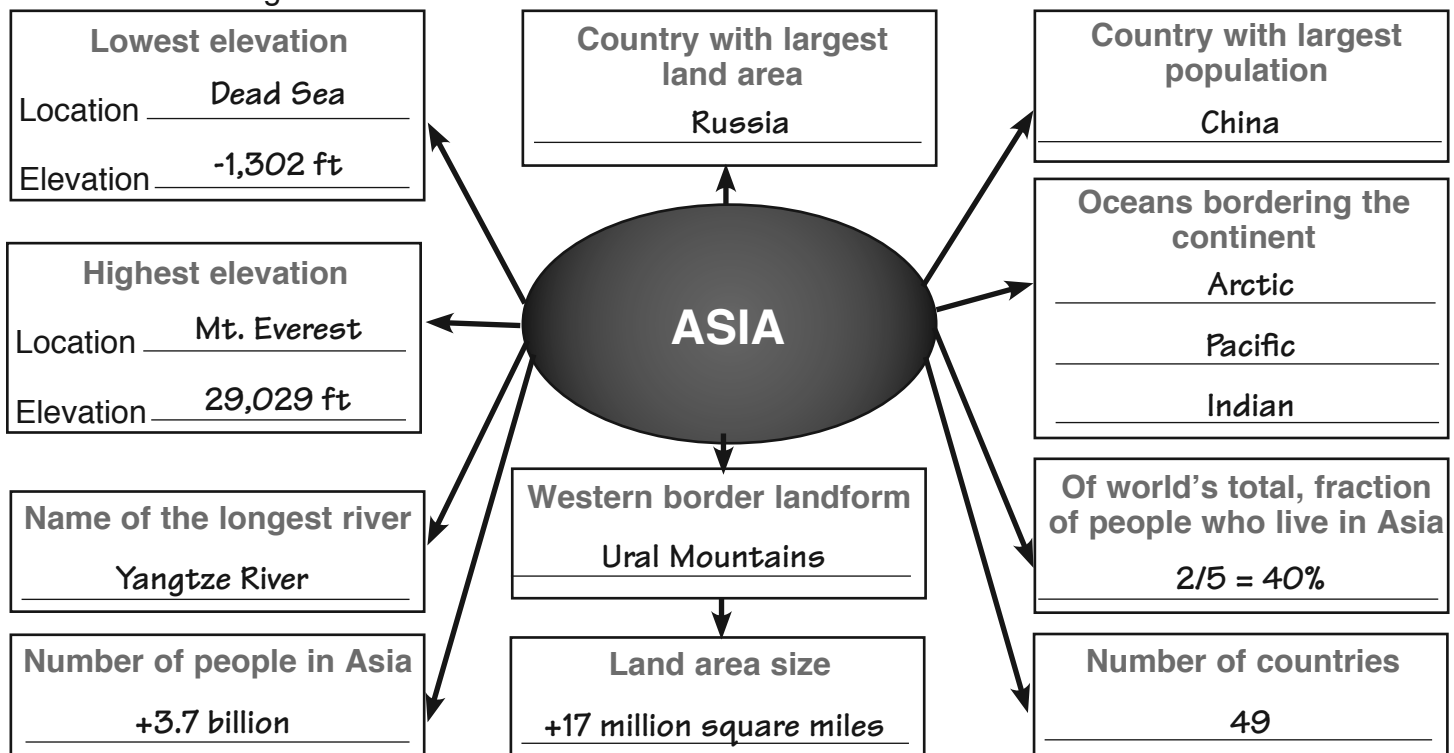
ACTIVITY 1:

Use your map of Asia on the previous page to locate the words in boldface in the paragraphs below. When you see a letter by a place or item, write it at the corresponding list of letters below the map.

1. Asia is the youngest and most mountainous continent. The highest point in Asia and the world is **(A) Mt. Everest** at 29,029 feet. It is located on the border between Nepal and China. The lowest point in Asia and the world is the **(B) Dead Sea** at -1,302 feet below sea level. It is located on the border between Israel and Jordan.
2. The longest river in Asia is the **(C) Yangtze River** in China at 3,430 miles. The world's largest body of fresh water, by volume, is **(D) Lake Baikal** in Siberia, Russia. At over 6,000 feet deep, this lake contains 20 percent of the world's melted fresh water supply. The **(E) Caspian Sea** is the largest saltwater lake in the world.
3. There are 49 independent countries in Asia covering over 17 million square miles. The largest country in size is **(F) Russia**. The smallest country in size is the **(G) Maldives** (islands) in the Indian Ocean. The largest island is **(H) Borneo** which is part of **(I) Indonesia**.
4. Seven out of 10 of the world's most populated countries are found in Asia. Over 4.4 billion people live in Asia. **(J) China** has the world's largest population with 1.4 billion people. **(K) India** is a close second with 1.3 billion people. Nearly 40 percent percent of the world's population lives in these two countries.
5. The least densely populated country in Asia, with 4 people per square mile, is **(L) Mongolia**. The most densely populated country, with 18,189 people per square mile, is **(M) Singapore**.
6. The **(N) Trans-Siberian Railroad** is the world's longest railroad. It stretches from Moscow to Valdivostok for 5,886 miles.
7. Asia is the birthplace of all of the world's major religions — **(O) Buddhism, (P) Christianity, (Q) Hinduism, (R) Islam, and (S) Judaism**. *Note: you will not have to label these letters on the map.*

ACTIVITY 2:

Surrounding Asia in the egg are phrases in which you are to write answers. If needed, you can look back in the readings about Asia to find this information.



Lesson 58:

Geographical Regions of Asia

By now, you have learned that we study geography by five common themes. One of those themes is regions. Asia is an immense continent separated into 49 different countries. There are even greater numbers of ethnic groups and languages. Once we learn the regions, we will study each one separately.

ACTIVITY 1:

Because there are so many countries in Asia, it is helpful to divide the continent into geographical regions. Asia is sectioned into six different regions. Look at the map on the next page. Each of the regions listed below has a number beside it.

1. Southwest Asia	2. North Asia	3. Central Asia
4. South Asia	5. East Asia	6. Southeast Asia

1. Each region has been labelled with a number. Find the number for each region on the activity map on the next page.
2. Write the name of the region in the blank space on the map.
3. Trace each geographical in a different color marker or pencil.

ACTIVITY 2:

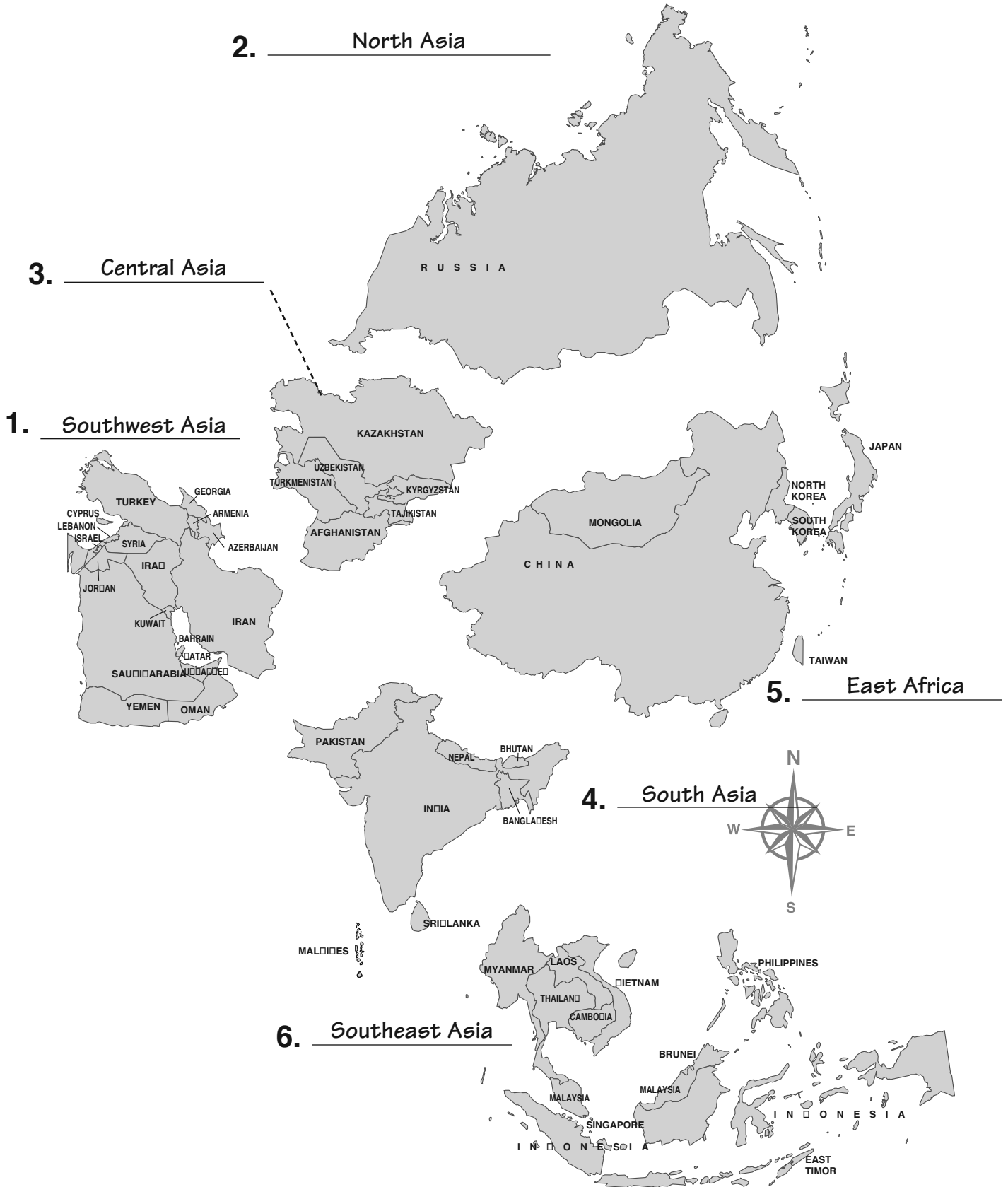
In the chart below is an alphabetical listing of the countries of Asia. Using the maps on the next page, write the number of the Asian region next to each country to which it belongs on the chart. Russia is the only country in Region 2. A number 2 has been placed next to Russia in this chart.

Afghanistan <u>3</u>	Armenia <u>1</u>	Azerbaijan <u>1</u>	Bahrain <u>1</u>	Bangladesh <u>4</u>
Bhutan <u>4</u>	Brunei <u>6</u>	Cambodia <u>6</u>	China <u>5</u>	Cyprus <u>1</u>
East Timor <u>6</u>	Georgia <u>1</u>	India <u>4</u>	Indonesia <u>6</u>	Iran <u>1</u>
Iraq <u>1</u>	Israel <u>1</u>	Japan <u>5</u>	Jordan <u>1</u>	Kazakhstan <u>3</u>
Kuwait <u>1</u>	Kyrgyzstan <u>3</u>	Laos <u>6</u>	Lebanon <u>1</u>	Malaysia <u>6</u>
Maldives <u>4</u>	Mongolia <u>5</u>	Myanmar <u>6</u>	Nepal <u>4</u>	North Korea <u>5</u>
Oman <u>1</u>	Pakistan <u>4</u>	Philippines <u>6</u>	Qatar <u>1</u>	Russia <u>2</u>
Saudi Arabia <u>1</u>	Singapore <u>6</u>	Sri Lanka <u>4</u>	Syria <u>1</u>	Taiwan <u>5</u>
Turkey <u>1</u>	Turkmenistan <u>3</u>	Thailand <u>6</u>	South Korea <u>5</u>	Tajikistan <u>3</u>
United Arab Emirates <u>1</u>	Uzbekistan <u>3</u>	Vietnam <u>6</u>	Yemen <u>1</u>	

ACTIVITY 3:

Use the **BLM** Activity Chart for Grouping Countries into Geographic Regions. Write in each country to the Asian region to which it belongs.

GEOGRAPHICAL REGIONS OF ASIA



The continent of Asia has been pulled apart to help you visualize the regions we will be studying.

Lesson 59:

Interpreting Climates of Asia**ACTIVITY 1:**

Turn to a climate map of Asia in your classroom atlas to answer the following questions on the climates of Asia.

1. Which country has more tropical weather?
China Indonesia Japan Saudi Arabia

Indonesia
2. Which country has very short, cool summers?

Russian Federation
3. What type of climate does most of Mongolia have?

dry with some rain
4. Describe the climate condition of most of Saudi Arabia.

desert or dry
5. Much of western Asia has what type of climate?

dry
6. Which Asian city does not have a tropical climate?
Bangkok Jakarta Mumbai Tokyo

Tokyo
7. Which Asian city has the driest climate?
Tehran Mumbai Tokyo Hong Kong

Tehran
8. Describe the moderate climate conditions of most of eastern China.

humid summer
9. What type of climate does most of Southeast Asia have?

tropical
10. Which country has the greatest variety of climates?

China
11. Much of central China has what type of climate?

highlands
12. The steppes of Kazakhstan have what type of climate?

dry
13. What kind of summers does coastal Turkey have?

dry
14. Cambodia has what type of climate?

tropical
15. Much of Afghanistan and Pakistan have what climate type?

dry
16. Does Nepal or Bhutan have more of a mountain climate?

Bhutan
17. Which climate type is not a major part of China's climate?
desert tropical highlands moderate

tropical
18. What type of climate does most of Iraq have?

desert or dry

Lesson 60:

Political and Physical Features of North Asia Russia

The Russia Federation, known as Russia, stretches across two continents. This huge landmass is called Eurasia. You have learned about European Russia. This lesson covers only the Asian portion of Russia. It is the only country in Northern Asia. This region is larger than the United States and western Europe combined.

ACTIVITY:

Use your classroom atlas to help you locate the political and physical features of the Asian part of Russia. Use the map on this page to label items that are **boldfaced** below. Check off each number as you complete it.

1. The western border of Asia Russia begins at the **Ural Mountains**. Most of the land stretching eastward is known as **Siberia**. The landform consisting of Russia's northeastern border is **Kamchatka Peninsula**, home to 22 active volcanoes.
2. Three countries border Asia Russia to its south. They are, traveling from west to east, **Kazakhstan**, **Mongolia**, and **China**.
3. Russia is bordered by the **Arctic Ocean** to its north. There are three water forms bordering Russia on its eastern side. They are the **Bering Sea** to the northeast, **Sea of Okhotsk** to the east, and the **Sea of Japan** to the southeast. The **Pacific Ocean** is farther east of these bodies of water.
4. Although there are hundreds of rivers crisscrossing Siberia, three are most important. They are the **Ob River** (3,362 miles) in western Siberia, the **Yenisey River** (2,543 miles) in central Siberia, and the **Lena River** (2,700 miles) in eastern Siberia. They are three of the longest rivers in the world.
5. **Lake Baikal** is located in south central Siberia. At over one mile in depth, it is the deepest lake in the world.
6. Located just east of the Ural Mountains is the massive **West Siberian Plains**.
7. As you travel eastward, the elevation of the land rises to the **Central Siberian Plain**. There are a series of mountain ranges in eastern Siberia.

Arctic Ocean



Lesson 61:

Natural Resources and Economy of North Asia Russia

ACTIVITY 1:

In the information below, there are boldface words that describe Asia Russia's major resources and industries. After you read this passage, attach economic picture symbols to a blank map of Asia Russia (**BLM**). Paste one symbol of each major product or resource on your map.

Russia's harsh climate affects much of its economic development. Asia Russia, or Siberia, has a cold, continental climate. For this reason, only 40 million people live in Siberia, a region larger than the United States and western Europe. While the region has short, warm summers, the winters are brutally cold. Because of Russia's northern location and a short growing season, only about 10 percent of the land is used for growing crops. Most of that land is located in Europe Russia. Russia does not grow enough food to feed its people.

Much of the northern Russia is frozen tundra land. Vast expanses of land to the south of the tundra consist of the taiga. This word in Russian means cold forests. Many of the people of northern Siberia hunt and trap animals for food and **fur**. They also make their living by herding **reindeer**.

Much of Siberia's natural resources and economy are dominated by primary industries. However, a major problem exists. Many of the natural resources of Siberia are found in places far from human settlement. It is very expensive and difficult to obtain these natural resources.

This region has the largest reserves of **timber** in the world. What does reserve mean? It means that the natural resource is proven and known to exist. Where you have timber, you have **forestry**. A variety of goods are made from timber, such as **wood products** and **paper products**.

Asia Russia is very rich in mineral resources. Siberia contains the world's greatest reserves of **oil** and **natural gas**. The region also has huge **coal** fields in eastern Siberia. In addition, there are huge reserves of iron ore, copper and zinc, making **metal mining** an important activity. The discovery of **gold** and **diamonds** has opened up Siberia to greater economic development.

Russia has one of the largest **fishing** fleets in the Arctic and Pacific waters, harvesting a variety of fish, such as salmon. Asia Russia uses its lengthy rivers to create **hydroelectric** power.

While Russia has a heavy manufacturing base, much of it is centered in Europe Russia. Any manufacturing located in Asia Russia is scattered in remote pockets throughout Siberia. Manufacturing of **machinery**, **chemicals**, and **steel** occurs in a few urban centers in Siberia, such as Vladivostok.

The main means of transporting goods is their railroad system. More than 75 percent of Asia Russia's freight is carried by the railroad. However, it is not efficiently run.

ACTIVITY 2:

- | | |
|---|---------------------------------|
| 1. What type of climate does Asia Russia have? | <u>cold continental</u> |
| 2. What is the main means of moving goods in Asia Russia? | <u>railroad</u> |
| 3. What product is created on Siberia's rivers? | <u>hydroelectricity</u> |
| 4. By what means do many of the people of northern Siberia make their living? | <u>hunt & trap animals</u> |
| 5. What is the major resource of the taiga? | <u>forest or timber or wood</u> |

Lesson 62:

Political Features of Southwest Asia (Middle East)

Another name for Southwest Asia is the Middle East. There are 18 countries located in this part of Asia. Some are rather large, such as Saudi Arabia. Others are very tiny, such as the island of Bahrain in the Persian Gulf.

There are some newcomer nations to this region. When the former Soviet Union collapsed in 1991, 15 new nations claimed independence. Three of those nations are Georgia, Armenia, and Azerbaijan. The Caucasus Mountain Range, which runs through these three countries, forms a division between Europe and Asia.

This region has been troubled by conflict for centuries. It has been hypothesized that there are two main reasons for this. One reason is this region is the birthplace of three major religions of the world. They are Judaism, Islam, and Christianity. People of different religious faiths do not agree on many issues.

The second reason is that the region has many ethnic groups. Remember, ethnicity can deal with race, religion, culture, and a sense of nation. When you deal with all of these factors, you have tension and disagreement. And, a large ethnic minority with no homeland creates tremendous unrest and conflict.

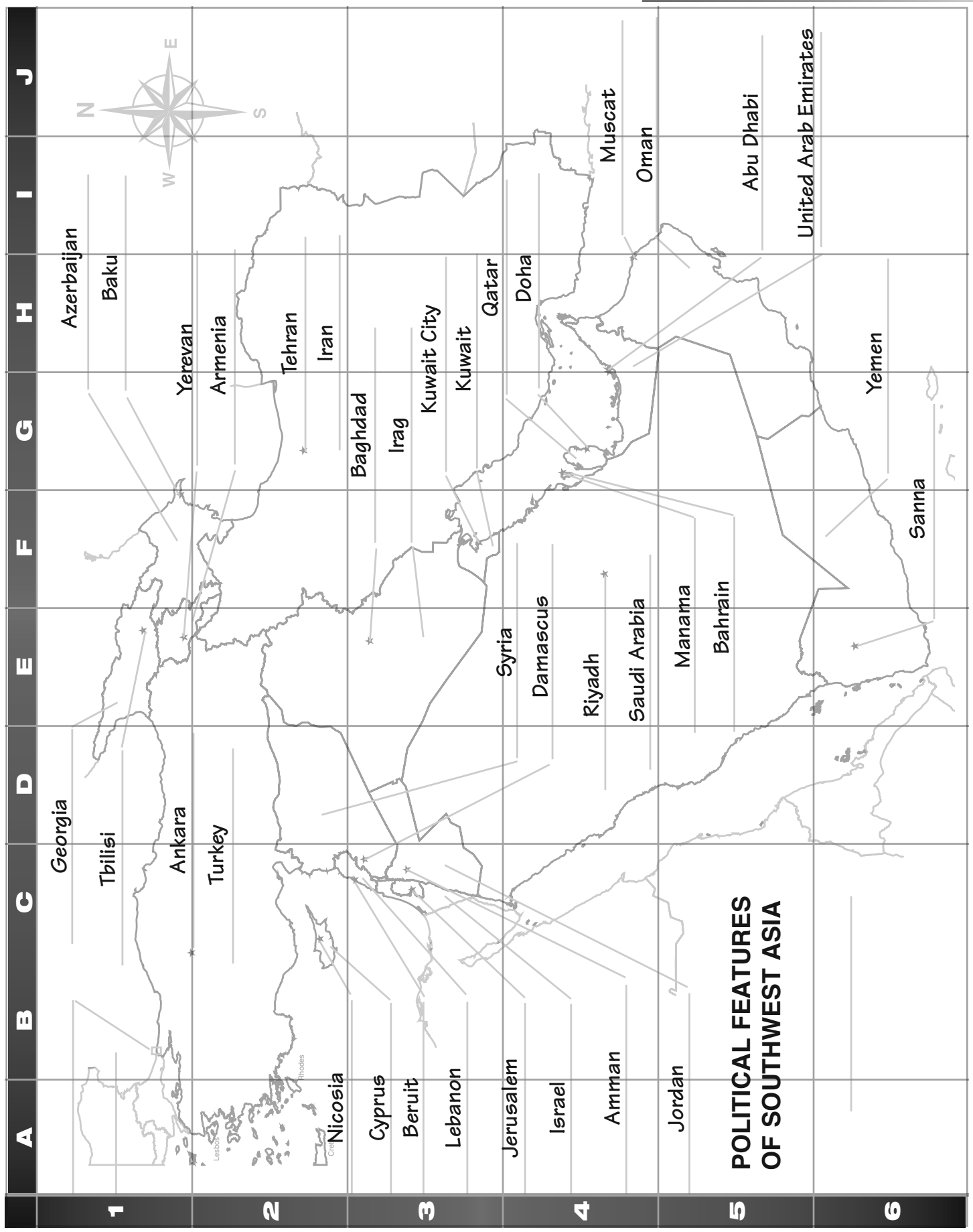
This region was ruled by the colonial empires of Europe for many years. When the former colonial powers divided these places into countries, they did not consider the different ethnic groups. For example, with an estimated 30 million people, the non-Arab Kurds are one of the largest ethnic minorities without a homeland. The Kurdish people are located mainly in Iraq, Turkey, and Iran.

The Arab Palestinians are another large group of refugees without a country. An estimated 5.3 million Palestinians live in Jordan, Israel, and Syria. An agency called The Palestinian Authority has been granted some authority to administer some governing tasks in the West Bank and the Gaza Strip. However, these areas are still controlled by Israel.

ACTIVITY 1:

Let's take a tour around the Middle East, or Southwest Asia. Use your classroom atlas to learn where the countries are located. A) Use the grid coordinates to locate and write the names of the countries in the blanks on your regional map on page 111. B) After you have located and labeled each country, find its borders and trace them with colored pencils or crayons.

Grid Coordinates	Country's Name	Grid Coordinates	Country's Name
1. C/D, 1/2	Turkey	10. C,3	Israel
2. E,1	Georgia	11. C,3	Jordan
3. E,1	Armenia	12. F,3	Kuwait
4. F,1	Azerbaijan	13. E/F,4	Saudi Arabia
5. G/H,2	Iran	14. G,4	Bahrain
6. E,3	Iraq	15. G,4	Qatar
7. D,2	Syria	16. G/H,4	United Arab Emirates
8. C,2	Cyprus	17. H,5	Oman
9. C,3	Lebanon	18. E/F,5	Yemen



Lesson 62: (Cont.)

Political Features of Southwest Asia (Middle East)

ACTIVITY 2:

A) Now that we know where the countries are located, let's identify their capitals by writing them in at starred locations on the map on the previous page. B) As you locate and label the country's capital, write the name of the country to which the capital is associated in the spaces below.

Country's Capital	Country	Country's Capital	Country
1. Ankara at C,1	Turkey	10. Jerusalem at C,3	Israel
2. Tbilisi at E,1	Georgia	11. Amman at C,3	Jordan
3. Yerevan at E,1	Armenia	12. Kuwait City at F,3	Kuwait
4. Baku at F,1	Azerbaijan	13. Riyadh at F,4	Saudi Arabia
5. Tehran at G,2	Iran	14. Manama at G,4	Bahrain
6. Baghdad at E,3	Iraq	15. Doha at G,4	Qatar
7. Damascus at C,3	Syria	16. Abu Dhabi at H,4	United Arab Emirates
8. Nicosia at C,2	Cyprus	17. Muscat at H,4	Oman
9. Beirut at C,3	Lebanon	18. Sanaa at E,6	Yemen

Note: Locate **Istanbul**, Turkey. It is the only city located on two continents. In addition, label the continents of **Europe** and **Africa**.

ACTIVITY 3:

- The country located east of Iraq is?
- The country bordering Syria to the north.
- The country bordering Jordan to the west.
- The country bordering Jordan to the southwest.
- The large country bordering Oman to its west?
- The country located to the northwest of Kuwait is?
- Two countries bordering Azerbaijan to the west are?
- The small peninsula country jutting into the Persian Gulf north from Saudi Arabia is?
- The island nation to the south of Turkey is?

Iran

Turkey

Israel

Saudi Arabia

Saudi Arabia

Iraq

Georgia

Armenia

Qatar

Cyprus

Lesson 63:

Mesopotamia

Mesopotamia (me so pah tame e ah) means the land between two rivers. From an earlier lesson, you have learned that the Tigris and Euphrates (U fray tees) rivers flow through southwest Asia. The ancient land of Mesopotamia covered parts of modern day Iraq, Kuwait, Syria, Turkey, and Iran.

In addition, we have learned that this region became known as the Cradle of Civilization. Because this region contained rich, fertile soil, it became known as the **Fertile Crescent**. A crescent is a shape (☾). The Fertile Crescent began in the Nile Delta (Egypt) and valley, moved northward through parts of six countries, then looped southeast to follow the Tigris and Euphrates Rivers. Agriculture became an important part of daily life. As agricultural methods improved, small cities developed. These cities banded together to form small, but strong, empires at various times in Mesopotamia's history. Most notable were the empires of Sumer, Akkad, Assyria, and Babylon.

Historians think the first people to arrive in Mesopotamia were nomads around 10,000 BC. Nomads hunted and gathered their food. Slowly, they realized they could grow crops if they stayed in one place to do this. The shift from a nomadic life to farming was one of the greatest events in human history. Slowly, people began to domesticate animals, such as sheep and goats. Growing crops and domesticating animals were two major factors that contributed to the beginning of civilization.

Historians also believe that cities began to emerge around 4000 BC. With the development of cities came the need for government, laws, and writing. Religion also became a central part of people's lives. Large temples, called **ziggurats**, were built. Ziggurats were huge structures shaped like pyramids. The dimensions of some ziggurats were 210 ft. in length, 148 ft. in width, and 98 ft. in height.

People believed these buildings were the dwelling places of the gods they worshiped. Each city had its own set of gods. Only priests were permitted on the ziggurat or in the rooms at its base. It was their responsibility to care for the gods and attend to their needs. For this reason, priests were very powerful members of ancient Mesopotamia society.

When one studies the history of Mesopotamia, there is one glaring fact that emerges. That fact also becomes a major, negative part of civilization. Over thousands of years, wars were constantly being fought. Mesopotamia became the geographic host for several **empires**. Many rulers rose to power and fell from power over the **millenniums**.

One of the first great empires to emerge was in Sumeria (4000 BC – 2334 BC). Sumeria was located in present-day southern Iraq. Its capital city of Ur was founded around 4000 BC. Ur became a powerful city-state. City-states were like small countries. The city itself had walls built around it to protect the people from invaders.

The Sumerian civilization developed a number of important inventions. They invented the first wheel for making pottery. Later, the wheel was applied to carts and wagons for trade and transportation purposes. The first writing system, known as **cuneiform**, was traced to the Sumerians. Cuneiform writing was the wedge-shaped mark that the end of a cut reed made when pressed on moist clay tablets. Thousands of clay tablets have been **excavated** over the years. On the tablets Sumerians kept records of events, taxes, and trade goods. The Sumerian people also increased food production by inventing the plow and developing irrigation for the crops.



The ziggurat of Ur stands behind the ruins of the city of Ur

Photo courtesy of M. Lubinski.

Lesson 63: (Cont.)

Mesopotamia

A new metal called bronze was discovered during this time in Sumeria. Bronze is created by adding melted tin to melted copper. This stronger metal was especially suitable for warfare. Thus, the Bronze Age had its beginning in this region.

Next in line of empires came the Akkad Empire. It lasted for 142 years (2334 -2279 BC) and covered lands from Turkey to the Persian Gulf. The region was united by war conquest under Sargon the Great, a military genius. Sargon was born to an Akkadian high priestess who set him afloat on the river in a reed basket. He was rescued and eventually became king. He made the city of Akkad the capital of his empire.

Two other notable cultures stormed upon the Mesopotamian stage. They were the Amorites and the Assyrians, both from Northern Mesopotamia. The Amorites chose the city of Babylon as their capital city and became known as the Babylonians.

One of the best known of Babylon's rulers was Hammurabi (Ham u rob ee) Under his leadership, Babylonia grew into one of the richest and most powerful city-states in Mesopotamia. He saw the need to bring the people of conquered lands under a system of standard laws. Hammurabi grew tired of people changing laws, so as king, he decided to unify all of the laws of the region. His court decided upon 282 laws that everyone was to obey.

The Code of Hammurabi (1754 BC) was written in cuneiform on clay tablets in 1754 BC. It is one of the most important contributions to civilization in recorded history. Many of the laws were based upon an "eye for an eye" philosophy. One example of a law was if you knocked out the teeth of someone, your teeth were knocked out. If a son struck his father, his hands would be cut off. (There was no mention if a daughter did this!) The innocence or guilt of people in many court cases was decided by the river god. The accused simply was thrown in the river. If a person was able to make it to shore, he/she was innocent. If the person drowned, he/she was guilty!

Another well-known King of Babylon was Nebuchadnezzar II (Neb u ka nez r), who ruled from 605 BC to 562 BC. He conquered lands throughout Southwest Asia and Egypt. He is best known for the Hanging Gardens of Babylon which he created for his wife. The Hanging Gardens of Babylon were one of the Seven Wonders of the Ancient World, and the only wonder whose location has not been definitely established. They were said to have been built in the ancient city of Babylon. However, archeologists can find no evidence the gardens ever existed.

Small parts of Mesopotamia covered areas of modern day Iran. In ancient days, Iran was known as Persia. At three different times, ancient Persia established empires in the region. Its conquests stretched from India to Greece.

One well known ruler was Cyrus the Great. From 600 BC to 530 BC he conquered lands throughout Southwest Asia and Central Asia. He was viewed as a liberator rather than a conqueror. He allowed people of conquered lands religious freedom. He was probably the first ruler who developed a list of human rights.

As in all societies, there were different social classes in Mesopotamian society. In the highest classes were the priests, government officials, soldiers, landowners. The middle class consisted of merchants, farmers, workers, and craftsmen. The lowest class consisted of slaves, usually captured in battle. Some people became slaves to work off debt. A person could move up or down the social ladder.



This is an artist's view of the Hanging Gardens of Babylon.

Lesson 63: (Cont.)

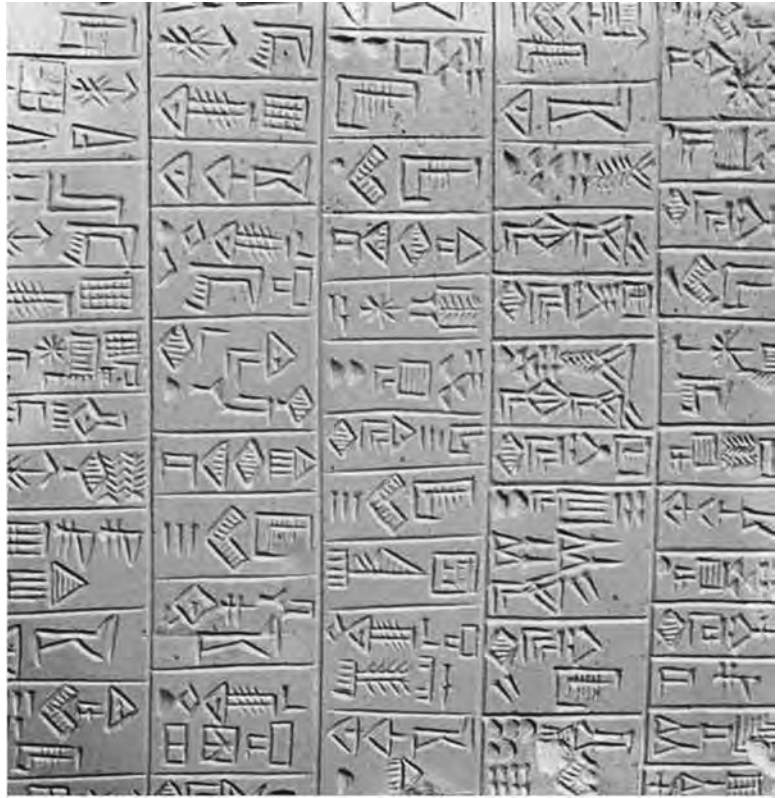
Mesopotamia

Men and women wore jewelry. Men wore long curly beards. Men wore skirt-type clothing. Women wore long dresses with one shoulder bare. The size of their houses depended upon the couple's social status. Most people lived in simple, one story houses made of mud bricks dried in the sun. The houses had no windows. Some homes had indoor toilets. Water stored in clay pots was used to flush the waste out the house through drains in the floor. Rooms had no closets. Personal belongings were stored in wooden chests, clay jars, or baskets.

Another negative impact of ancient civilizations was the result of clustering of people in cities. Cities were often dirty places. People threw their garbage into the streets where pigs, dogs, and rats roamed. Cities did not have waste water treatment systems. Sewage flowed through the city in open clay drains and emptied into the river.

Mesopotamians ate well. The land supplied them with a well-balanced diet of wild and domesticated animals, fish, grains, fruits, and cheeses.

Boys and girl were educated at home. Wealthy children attended schools designed to prepare scribes. Becoming a scribe meant many years of studying and learning how to write (in cuneiform) and do math. Scribes often worked for the royal family or the government. They held high status in the society.



Scribes used clay tablets like this one to write in cuneiform.

ACTIVITY 1: Summary Questions

1. What two major factors contributed to the growth of civilization?

farming or growing crops , domesticating animals

2. What were two major, negative impacts in the growth of civilizations?

fighting and wars , cities developed which became dirty, unclean places

3. What was the major advantage of bronze? _____

It was a stronger metal and more suitable for warfare.

Ancient Civilizations

Lesson 63: (Cont.)

Mesopotamia

ACTIVITY 2: Sorting Out Events and People

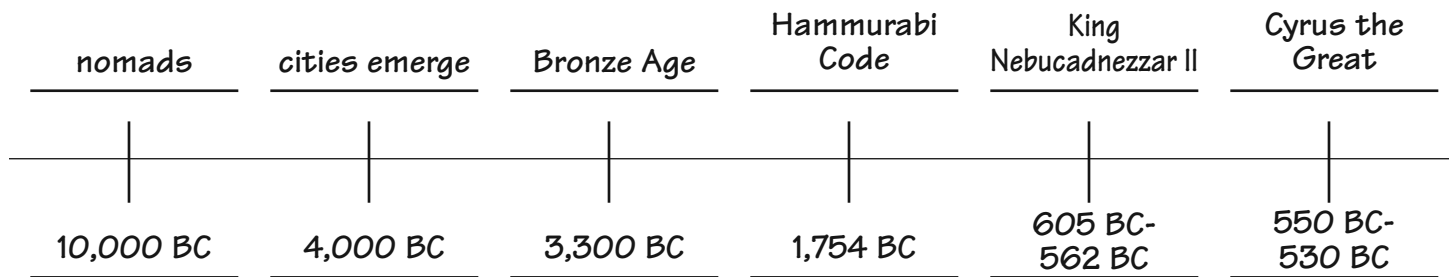
From Column A, place the dates underneath each vertical line on the number line. Then, match each event or person from Column B by writing it above the correct date.

Column A

1. 10,000 BC
2. 4,000 BC
3. 3,300 BC
4. 1754 BC
5. 605 BC – 562 BC
6. 550 BC – 530 BC

Column B

- Hammurabi Code
- King Nebuchadnezzar II
- Cyrus the Great
- nomads
- Bronze Age
- cities emerge



ACTIVITY 3: Vocabulary

Match and write each definition in Column B to its correct word in Column A.

Column A

1. fertile _____ rich soil
2. crescent _____ curved shape
3. nomads _____ wanderers
4. domesticate _____ tame animals
5. ziggurat _____ religious temple
6. empire _____ conquering many places
7. millennium _____ 1,000 years
8. city-state _____ capital and its surrounding area
9. cuneiform _____ a writing system

Column B

- tame animals
- conquering many places
- a writing system
- 1000 years
- rich soil
- curved shape
- religious temple
- wanderers
- capital and its surrounding area

Lesson 64:***Physical Features of Southwest Asia
(Middle East)***

The landscape of Southwest Asia is dominated by two physical features. The northern part of this region is very mountainous and is prone to earthquakes. This is particularly true of Turkey, Iran, Georgia, and Armenia. The central and southern part of this region is one huge desert. There are occasional oases sprinkled throughout the desert regions. An oasis is a fertile, green spot in the desert made so by fresh water.

Another exception to the desert conditions is the Tigris and Euphrates River plain. Both rivers begin in Turkey and flow southeast through Iraq to the Persian Gulf.

ACTIVITY 1:

Let's learn more about the physical features of Southwest Asia. Use your classroom school atlas and the regional map on the next page to complete labeling Parts A and B. Trace the rivers and the borders of water forms with blue crayons.

Part A – Labeling Water Forms**Rivers**

T = Tigris River
E = Euphrates River
J = Jordan River

Seas

Aegean Sea at A,2
Arabian Sea at I/J,5
Black Sea at B/C/D,1
Caspian Sea at G,1/2
Mediterranean Sea at A/B/C,3
Red Sea at C/D,4/5/6
Sea of Marmara at B, 1

Gulfs

Gulf of Aden at F,6
Persian Gulf at G,4
Gulf of Oman at I,4

Canal

Suez Canal at C,3

Straits

Bosporus at B,1
Dardanelles at A,1

Part B = Labeling Landforms**Deserts**

Syrian Desert at D,3
Empty Quarter at E/F/G,5
or Ar Rub' al Khali

Peninsula

Arabian Peninsula at D/E/F/G,4/5
Sinai Peninsula at C, 3/4

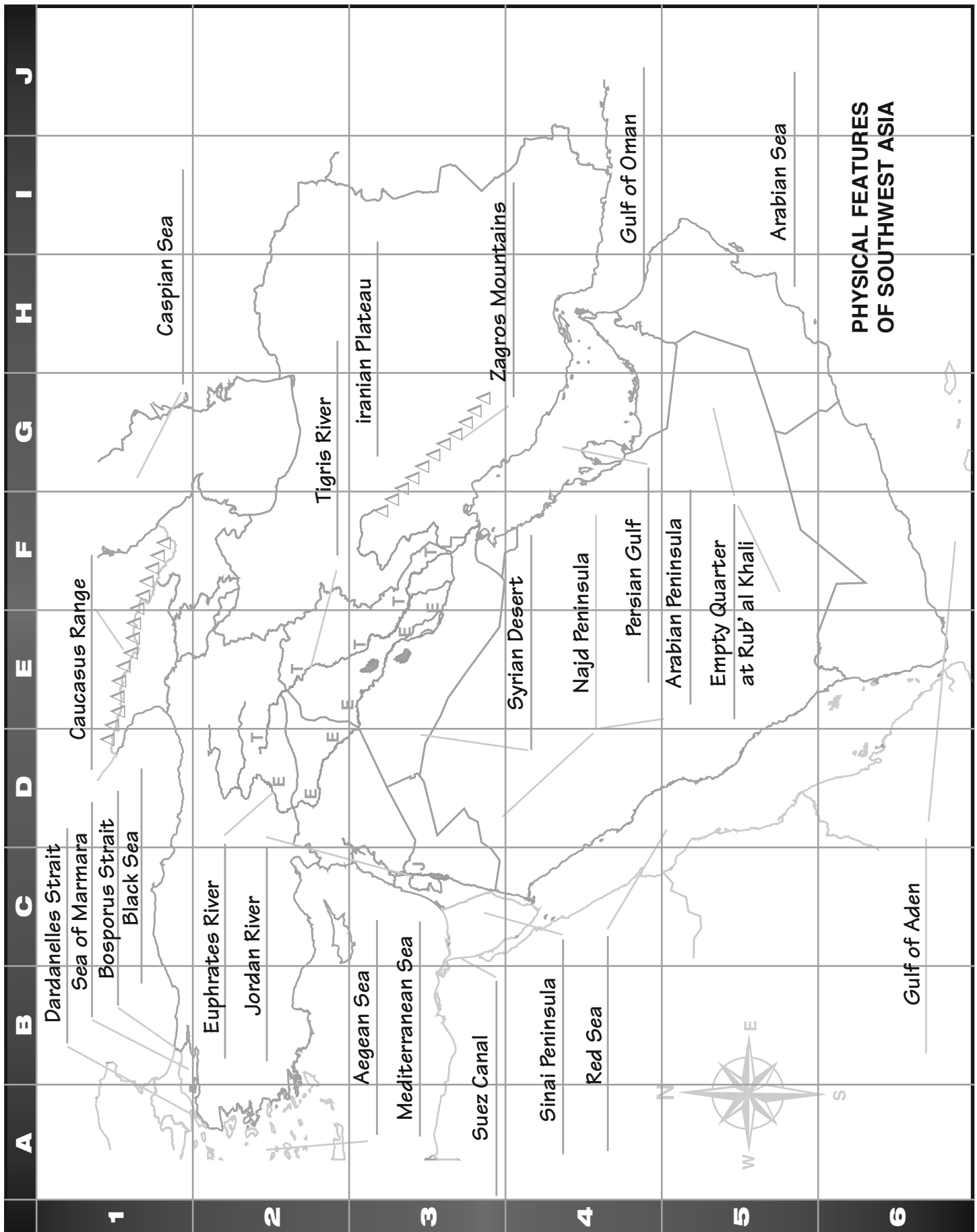
Plateaus

Iran at G/H,3
Najd at E/F,4

Mountains

Zagros Mountains at F/G,3
Caucasus Range at D/E/F,1

Southwest Asia



**PHYSICAL FEATURES
OF SOUTHWEST ASIA**

Lesson 65:

Natural Resources and Economy of Southwest Asia (Middle East)

Without question, **OIL** is the most dominant natural resource of Southwest Asia. Natural gas is also an important raw material. Countries surrounding the Persian Gulf region are extremely rich in oil. Saudi Arabia, Kuwait, United Arab Emirates, Iraq, and Iran are the largest producers of oil. It has been reported that 65 percent of the world's oil supply is located in this region. Presently, about one third of the oil produced in the world comes from this area. Recently, oil and **natural gas** also have been discovered in the Caspian Sea region.

We would not want you to think that all countries have high oil production in this region. Israel, Jordan, Lebanon, and Turkey have very little to no oil. However, where there is oil, there are **oil refining** and **petrochemical** industries, both of which can be found in these countries.

Southwest Asia has fewer metallic resources than other regions of the world. The notable exception is Turkey, where chromium is a major resource mined. Chromium is used in a variety of metal products. Its best known use is as an alloy in preventing corrosion in metals, such as **steel**. Saudi Arabia mines **gold, silver, iron ore, and copper**. Several places have smaller amounts of copper and iron ore.

While freshwater is in short supply in this region, several countries have taken advantage of their rivers to build dams to produce **hydroelectricity**. Turkey, Georgia, Syria, and Iraq produce this kind of power. How would you like to work in a qanat? These tunnels are hand dug to allow fresh water to flow through them. They can bring irrigation water to crops and fields up to 40 miles away.

Southwest Asia is located close to many saltwater shipping routes. Turkey is in a very strategic location. The country has developed a large **shipping** industry. Shipping is not a natural resource itself, but the many jobs generated from shipping are service oriented. Several nations have large **fishing** industries, such as Iran, Oman, Yemen, and Turkey. The Caspian Sea yields a unique product from sturgeon known as **caviar**, or fish eggs. The Caspian Sea is the world's largest saltwater lake.

Moving products and goods requires good roads and railroads as well. Turkey has the best developed **road and railroad networks** in Southwest Asia.

This region has an active **tourist** industry, although the flow of tourists has been lowered because of terrorism. Some tourists travel for religious reasons. They are expected to make at least one trip to a holy city of their faith. Jerusalem, Israel is a holy city for all three major religions that emerged in the region. Many Jews (Judaism), Christians (Christianity), and Muslims (Islam) visit Jerusalem. Mecca, Saudi Arabia, also is a holy city for people of the Islamic faith.

The Middle East does not have much rich, fertile soil. Remember, much of the northern portion of the region is mountainous. Much of the central and southern areas of this region are deserts and too dry. However, one big exception is an area known as the Fertile Crescent. This arc-shaped region follows the Tigris-Euphrates River plain northwest through Iraq. It swings through Syria and arcs along the Jordan River (border of Israel and Jordan). Finally, the crescent crosses Asia into Africa along Egypt's Nile River plain.

Despite the poor farming conditions, about one half of the people make their living by **subsistence farming**. A variety of crops are raised, usually with the help of irrigation. Another form of subsistence farming is the herds of sheep, goats, and camels kept by farming families. However, other people live the "old way" as **nomadic herders**. They travel with their tents from place to place with their herds of animals; and they use all parts of the animals.

Lesson 65: (Cont.)

Natural Resources and Economy of Southwest Asia (Middle East)

ACTIVITY 1:

Use the information contained in the reading on the previous page to answer the following questions.

1. What is the largest natural resource in Southwest Asia?
oil
2. Which country mines several metal ores?
Saudi Arabia
3. Hollow tunnels that allow fresh water to flow underground for miles are called?
qanat
4. Which country has the best developed road and railroad network?
Turkey
5. At least one-half of the people in Southwest Asia earn their living through?
subsistence farming
6. Which country has the largest shipping fleet in this region?
Turkey
7. People who travel from place to place with their herds of animals are known as?
nomadic farmers
8. What is caviar?
fish eggs (from sturgeon)
9. Jordan does not produce hydroelectricity. Why?
Jordan does not have mountains or fast flowing rivers to support the production of hydroelectricity.
10. What is the Fertile Crescent?
Answers will vary. It is an arc-shaped area of fertile land that swings through Iraq, Jordan, and Syria into northeast Africa.
11. Southwest Asia does not receive as many tourists as it once did. Why?
Answers will vary. It is a very unstable region. There is much conflict here.
Tourists do not feel safe to visit.

ACTIVITY 2:

Using the information in the **BLM** called **Chart of Major Economic Activities in Southwest Asia**, attach economic picture symbols to a blank map of Southwest Asia (**BLM**). Paste one symbol of each major product or resource on your map. Most products require 1 or 2 picture symbols. However, you will need multiple copies (11 of them) of oil production.

Lesson 66:

Political and Physical Features of Central Asia

Central Asia has historically served as a crossroads for the movement of people, goods, and ideas between Europe, the Middle East, South Asia, and East Asia. There are six countries that make up this region. They are Kazakhstan, Uzbekistan, Turkmenistan, Afghanistan, Tajikistan, and Kyrgyzstan. Turn to page 113 to view this region in the context of all other regions of Asia (**LLB=Lesson 58**).

Not all geographers agree on what countries make up this region. Some mapmakers have included Mongolia and the western region of China as part of Central Asia. Other mapmakers have excluded these places. Some mapmakers place Afghanistan in the South Asia region instead of Central Asia. It depends upon what map source you use.

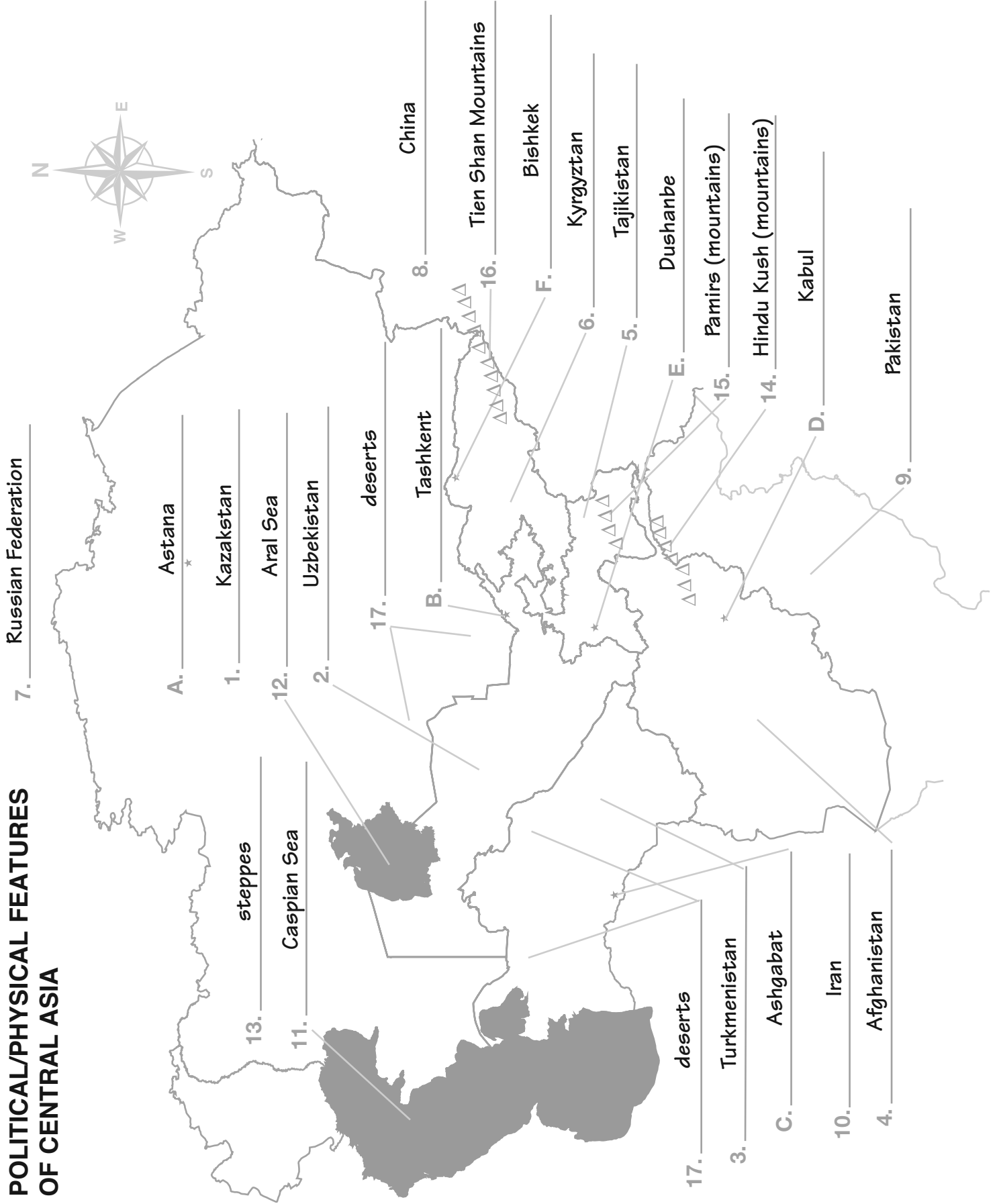
ACTIVITY:

Let's take a tour of the countries around Central Asia. Use your classroom school atlas to learn where the countries are located. A) Use the numbers in the chart below to locate and write the names of the countries in the blanks on your regional map on the next page. B) Next, use the letters to label each country's capital city. C) After you have located and labeled each country, find its borders and trace them with colored pencils or crayons. D) Locate and label "other features" from the chart on the regional map on the next page.

Central Asia		
Country	Capital City	Other Features
1. Kazakhstan	A. Astana	11. Caspian Sea (saltwater)
2. Uzbekistan	B. Tashkent	12. Aral Sea (fresh water)
3. Turkmenistan	C. Ashgabat	13. steppes
4. Afghanistan	D. Kabul	14. Hindi Kush Mountains
5. Tajikistan	E. Dushanbe	15. Pamirs (mountains)
6. Kyrgyzstan	F. Bishkek	16. Tien Shan (mountains)
7. Russian Federation		17. deserts
8. China		
9. Pakistan		
10. Iran		

Some of the countries in Central Asia can be hard to spell. However, one thing to help you learn the countries is that all of them have a suffix that ends in "stan." In the languages of the region, "stan" stands for "the land of." So, the land of the Uzbeks, an ethnic group in the region, is Uzbekistan. The land of another ethnic group, the Tajiks, is Tajikistan. Except for Afghanistan, all of these countries were part of the Soviet Union that fell apart in 1991.

POLITICAL/PHYSICAL FEATURES OF CENTRAL ASIA



Lesson 67:

Natural Resources and Economy of Central Asia

The natural resources and economy of Central Asia are very much related to the physical features and climate of the region. The dominant land features of Central Asia are made up of steppes, mountains, and deserts.

Kazakhstan is larger in land area than the other five countries of Central Asia combined. Much of Kazakhstan is one huge steppe. Steppes are semi-arid, grassy, treeless plains. They are similar to the Great Plains of the United States.

Another large chunk of Central Asia has a desert climate. The southern part of Kazakhstan, two thirds of Uzbekistan, and 90 percent of Turkmenistan have desert conditions. Afghanistan also is extremely arid.

The southeastern part of Central Asia is very mountainous. Many areas in Kyrgyzstan, Tajikistan, and Afghanistan are hard to reach. A very low percentage of the land is suitable for farming. There are few paved roads in these countries and Afghanistan has no railroads. Let's take a look at the major primary and secondary industries of the region.

Agricultural – Primary Industries

So, what kind of agriculture can you have when the land is too dry or too rugged for farming? Similar to Southwest Asia, nomadic herding of sheep, goats, and cattle is a common way to earn a living. These animals provide the herders with meat, milk, and clothing materials. The Turkmen are excellent horse breeders. This region is known for livestock breeding, particularly of horses.

There are a few areas of fertile soil and fast flowing rivers from the mountains. However, much of the land is a desert. Farming is made possible through irrigation. One major crop that is grown is known as “white gold.” Can you guess what product that is?

Uzbekistan is the world's fourth largest producer of cotton. The Karakum Canal in Turkmenistan is the world's longest irrigation canal. Through irrigation, cotton and other crops can be grown in arid land. **Cotton** is the chief crop in Tajikistan, Uzbekistan, and Kazakhstan.

Water is a vital natural resource in the area. However, irrigating crops does present an issue. We can look at this as a “cause and effect” problem. Fresh water is channeled from the Aral Sea and the rivers that flow into it (**cause**) for irrigation purposes. The flow of fresh water that empties into the Aral Sea is then reduced (**effect**). The result is the Aral Sea has shrunk drastically (**effect**). The lake is now only one half of its original size.

This region produces another crop that is white, but this crop is a very unusual one. How can you get a valuable crop from worms? These worms produce a textile fiber. From this raw material, an expensive product is made. From silkworm cocoons, we get **silk**.

Mineral Resources – Primary Industries

Central Asia has been blessed with large deposits of metallic resources. A metallic resource is a substance found in the earth that has a metal ore in it, such as iron ore. You can see from the chart on the next page on Major Metallic Resources in Central Asia that Kazakhstan has the greatest variety of metallic resources. In fact, mining is the most important industry in Kazakhstan. That country has huge reserves of iron ore. Uzbekistan has the world's largest gold mine.



Conduct research on the Internet. Log in the words silkworm+cocoons. Find out how this worm produces silk and how it is processed. You can also learn how to grow your own silkworm cocoons.

Lesson 67: (Cont.)

Natural Resources and Economy of Central Asia

Major Metallic Resources in Central Asia					
Afghanistan	Kazakhstan	Kyrgyzstan	Tajikistan	Turkmenistan	Uzbekistan
iron ore	zinc, bauxite	gold	iron ore	gold	uranium
gold	gold, lead	mercury	uranium	copper	gold
	copper	uranium	gold	lead	silver
	iron ore		lead	zinc	copper
	uranium		zinc		lead
	chromium				zinc

Central Asia also has huge energy reserves of **fossil fuels**. Remember that reserves are proven supplies of an untapped resource. Kazakhstan has huge reserves of **coal, oil, and natural gas**. Turkmenistan has the largest reserves of natural gas. All of the other countries of Central Asia have plentiful reserves of fossil fuels in one form or another.

It takes money to develop these resources. Several of the more developed countries in the world are bringing in investment money. In this way, the countries of Central Asia can develop their energy resources.

ACTIVITY 1:

Use the information in the reading and chart above to answer the following questions.

1. What ore is found in all countries of the region? gold
2. What three metals (other than gold) are found in four of the countries?
lead , zinc and uranium
3. Identify three major landform features of Central Asia.
steppes , deserts and mountains
4. Which country has no railroads? Afghanistan
5. What is the white gold of Uzbekistan? cotton
6. How is it possible to raise crops in a desert? irrigation
7. What percent of Uzbekistan is desert? 66% or 67%
8. What is a common way to earn a living in Central Asia? nomadic herding
9. Which country has the largest reserves of fossil fuels? Kazakhstan
10. Which country has the largest reserves of natural gas? Turkmenistan

Lesson 67: (Cont.)

Natural Resources and Economy of Central Asia

5. A space control center is located in what country? Kazakhstan

6. Name at least three agricultural products from this region that are used in the textile industry. (Use the information from this lesson.)

cotton , silk and wool (from sheep)

7. Which country is more advanced in making TVs? Kazakhstan

8. This region is known for another industry related to textiles. Name it. carpet making

ACTIVITY 3:

In the information in this lesson, there are **boldfaced** words and words in charts that describe Central Asia's major resources and industries. Attach economic picture symbols (**BLM**) to a blank map of Central Asia (**BLM**). Paste one symbol of each major product or resource on your map for each country.

ACTIVITY 4:

You will have to use information from other lessons on Central Asia to write the answers to these questions.

1. The Caspian Sea cannot be used for irrigating crops. Why? _____

The Caspian Sea is salt water. You need fresh water for irrigating crops.

2. Explain the environmental problem of the Aral Sea in cause and effect terms. In other words, the freshwater of the Aral Sea is becoming smaller in area and volume.

A) What is causing this problem? Using fresh water from rivers to irrigate crops.

B) And what is the effect? Less fresh water available, or shrinking of the Aral Sea.

3. Give another example of cause and effect in which you identify the cause and the effect.

Cause

Effect

Answers will vary.

Answers will vary.

4. Although rich in resources, Kazakhstan does not have hydroelectricity as a major secondary industry. There are two possible reasons for this. Write at least one reason as to why not.

Steppes are flat, treeless plains. There are few mountains & few fast flowing rivers.

Kazakhstan is rich in energy resources, or fossil fuels. The country does not need hydroelectricity.

Lesson 68:

Political Features of South Asia

To give you an idea of the size and location of South Asia, look at Lesson 58, Geographical Regions of Asia. South Asia also is called the Indian subcontinent because the country of India is separated from the rest of Asia by the Himalaya Mountains to the north. There are seven countries located in this region of Asia.

India is a large peninsula that occupies much of the subcontinent. In land area, India is about one third the size of the United States. However, with more than 1.3 billion people, India is the second most populated country in the world.

Most of this region was under British rule until 1947. The two main countries of the region, India and Pakistan, were divided along religious lines. India was set up for people of the Hindu faith. Pakistan was established for people of the Islamic faith.

ACTIVITY 1:

Let's take a tour around South Asia. Use your classroom school atlas to learn where the countries are located. Part A1) Use the grid coordinates to locate and write the names of the countries in the blanks on your regional map on the next page. Part A2) After you have located and labeled each country, find its borders and trace them with colored pencils or crayons.

Part B) Use the grid coordinates to locate and write the names of the capitals for each country in the blanks on your regional map on the next page.

Part A**Part B**

Grid Coordinates	Country's Name	Grid Coordinates	Country's Capital
D,6	Maldives	D,6	Male
E,5	Sri Lanka	E,5	Colombo
D/E/F,3	India	E,2	New Delhi
B/C,2	Pakistan	D,1	Islamabad
F,2	Nepal	F,2	Kathmandu
G,2	Bhutan	G,2	Thimphu
G,3	Bangladesh	G,3	Dhaka

ACTIVITY 2:

A) Use the grid coordinates to locate and write in the names of other important cities of South Asia on your regional map on the next page. B) Then, use the grid coordinates to locate and label the bordering countries.

Karachi at C,3

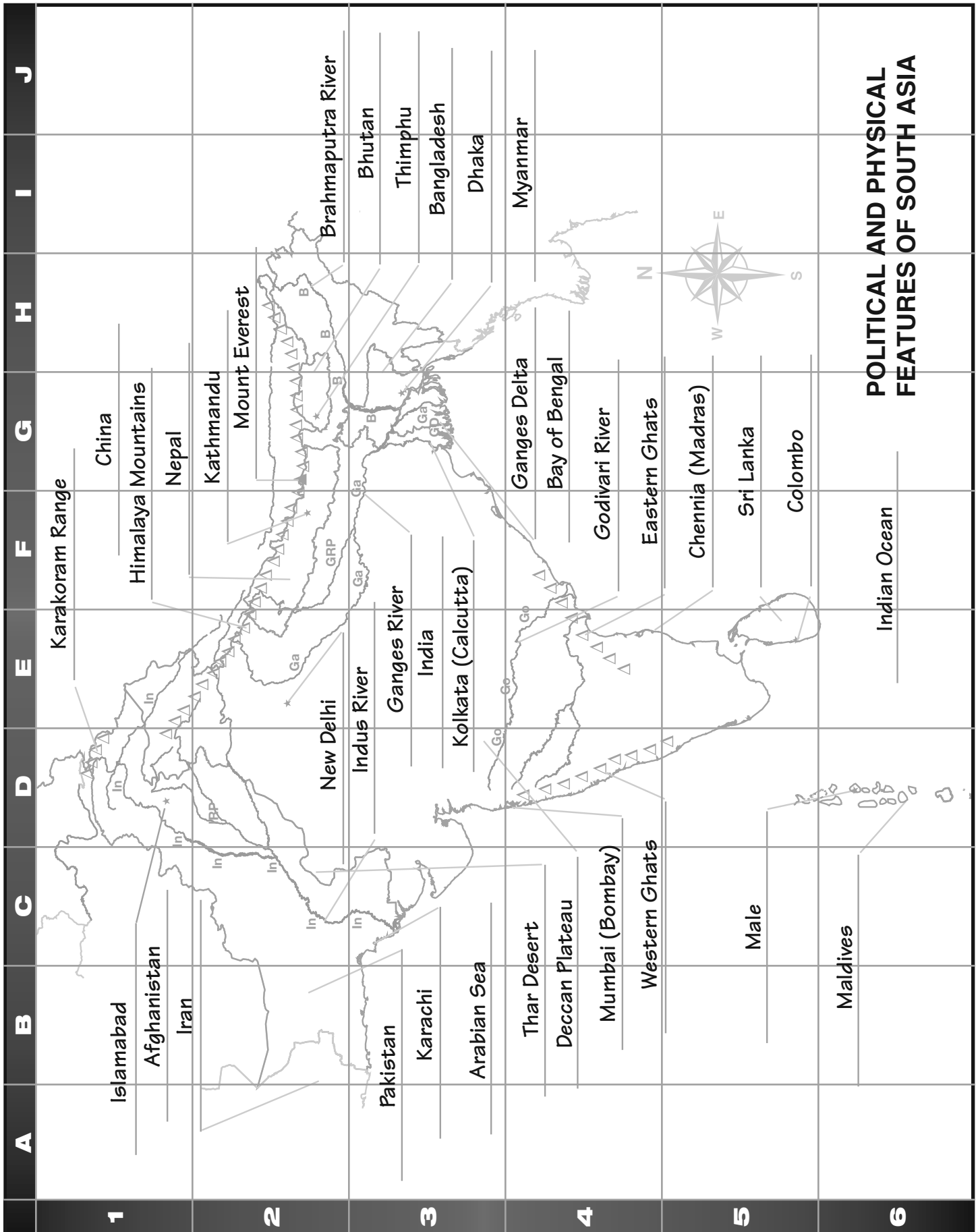
Mumbai (Bombay) at D,4

Kolkata (Calcutta) at G,3

and Chennai (Madras) at F,3

1. B,2 = Iran forms Pakistan's western border.
2. B/C,1/2 = Afghanistan forms Pakistan's northwest border.
3. F/G, 2 = China forms much of South Asia's north and northeastern borders.
4. H,3/4 = Myanmar (Burma) forms India's eastern border.

South Asia



POLITICAL AND PHYSICAL FEATURES OF SOUTH ASIA

Lesson 69:

Physical Features of South Asia

The highest and largest mountains in the world, the Himalayas, dominate South Asia's northern border. Other mountain ranges, such as the Karakoram Range, are located here. The major rivers of the region have their sources in these mountains. Three of the largest rivers are the Indus, Ganges, and Brahmaputra. The Ganges River is a holy river for millions of people who follow the Hindu religion. It is felt that the sins of the followers are washed away by its waters.

Plains created by the rivers are another major landform. The mouths of the Ganges and Indus Rivers have created large deltas. Most of Bangladesh is a delta.

The large river basin of the Ganges River separates the Himalaya Mountains from the Deccan Plateau in India. Highlands border both sides of the plateau. They are known as the Western Ghats and Eastern Ghats.

Many low level places in South Asia are subjected to flooding from storms, known as cyclones, and summer monsoon winds. Monsoons are seasonal winds that bring rain to India and Bangladesh during the summer. Moist winds blow from the sea toward land during the summer monsoons.

Too much rain means flooding; too little rain means famine. It is a very delicate weather pattern. Similarly, dry winds blow from land to the sea during the winter monsoons.

ACTIVITY:

Let's learn more about the main physical features of South Asia. Use your classroom atlas and the regional map on page 136 to complete labeling Parts A and B. Trace the rivers with blue.

Part A – Labeling Water Forms**Rivers**

B= Brahmaputra River

Ga = Ganges River

I = Indus River

Go = Godivari River

Other Water Forms

Arabian Sea = B/C, 3/4

Bay of Bengal = F/G, 4

Indian Ocean = E/F, 6

Part B – Labeling Landforms**Highlands and Mountains**

Himalaya Mountains = E/F/G/H, 1/2

Karakoram Range = D, 1

Mt. Everest = G, 2

Deccan Plateau = D/E, 3

Western Ghats = D, 4

Eastern Ghats = E/F, 4

Plains and Deltas

GRP = Ganges River Plain

GD = Ganges Delta

IRP = Indus River Plain

Desert

Thar Desert (also called the Great Indian Desert) = D, 2

Lesson 70:

Natural Resources and Economy of South Asia

The natural resources and economy of South Asia are very dependent on the physical features and climate of the region. The dominant land features of South Asia are made up of high mountains along its northern border, river plains in Pakistan, India, and Bangladesh, and a large plateau in central India.

Two thirds (67 percent) of the people living in villages eke out an existence through subsistence agriculture. The rich, fertile plains of the Ganges and Indus Rivers contain huge numbers of people involved in farming. Millions of people rely upon the summer monsoons to blow rain clouds over the land.

In drier regions, such as the Thar Desert, nomadic herding occurs. In higher mountain countries, such as Bhutan, farmers raise crops and raise herds of yaks. Yaks provide clothing, food, and transportation. Other farming is achieved by a means known as terracing. Terracing is a process for leveling hillsides into steps of land. This method of farming, which better holds the moisture, is used in Bhutan, Nepal, and northern India.

Primary Industries – Agricultural

Rice is the major food crop of the region. Wheat is grown in drier regions. Tea is a major export of the region. The small island of Sri Lanka is the world's largest exporter of tea. Jute is called the golden fiber plant. Many rope products are made from jute. Bangladesh exports 80 percent of the world's jute. Cotton is another major crop grown in India and Pakistan. Fishing is very important for people who live in coastal villages. India has the largest livestock population in the world. Because of the livestock, India is the world's second largest producer of milk. Timber products are harvested in Nepal and Bhutan.

ACTIVITY 1:

Use the information contained in the reading above of South Asia to answer the following questions.

- | | |
|---|--------------------------------|
| 1. What is the major food crop grown in South Asia? | <u>rice</u> |
| 2. Name the plant that provides rope products? | <u>jute</u> |
| 3. What country produces the largest amount of this plant? | <u>Bangladesh</u> |
| 4. What country is the world's largest producer of tea? | <u>Sri Lanka</u> |
| 5. What country is the world's second largest producer of milk? | <u>India</u> |
| 6. Through what activity do most people earn their living? | <u>subsistence agriculture</u> |
| 7. Name the farming method used to cultivate steep hills. | <u>terracing</u> |
| 8. Nomadic herding occurs in what region? | <u>Thar</u> |
| 9. Upon what climatic feature do most people depend? | <u>monsoons</u> |

Lesson 70: (Cont.)

Natural Resources and Economy of South Asia

ACTIVITY 2:

Use the information contained in the chart below on Major Agricultural Industries of South Asia to answer the following questions.

Major Agricultural Industries (Primary) in South Asia							
Products	India	Pakistan	Bangladesh	Nepal	Bhutan	Sri Lanka	Maldives
tea	X	X	X			X	
rice	X	X	X	X		X	
cotton	X	X					
sugar cane	X	X	X				
jute	X	X	X	X			
tobacco			X				
cattle	X						
coffee	X						
coconuts						X	X
rubber	X					X	
wheat	X	X					
timber				X	X		
fishing	X	X	X			X	X
yaks					X		

1. What country relies upon the yak for food and clothing? Bhutan
2. What country produces coffee? India
3. What country produces tobacco? Bangladesh
4. What country has a large livestock industry? India
5. Name two countries that have rubber tree plantations? Sri Lanka and India
6. Name two countries that have a large cotton industry. India and Pakistan
7. Name two tropical countries that harvest coconuts. Sri Lanka and Maldives
8. Name two landlocked countries that do not harvest fish. Nepal and Bhutan
9. Name three countries that harvest sugar cane. India , Pakistan
and Bangladesh

Lesson 70: (Cont.)

Natural Resources and Economy of South Asia

Primary Industries – Mineral Resources

South Asia does not have an abundance of mineral resources. However, among the countries that do, India has the greatest variety of mineral resources. **Coal, iron ore, and copper** can be found in India and Nepal. India is the world's third largest producer of coal. **Natural gas** can be found in India and Pakistan. Pakistan has large reserves of oil. India has a major **diamond** processing industry. Gems, such as **sapphires**, are processed in Nepal and Sri Lanka.

ACTIVITY 3:

Use the information above to answer the following questions.

1. Which country has large reserves of oil? Pakistan
2. Which country has the greatest variety of mineral resources? India
3. What gemstone is processed in Nepal and Sri Lanka? sapphires
4. Which country processes diamonds? India
5. Which countries have large reserves of natural gas? Pakistan and Bangladesh
(not in text)

Secondary industries – Manufacturing

The raw materials from many of the primary industries are used to create secondary industries. Recall that these types of industry involve making, creating, or producing products. Most industry in South Asia is centered on processing of agricultural products, such as tea, cotton, and cattle.

The notable exception is India. Although the population of India is 70 percent rural, the country is more industrialized than others in the region. While India has a large **food processing** industry, it also has heavy industry based in its larger cities of Mumbai, Kolkata, and Chennai. India produces **steel, cars, computers, and chemicals**.

Tertiary Industries

Tertiary (service) industries are just beginning to develop in South Asia. Tourism is perhaps the strongest tertiary industry. Due to climate and/or culture, India, Sri Lanka, and the Maldives have a healthy **tourist** market.

India is the only country that has developed a tertiary base. India has a **rocket and space program**. In addition, India has a **movie** industry that is larger than the United States film industry in terms of movies made and tickets sold. India also has an extensive **railroad network** built by the British when they ruled India. Most large cities are financial centers. A new emerging industry in India is in the high-tech telecommunications field.

Lesson 70: (Cont.)

Natural Resources and Economy of South Asia

Major Manufacturing Industries (Secondary) in South Asia							
Products	India	Pakistan	Bangladesh	Nepal	Bhutan	Sri Lanka	Maldives
steel	X						
cars	X						
textiles	X	X	X				
aircraft	X						
food processing	X	X	X	X		X	
milk	X						
leather	X						
chemicals	X						
computers	X						
cement	X	X					
hydroelectric		X			X	X	

ACTIVITY 4:

Use the information contained in the readings and chart above on Major Manufacturing Industries of South Asia to answer the following questions.

1. Which country has no major manufacturing industry?

Maldives

2. Which huge industry has developed from cotton?

textiles

3. What industry is important in most countries?

food processing

4. What country has the strongest economy?

India

5. Name the only country that produces aircraft?

India

6. Which country is more advanced in making computers?

India

7. Besides food processing, India has two manufacturing industries that are the result of cattle. Name them.

leather goods

milk

8. Which country has the best developed railroad network?

India

9. Which country has a rocket and space program?

India

ACTIVITY 5:

From the information in this lesson, there are **boldfaced** words and words in charts that describe South Asia's major resources and industries. Attach economic picture symbols to a blank map of South Asia (**BLM**). For countries where the crop is a major product, paste two symbols for tea, rice, cotton, jute, and sugar cane. Then, place one symbol for each of the other major products or resources on your map for each country.

Lesson 71:

Political Features of Southeast Asia

To give you an idea of the size and location of Southeast Asia, look at Lesson 58, Geographical Regions of Asia (**LLB=Lesson 58**). There are a total of 11 countries in this region. These countries are divided into two groups. One set of countries is located on mainland Asia bordering China. Another name for this cluster of countries is Indochina.

The other set of countries is located in what is called maritime Asia. Maritime means that island and archipelago countries are situated close to the sea. This group of countries is also called Insular Southeast Asia. Insular means a group of islands not connected physically to the other countries of Asia.

Southeast Asia extends from the foothills of the Himalaya Mountains to south of the Equator. The Equator passes through Indonesia.

ACTIVITY 1:

Let's take a tour around Southeast Asia. Use your classroom school atlas to learn where the countries are located. Part A1) Use the grid coordinates to locate and write the names of the countries in the blanks on your regional map on page 144. Part A2) After you have located and labeled each country, find its borders and trace them with colored pencils, crayons, or markers.

Part B) Use the grid coordinates to locate and write the names of the capitals for each country in the blanks on your regional map on page 144.

Part A		Mainland Countries		Part B	
Grid Coordinates	Country's Name	Grid Coordinates	Country's Capital		
B,1/2	Myanmar (also called Burma)	B,2	Rangoon		
B/C,2/3	Thailand	C,3	Bangkok		
C,2	Laos	C,2	Vientiane		
C/D,3	Cambodia (also called Kampuchea)	C,3	Phnom Penh		
C/D,2/3	Vietnam	D,2	Hanoi		

Part A		Maritime Countries		Part B	
Grid Coordinates	Country's Name	Grid Coordinates	Country's Capital		
C,4 & E,4	Malaysia	C,4	Kuala Lumpur		
C,4	Singapore	C,4	Singapore City		
E,4	Brunei	E,4	Bandar Seri Begawan		
B/C/D/E/F/G/H/I,4/5/6	Indonesia	D,6	Jakarta		
G,6	East Timor	G,6	Dili		
F/G,2/3/4	Philippines	F,3	Manila		

Lesson 71: (Cont.)

Political Features of Southeast Asia

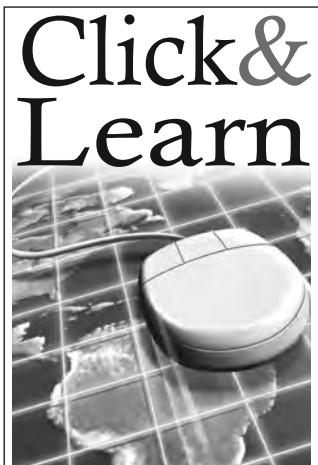
Maritime Southeast Asia can be rather confusing. There are over 7,000 islands that make up the archipelago country of the Philippines. No problem here. However, another archipelago country has other countries carved out of its larger islands. For example, Indonesia is a 3,000 mile long archipelago with over 13,000 islands. The island of Borneo, which is part of Indonesia, also has one independent country and part of another country within its borders. Another example is that Malaysia has part of its borders on the Isthmus of Kra that extends south from Thailand, and part of its borders on the island of Borneo. And, the eastern part of the island of Timor is called East Timor while the western part of the island is part of Indonesia. Very, very confusing!

ACTIVITY 2:

Use the grid coordinates to locate and write in the name of one other large city, the large islands, and bordering countries of Southeast Asia on your regional map on the next page. Label the following places.

- The island of **Borneo** (at D/E/F,4/5) is the third largest island on earth, and part of which is part of Indonesia.
- **New Guinea** (at I/J,5/6) is the second largest island on earth. The western half of New Guinea is part of Indonesia and the eastern half is **Papua New Guinea** (at J,5/6)
- **Sumatra** (at B/C,4/5) and **Java** (at D/E,6) are both part of Indonesia.
- **Ho Chi Minh City** (at D,3)
- Only three countries border on Southeast Asia. A small arm of **Bangladesh** (at A,2) borders on Burma's west.
- **India** (at A,1) takes up the rest of Burma's western border.
- **China** (at C/D,1) borders on the rest of mainland Southeast Asia.

Most of this region has been under colonial rule. The only country not to be subjected to colonial rule was Thailand. Much of the region is recovering from years of wars that have been fought against colonial powers, religious groups, political groups, and/or terrorists.

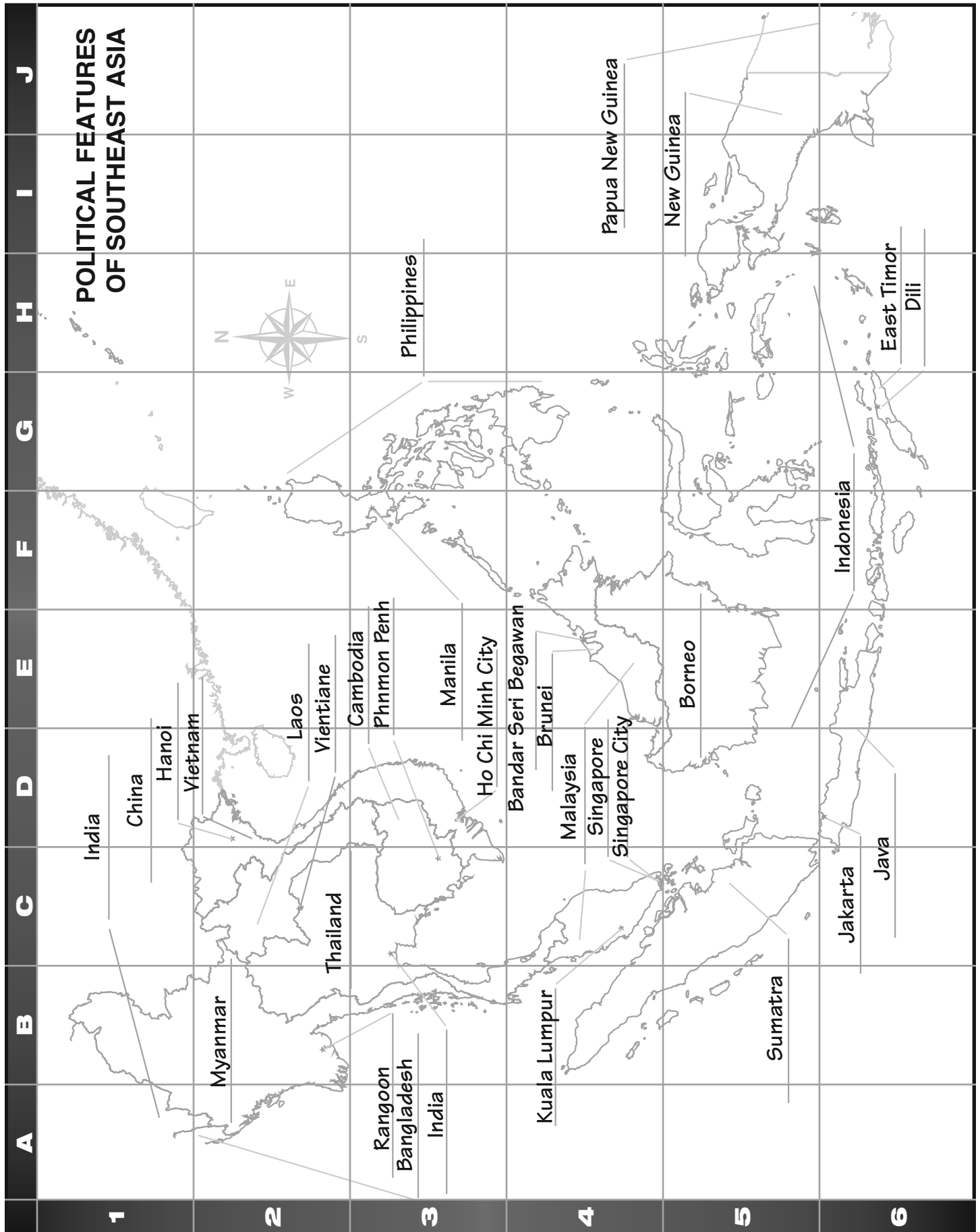


Using a library and Internet resources, conduct research on tsunamis. A tsunami is a giant wave or waves of water triggered by earthquakes and volcanic eruptions. They can be one of the most destructive forces in nature. Ask your teacher for a **Research Graphic Organizer (BLM)** to help you organize your information. Write a one-page report of your findings.



Banda Aceh is located on the northern tip of the island of Sumatra. This region was the center of the gigantic tsunami that was triggered by a massive earthquake in late December 2004. Over 285,000 people in coastal areas bordering the Indian Ocean died.

Southeast Asia



Lesson 72:

Physical Features of Southeast Asia

Southeast Asia stretches several thousand miles, mostly through the tropical region. Only the northern part of Myanmar (Burma) is located outside the tropical zone. What does the landscape look like? Overall, the entire region has mountains, fertile plains, and thick, tropical rain forests.

Mainland Southeast Asia has a different look than the insular (islands and archipelagoes) part of the region. A group of spine-like, forested mountain chains runs north and south through this part of the region.

Where there are mountains, there are valleys. Many rivers flow through the valleys draining the highlands. The major rivers of the region have their sources in the foothills of the Himalaya Mountains. Four of the largest rivers are the Irrawaddy, Salween, Mekong, and Red. The river plains and valleys have fertile soil. Deltas have formed where the rivers empty into the sea. The majority of people live and farm along the river plains and deltas.

Maritime, or insular, Southeast Asia is part of the Pacific Ring of Fire. As such, this region has many earthquakes and volcanoes. Indonesia alone has about 220 active volcanoes and many more extinct ones. The northern part of Indonesia is where the massive 2004 earthquake triggered a disastrous **tsunami**.

As in South Asia, many low level places in Southeast Asia are subjected to flooding from the summer monsoon winds. Maritime Southeast Asia is affected by storms known as typhoons. These storms are similar to the hurricanes experienced in the Western Hemisphere.

ACTIVITY:

Let's learn more about the main physical features of Southeast Asia. Use your classroom atlas and the regional map on the next page to complete this labeling activity. Trace the rivers with a blue pencil or crayon.

Landforms

Annamite Mountains at D,2/3

Isthmus of Kra at C,3

Mekong Delta at D,3

Waterforms

Oceans

Indian Ocean at B/C,6

Pacific Ocean at I/J,4

Rivers

R = Red River

M = Mekong River

I = Irrawaddy River

S = Salween River

Other Water Forms

Strait of Malacca at C,4

Bay of Bengal at A,2

Seas

Celebes Sea at G,4

Java Sea at E,5/6

Philippine Sea at G/H,2/3

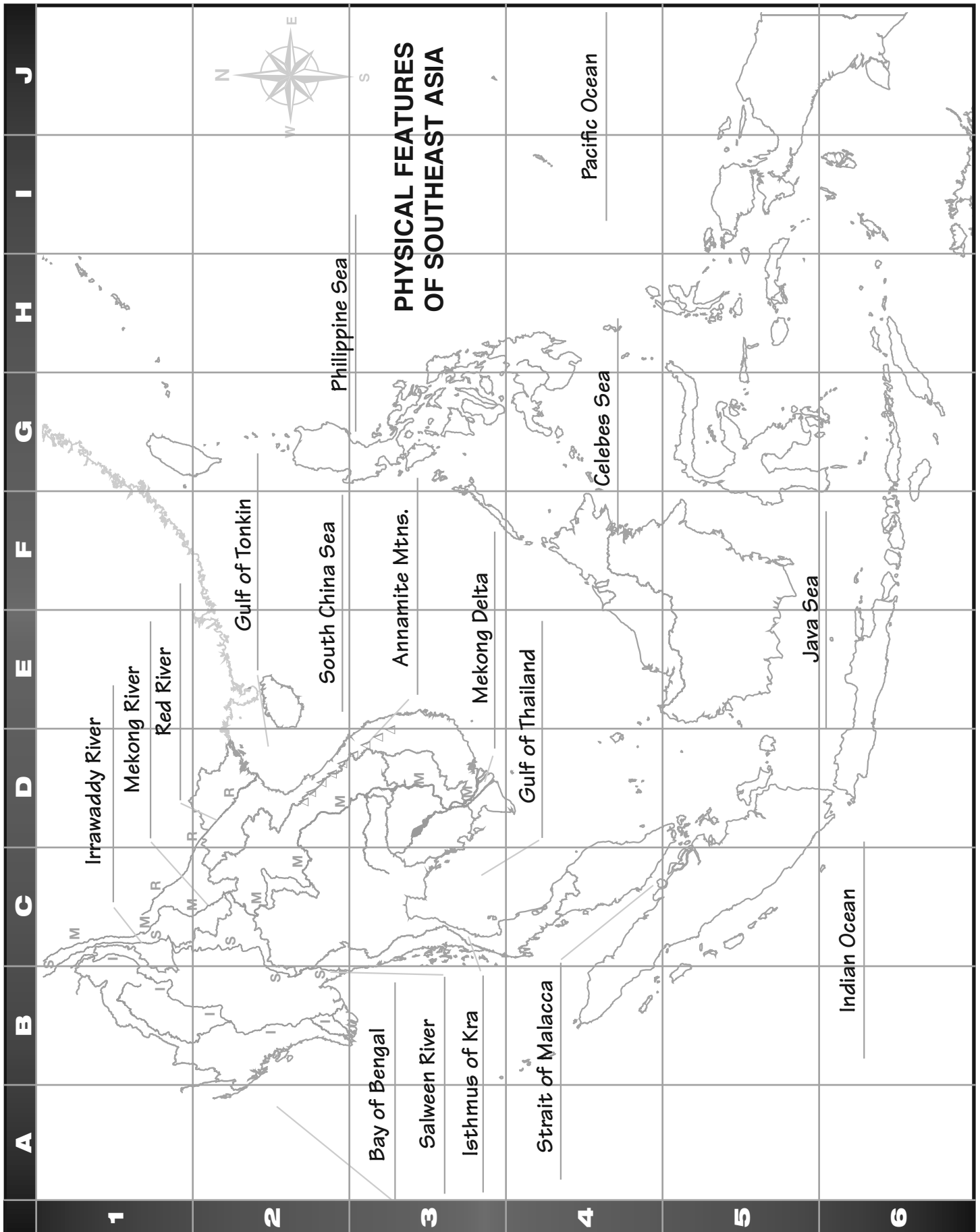
South China Sea at E/F,2

Gulfs

Gulf of Tonkin at D/E,2

Gulf of Thailand at C,3

Southeast Asia



Lesson 73: (Cont.)

Natural Resources and Economy of Southeast Asia

3. What method of farming do people in the highlands use?	<u>slash and burn</u>
4. Why is fishing not important in Laos?	<u>does not border sea</u>
5. This region is one of the largest producers of this elastic product?	<u>rubber</u>
6. Which country does not have a strong or developing economy? Singapore Cambodia Indonesia Thailand	<u>Cambodia</u>
7. Which is not a primary industry of Southeast Asia? coconuts opium coal pineapples	<u>coal</u>
8. Which country has an aircraft industry?	<u>Indonesia</u>
9. Which country has the majority of its exports as manufactured products?	<u>Malaysia</u>
10. Which is not a major tertiary industry in Singapore? finance trade shipping space program	<u>space program</u>
11. What area is one of the greatest rice growing regions in the world?	<u>Mekong Delta</u>
12. For what country is pineapple a major resource?	<u>Thailand</u>

ADDITIONAL ACTIVITIES:

To learn more about the natural resources of Southeast Asia, answer the questions on the **BLM** Primary Industry Chart Titles:

ACTIVITY 2: Agriculture for Mainland Southeast Asia

ACTIVITY 3: Agriculture for Maritime Southeast Asia

ACTIVITY 4: Mining for Mainland Southeast Asia

ACTIVITY 5: Mining for Maritime Southeast Asia

ACTIVITY 6: Major Secondary Manufacturing Industries for Southeast Asia

ACTIVITY 7:

In the information above, there are words that describe Southeast Asia's major resources and industries. After you read this passage, attach economic picture symbols (**BLM**) to a blank map of Southeast Asia (**BLM**). Paste symbols of each major product or resource on your map.

Lesson 74:

Political Features of East Asia

To give you an idea of the size and location of East Asia, look at our lesson on Geographical Regions of Asia (**LLB=Lesson 58**). There are six countries located in East Asia. They are China, Japan, North Korea, South Korea, Taiwan, and Mongolia.

In size, China is the dominant country in East Asia. China is so large that the only region it does not border in Asia is Southwest Asia. It stretches almost 2,500 miles in length and in width. There are 14 countries that share borders with China.

ACTIVITY 1:

Let's take a tour around East Asia. Use your classroom atlas to learn where the countries are located. For Part A1, use the grid coordinates in the chart to locate and write the names of the countries in the blanks on your regional map on the next page. For Part A2, after you have located and labeled each country, find its borders and trace them with colored pencils or crayons.

For Part B, use the grid coordinates to locate and write the names of the capitals for each country in the blanks on your regional map on the next page.

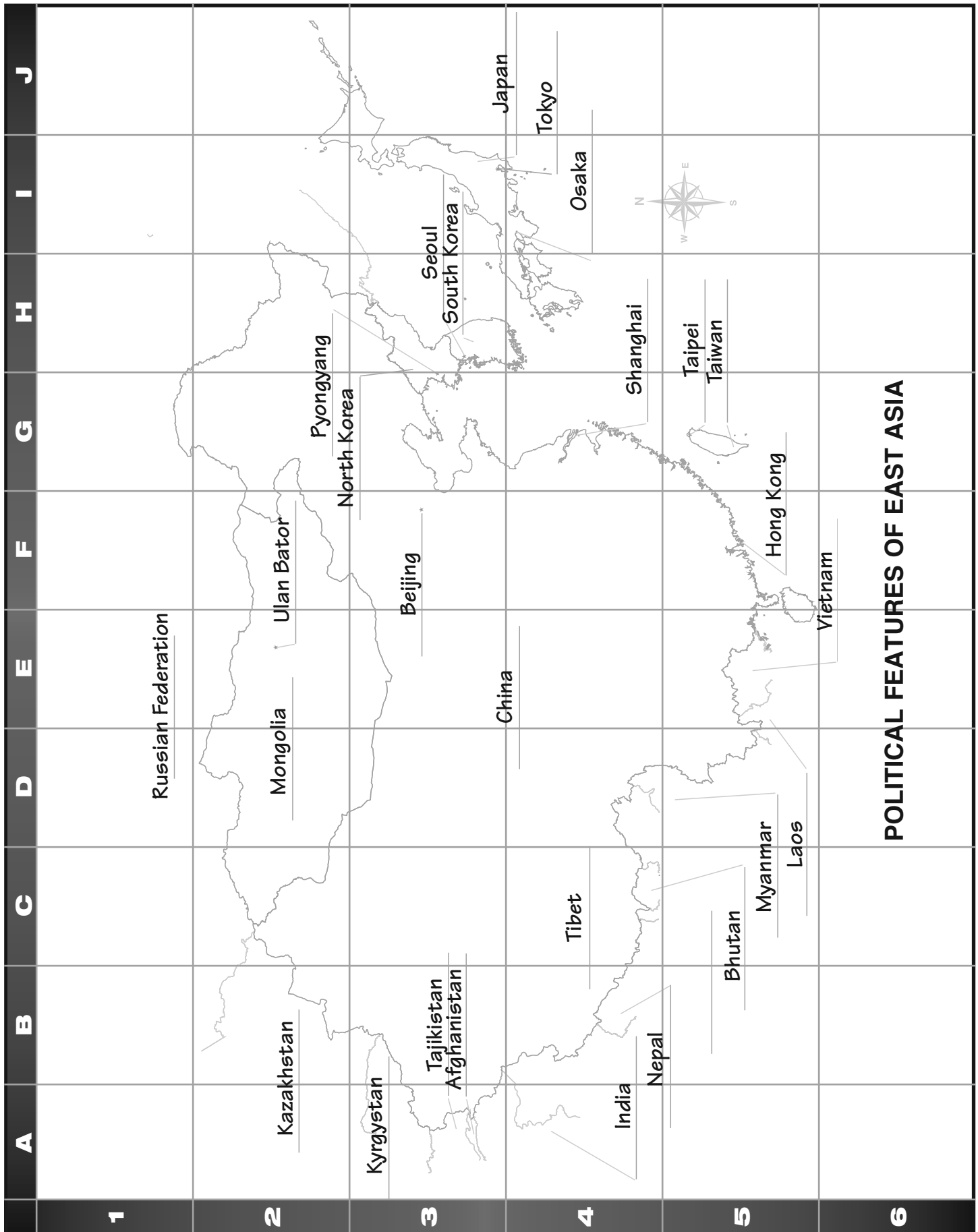
Part A1		Part B1	
Grid Coordinates	Country	Grid Coordinates	Capital
B/G,3/4	China	F,3	Beijing
D/E,2	Mongolia	E,2	Ulan Bator
G/H,3	North Korea	G,3	Pyongyang
H,3	South Korea	H,3	Seou
G,5	Taiwan	G,4	Taipei
H/I,2/3	Japan	I,3	Tokyo

ACTIVITY 2:

Use your classroom atlas and the grid coordinates to locate and write the names of the bordering countries and cities in the blanks on your regional map on the next page. The names of bordering countries are shaded in light green. The names of other cities are not shaded in.

Russian Federation A-I/1	Kazakhstan B,2	Kyrgyzstan A,3	Tajikistan A,3
Afghanistan A,3	Pakistan A/B,3/4	India B,4	Nepal C,4
Bhutan C,4	Myanmar D,4/5	Laos E,5	Vietnam E,5
*Tibet B/C,3/4	Hong Kong F,5	Shanghai G,4	Osaka I,3

*Note: Tibet was an independent country until the Chinese communist government took it over in 1950. Most of the Tibet Plateau is over 10,000 feet above sea level. Because of its high elevation, Tibet is also known as the "roof of the world."



POLITICAL FEATURES OF EAST ASIA

Lesson 75:

Ancient China**Why was ancient China called the Middle Kingdom?**

Ancient Chinese civilization began about 8,000 years ago. People settled along two large rivers – the Yellow River in the north, and the Yangtze River in the south. Rich soil, improved farming methods, and the domestication of farm animals, such as cattle and sheep, brought people together into communities throughout the river valleys.

Because of deserts, mountains, and seas, the ancient Chinese had little contact with the outside world. They developed their civilization independently of other countries. The ancient Chinese thought they were the center of the world. They called their country the **Middle Kingdom**.

We have learned the various names for rulers of empires -- kings, queens, pharaohs, generals, dictators, and emperors. A long line of rulers from the same family is known as a **dynasty**. Over the centuries, China was ruled by many dynasties. The first dynasty for whom archeologists have found written records was the **Shang Dynasty**. Dating back to 1,600 BC, the Shang Dynasty lasted 550 years. Many objects have survived from this era. These artifacts provide us with an account of what life was like in ancient China.



This axe was used in hand-to-hand combat, and was also a ritual object symbolizing power and military authority. The tomb it came from likely belonged to a man of wealth and influence.

What was life like in ancient China?

There were four main social classes in ancient China. People who could read or write were most respected and in the highest class. The peasants and farmers were second in the social order because they raised the food that the country needed to survive. The craftsmen were next on the social ladder because they made objects that everyone needed, such as pots, tools, and weapons. The lowest class of people was the merchants. They often grew rich from trading and selling goods. Soldiers were not held in high regard, either.

The main economic activity was farming. **Peasant** farmers tilled the soil in small plots of land. They supplied food for people in the cities and the military. Farmers in the north grew grains, such as wheat and **hemp** for rope and clothing. Peasants in the south grew rice. Of course, farmers raised a variety of other fruits and vegetables. In some places, **silkworms** were grown. Every family member worked the soil from dawn to dusk. There was no such thing as child labor laws.

Every person was expected to pay taxes in ancient China. Farmers often paid their taxes with food that they raised. If they did not have enough food, they would spend time working for government officials on walls and canals.

The rich ate very well. Their diet consisted of fruits and grains (rice, wheat, **millet**). A variety of meats was on their menu including dog. If they lived near water, then fish was added to their menu. The poor had boring diets. In southern China, rice was the main source of food. In northern China, wheat was the main food source which could be made into noodles or pancakes.

The father was the absolute ruler of the Chinese household. It was common for aunts, uncles, and grandparents to live in the same house. This form of living is called an **extended family**. Likewise, a large part of family life was spent showing great respect for older family members, whether they were alive or dead. Every house had a small altar devoted to the worship of the family's **ancestors**.

Lesson 75: (Cont.)

Ancient China

In ancient Chinese culture, women were much less valuable than men. Sometimes, baby girls were placed outside the home to die, or they were sold as slaves or servants. If they survived, young girls were expected to bind their feet so they would not grow. Smaller feet were considered attractive. However, this painful process led to **deformed** feet. Love was not an option for grown women; they had no say in who they would marry.

Only wealthy boys were educated to read and write. Most schools required students to follow the teachings of Confucius (con few she us). Confucius (551-479 BC) was a philosopher whose teachings were changed to a religion. One of his sayings was, "Do not do to others what you do not want done to yourself."

What were China's main contributions to civilization?

Can you imagine a "cloth for kings" coming from worms. The squirmy critters are better known as silkworms. The history of silk making goes back to 2600 BC. The Chinese kept how silk was made a secret for thousands of years until the 6th century AD. The penalty for telling how silk was made was death. Silk clothing fabric became so valuable that the trade route between China and Europe became known as the Silk Road.

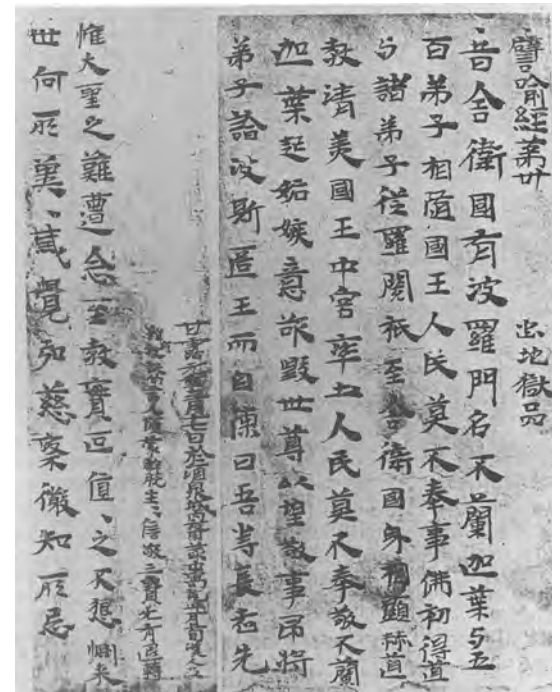
What is a silkworm? It is a moth whose larva spins a large amount of strong silk when constructing its cocoon. One cocoon can produce from 100 to 300 meters of fine, strong thread! Silkworms have a strict diet; they feed off of only **mulberry** tree leaves.

The Chinese came up with a number of important inventions. One of the most significant inventions was gunpowder. Gunpowder was discovered quite by accident somewhere around 142 AD. Chinese chemists were trying to invent a liquid drink that would allow a person (probably an emperor) to live forever. They mixed together three powders -- sulfur, charcoal, and **saltpeter**. The result was quite explosive! It was not until the 900s AD that gunpowder was used in weapons.

Another major contribution to civilization was paper. This invention occurred during the Han Dynasty around 104 AD. The word paper comes from **papyrus** (pa pie rus) which was grown in Egypt. Paper was a valuable export, but the manufacturing of it was kept secret for many years. Along with paper, the Chinese invented printing on paper.

Yet another significant invention was that of the compass. While mining iron ore in the 3rd century BC, the Chinese discovered a natural magnetic substance called **magnetite**. This substance always pointed toward the north. The compass allowed for greater and safer exploration of the world.

Earthquakes are a big problem in China. In 132 AD (the Han Dynasty), an astronomer invented the world's first **seismograph** (size mo graf). This device showed in which direction the earthquake was and could detect a quake over 300 miles away. Also, during the Han Dynasty, the rudder was invented. This instrument allowed the Chinese to build larger ships and conduct more trade. The Chinese also invented the crossbow, wheelbarrow, and kite.



This is the oldest surviving book on paper. It dates from 256 A.D.

Lesson 75: (Cont.)

Ancient China

The Great Wall of China is one of the most popular tourist sites in the world. Its construction was begun in 220 BC under Emperor Qin (pronounced Chin) Shi Huangdi. To prevent an invasion of people from the north, Qin ordered that the Wall be built. Several dynasties have been involved in extending its length. Overall, the Wall stretches over China's geography for 13,170 miles! Incidentally, the word China came from Emperor Chin's first name.

ACTIVITY 1:

Word Association – Read each phrase in Column A. Find the word in the table that best matches the phrase in Column A. Write the word in Column B.

ancestors	artifacts	deformed	dynasty	domestication
extended family	hemp	magnetite	millet	mulberry
papyrus	peasants	saltpeter	seismograph	silkworm

Column A

1. mineral used to make the first compass
2. taming cattle and sheep for human use
3. people who are part of your family in the past
4. instrument that measures facts about earthquakes
5. body part not having a normal shape
6. a grain used to feed people
7. poor farmers
8. plant used to make rope or clothing
9. very old objects made by humans in the past
10. long line of rulers from the same family
11. valuable thread is made from this moth
12. grandparents, aunts, and uncles live in same house
13. water plant used to make paper
14. food source for the larva of a moth
15. gunpowder

Column B

- magnetite*
-
- domestication*
-
- ancestors*
-
- seismograph*
-
- deformed*
-
- millet*
-
- peasants*
-
- hemp*
-
- artifacts*
-
- dynasty*
-
- silkworm*
-
- extended family*
-
- papyrus*
-
- mulberry*
-
- salt peter*
-

Lesson 76:

Physical Features of East Asia

If you look at a physical map of East Asia in your classroom atlas, you will notice that much of the region, China in particular, has steep plateaus, mountains, and deserts. The Himalaya Mountains form China's southwestern border. The Tibetan Plateau makes up one fourth of China. Two huge deserts are the Takla Makan in western China and the Gobi in China and Mongolia.

Another dominant feature is that Japan is situated along the Pacific volcano zone known as the *Ring of Fire*. Japan alone has 30 active volcanoes. The region also is an active earthquake zone. Some of the deadliest earthquakes have occurred in China and Japan.

Only about 10 percent of the land throughout the region of East Asia is suitable for raising crops. Mongolia's land is not suitable for raising crops. However, the land is very suitable for nomadic living and grazing livestock.

Another major feature is human-made. The Great Wall of China snakes its way across northern China for nearly 4,000 miles. During early times, it was built to keep out invaders from the north.

ACTIVITY 1:

Let's learn more about the main physical features of East Asia. Use your classroom atlas and the regional map on the next page to complete labeling Parts A and B. Trace the rivers with blue.

Part A – Labeling Water Forms**Rivers**

Y = Yangtze River

HH = Huang Ho (Yellow River)

SK = Si-Kiang River

Seas

East China Sea = G/H,4

South China Sea = F/G,5/6

Yellow Sea = G,3/4

Sea of Japan = H/I,3

Straits

Korean Strait = H,4

Taiwan Strait = G,5

Others

Pacific Ocean = I/J,5

Part B – Labeling Landforms**Highlands and Mountains**

Himalaya Mountains = A-D,4

Mt. Fuji = I,4

Japanese Alps = I,3

Tibetan Plateau = B/C,4

Plains and Deltas

YRP = Yellow River Plain = F/G,4

MP = Manchurian Plain = G/H,2

KP = Kanto Plain = I,3

Desert

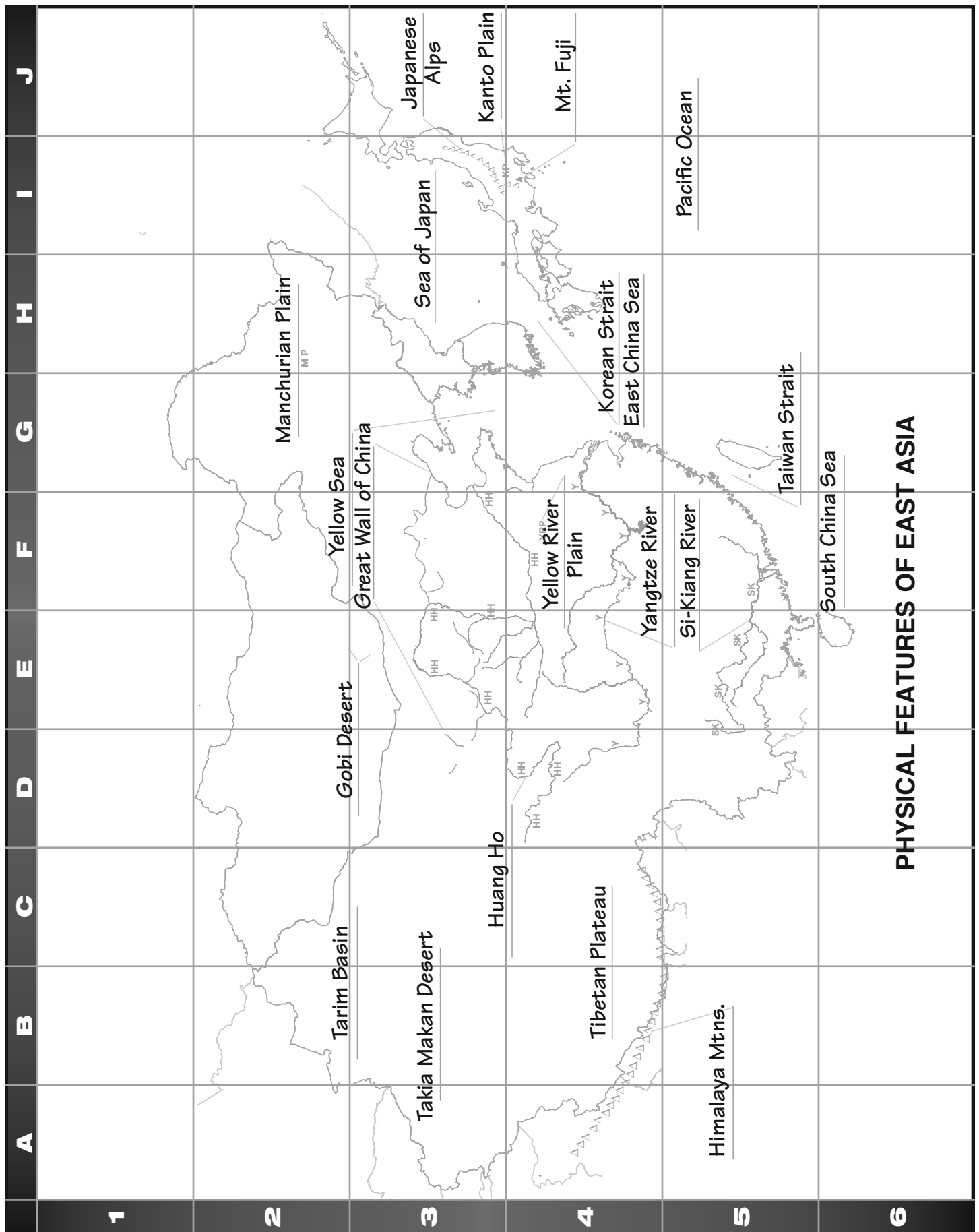
Gobi Desert = D/E,2/3

Takla Makan Desert = B/C,3

Others

Great Wall of China = D-G,3

Tarim Basin = B/C,2/3



Lesson 77:

Natural Resources and Economy of East Asia

East Asia is an area of extreme contrasts. Some countries have vast natural resources, such as China. Other countries have very few resources, such as Taiwan and Japan. Many parts of western East Asia are extremely rural, such as Mongolia and China. Other areas are heavily populated, such as Japan. Some countries have very little industry, such as Mongolia. Other countries depend heavily upon manufacturing products, such as Taiwan, South Korea, and Japan. The economies of some countries are strongly controlled by a communist government, such as China and North Korea. The economies of other countries are influenced by an open, democratic government, such as Japan, Taiwan, and South Korea. Let's take a closer look at the natural resources and economies of East Asia.

Primary Industries

Recall that most of the primary industries deal with farming, fishing, foresting, and mining. Farming is important because agricultural activities supply food for the people. Due to the mountains throughout region, only 10 percent of the land is suitable for growing crops. However, in China, about two thirds of the people work the land for a living.

Rice is the main crop grown in the region. Farming methods range from primitive to highly mechanize. In China, water buffaloes are used to cultivate many rice paddies whereas people in Japan use machines.

Remember that nomadic herding is a form of agriculture. Most people on the Mongolian steppes make their living through nomadic herding of livestock. They have what is called a five muzzle economy. That is, they raise, horses, yaks, camels, goats, and sheep. The rugged landscape of western China is another area where people earn a living through nomadic herding.

Except for landlocked Mongolia, fishing is an important industry in East Asia. Japan has one of the largest fishing fleets in the world. In addition, fish farms are maintained in China and Japan.

East Asia does not have a large forest industry. That is because many forested areas are too remote or rugged to make harvesting profitable. China does have considerable timber reserves. However, timber is imported to meet their demands for forest products.

By far, China has the greatest number of mineral resources. China is the world's largest producer and consumer of coal. China also dominates the world market in lesser known metal ores, such as titanium, used in the aerospace industry.

ACTIVITY 1:

Use the information above to answer the following questions on East Asia.

- | | |
|---|----------|
| 1. Which country has the least industry? | Mongolia |
| 2. Which country has the largest fishing fleet? | Japan |
| 3. How much of the land in East Asia is used to raise crops? | 10% |
| 4. Which country is the most mechanized in its farming methods? | Japan |
| 5. What phrase is used to describe the economy of Mongolia? | 5 muzzle |
| 6. For which country is the fishing industry least important? | Mongolia |
| 7. Which country produces the most coal? | China |
| 8. What is the main crop grown throughout the region. | rice |
| 9. Does China import or export timber? | import |

Lesson 77: (Cont.)

Natural Resources and Economy of East Asia

Secondary Industries

Recall that secondary industries deal with making products from raw materials obtained from natural resources. Japan has very few natural resources. Despite this fact, its economy is based upon manufacturing. In fact, Japan has one of the largest economies (generates money) in the world. Raw materials are imported into Japan. In turn, Japanese companies manufacture a huge variety of products, especially in the high-tech realm. Taiwan and South Korea also have fewer natural resources. However, manufacturing products are the backbone of their economies. China has recently become an industrial giant as well. Much of China's industry is located among its larger eastern cities, such as Beijing and the ports of Shanghai and Hong Kong.

South Korea and Japan are two of the largest shipbuilding nations in the world. Ships are required for the fishing industry and to move manufactured trade goods.

Japan also is one of the world's leaders in producing cars. South Korea has entered this world market as well. More recently, Chinese workers have been producing cars for the world market.

With the exceptions of Mongolia and North Korea, the countries of East Asia are world leaders in producing high-tech electronic products. Many computers, computer chips, cameras, cell phones, and televisions are made in East Asia.

Because of the mountainous landscape throughout the region, there is tremendous hydroelectric power potential. In particular, China is building the largest hydroelectric dam in the world along the Yangtze River.

Tertiary Industries

Recall that tertiary industries deal with services, such as transportation, tourism, or finance. Hong Kong, a southern island port of China, is one of the world's largest (third) finance and trade centers. The capital cities of Tokyo, Seoul, and Beijing are also finance and trade centers.

Moving goods and people are tertiary industries. Goods are shipped all over the world from large port cities, such as Hong Kong, Shanghai, and Tokyo. These large cities also have subway systems. Japan has a high speed "bullet train" transporting millions of people among its large cities. In addition, Taiwan will soon have a bullet train. China has approved the building of a fast-speed train that can travel more than 200 miles per hour between Shanghai and Beijing.

Tourism is a major industry in Hong Kong. Macao, another one of China's port cities, is a favorite tourist site. Many people visit Japan as well.

Another tertiary industry centers on research and development. Japan spends large amounts of money in this area. In that way, companies can invent new products and improve upon the ones they have developed.

ACTIVITY 2:

Use the information contained under the subtitles of Secondary Industries and Tertiary Industries to answer the following questions.

- | | |
|--|------------------|
| 1. Which country generates the most money from its products. In other words, it has the largest economy. | Japan |
| | |
| 2. Besides cars, what other group of goods is this region known for? | hi-tech products |
| | |
| 3. Is eastern or western China more industrialized? | eastern |
| | |
| 4. Which country spends the most money on research and development? | Japan |
| | |

Lesson 77: (Cont.)

Natural Resources and Economy of East Asia

5. The city of Macao, China, is known for what? _____
6. China's largest dam will be producing this product? _____
7. Name the two largest ship-building nations of the world. _____ and _____

ACTIVITY 3:

Use the **BLM Major Industry Chart—Agriculture in East Asia** to learn more about this topic.

ACTIVITY 4:

Use the **BLM Major Industry Chart—Mineral Resources in East Asia** to learn more about this topic.

Major Manufacturing (Secondary) Industries for East Asia						
products	Mongolia	China	North Korea	South Korea	Taiwan	Japan
cars		X		X		X
computers		X		X	X	X
motorcycles						X
electronic goods		X		X	X	X
steel		X		X	X	X
chemicals		X	X	X	X	X
textiles		X	X		X	X
machinery		X		X	X	X
food processing		X	X	X	X	X
transportation equipment		X				X
petro-chemicals		X				
satellites		X				X
telecommunications		X		X	X	X
hydro-electricity		X	X			
shipbuilding				X		X
pharmaceuticals					X	
armaments		X	X			

Lesson 77: (Cont.)

Natural Resources and Economy of East Asia

ACTIVITY 5:

Use the information contained in the chart on the previous page to answer these questions.

1. Which country has no major manufacturing industry? Mongolia
2. Which two countries build satellites? China and Japan
3. Which country has the largest oil production industry? China
4. Which country produces motorcycles? Japan
5. Which two countries have large ship-building industries? South Korea and Japan
6. For which two countries is the production of hydro-electricity a major industry? China and North Korea
7. Which two countries build transportation equipment? Japan and China
8. For which two countries are weapons of war a major industry? China and North Korea
9. What two secondary industries are all countries involved in, except Mongolia? chemicals and food processing
10. What product is China the only major producer of in East Asia? petrochemicals
11. What product is Taiwan the only major producer of in the region? pharmaceuticals

ACTIVITY 6:

In the information in this lesson, there are words that describe East Asia's major resources and industries. Attach economic picture symbols to a blank map of East Asia (**BLM**).