MAP AND GLOBE SKILLS

Read a Map

Directions: Maps are drawings that show places on Earth. A map can help you find the locations of countries, cities, landforms, and bodies of water. Maps have many special features that help you read the information they contain. Study the list of map features below. Some of the features have been correctly identified on the map. Fill in the missing names of features in the spaces below.

compass rose  inset map  map key  map title
grid  locator  map scale

Central Africa

Use after reading Skill Lesson, pages A2–A3.
Directions Study the map of Central Africa on page 1. Then read each of the situations below. Underline the name of the correct map feature that helps to solve the problem.

1. A travel agent searching for a map of Central Africa would read the (map keys/map titles) to find the correct one.

2. A student would use a (compass rose/map key) to learn the direction of Equatorial Guinea from Luanda, Angola.

3. A cartographer would use a (map key/map scale) to figure out the distance between Kinshasa and Libreville.

4. A tourist who wants to find the location of the Kinshasa airport would use the (inset map/locator).

5. A student learning where Central Africa is located in the world would study the map’s (compass rose/locator).

Directions Study the map of Central Africa on page 1. Use the map features to help you answer the questions below.

6. Which countries share Cameroon’s southern border?

7. In which direction is São Tomé located from the city of Kisangani?

8. Is Yaoundé or Bangui farther away from the city of Brazzaville?

9. Which is a capital city—Libreville, Lubumbashi, or Bandundu?

10. Is the city of Makala a suburb of Brazzaville or Kinshasa?
Why Geography Matters

Directions Geographers study Earth in different ways. Some geographers use five topics called the five themes of geography. Others use six topics called the six essential elements of geography. Review the pictures below. Then choose the theme or essential element that a geographer would think about if he or she was studying the information in the picture. Some questions may have more than one correct answer. Write the letters of the best answers on the lines next to the pictures.

1. _______
   A. Location
   B. Places and Regions
   C. Movement

2. _______
   A. Environment and Society
   B. The World in Spatial Terms
   C. Human-Environment Interactions

3. _______
   A. Places and Regions
   B. The World in Spatial Terms
   C. Location

4. _______
   A. Place
   B. Physical Systems
   C. Location

5. _______
   A. Physical Systems
   B. The Uses of Geography
   C. Places and Regions

Use after reading Introduction Lesson, pages 2–3.
Why History Matters

Directions: Historians look for clues about the past when they study objects that people have left behind. Objects teach us about people’s clothes, food, trade, and other parts of their daily lives. Imagine you are a historian who has just found an old Viking settlement. Your team has uncovered many objects. Study the objects and use them to answer the questions that follow.

1. What do the ice skates teach us about the daily lives of the Viking people?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What do the shield and longship teach us about the Vikings?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Why is the silver cup from Britain an important find?

__________________________________________________________________________
__________________________________________________________________________

4. What does the alphabet teach us about the Viking culture?

__________________________________________________________________________
__________________________________________________________________________

Use after reading Introduction Lesson, pages 4–5.
READING SKILLS
Compare Primary and Secondary Sources

Directions: Primary sources are firsthand accounts of historical events. Secondary sources are descriptions of events written later. Below are two accounts of the Japanese surrender that ended World War II. Read each source and compare them by answering the questions that follow.

1. From a radio message dated August 14, 1945, by Emperor Hirohito
   After pondering deeply the general trends of the world and the actual conditions obtaining in Our Empire today, We have decided to effect a settlement of the present situation by resorting to an extraordinary measure. The war situation has developed not necessarily to Japan’s advantage. Moreover, the enemy has begun to employ a new and most cruel bomb. Should We continue to fight, it would not only result in an ultimate collapse and obliteration of the Japanese nation, but also it would lead to the total extinction of human civilization. This is the reason why We have ordered the acceptance of the provisions of the Joint Declaration of the Powers.

   After initial naval and battlefield successes and a tremendous over extension of its resources in the war . . . Japan was unable to sustain “Greater East Asia” [the Japanese Empire]. After the detonation of atomic bombs over Hiroshima and Nagasaki on August 6 and 8, 1945, the emperor asked that the Japanese people bring peace to Japan . . . by surrendering to the Allied powers. The documents of surrender were signed on board the U.S.S. Missouri in Tokyo Bay on September 2, 1945. The terms of surrender included the occupation of Japan by Allied military forces . . . and surrender of Japan’s colonial holdings.

3. Which source is the primary source? Explain how you know.

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. Which of the sources gives more detail about the actual surrender of Japan?

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

5. Does the primary or secondary source have examples of bias within it? Explain your answer.

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Why Culture and Society Matters/
Why Civics and Government Matters/
Why Economics Matters

Directions: The statements below describe countries or regions you will learn about in your textbook. Decide if each of the statements refers to the culture, society, civic rights and responsibilities, government, or economy of the country or region. Write the vocabulary term that best describes the statement. Use your textbook to help you review the vocabulary before you begin.

1. Today many South American countries have a middle class made up mostly of business workers and professional people. Most South Americans, however, belong to the lower classes.

2. Brunei is a kind of monarchy called a sultanate. A leader called a sultan rules it. The sultan has a cabinet.

3. For many years, Mexicans worked in primary industries—farming and mining. In the 1940s, many Mexicans started working in manufacturing. Mexicans now manufacture many of the finished products they buy and use.

4. Australians speak English, but in their own special ways. They also adopted Aborigine words such as *jumbuck*, which means “sheep.”

5. Australians and New Zealanders are aware of the importance of conserving their environments and wildlife. Environmentalists have influenced governments to protect the land and wildlife.

6. In China people are not allowed to say anything bad about the government. Newspapers and television stations are censored. This means they cannot print or broadcast anything the government does not allow.

7. In African villages, elders met to discuss problems and agree on solutions. Even in many cultures where a king led the people, a council of advisers made the most important decisions.

Use after reading Introduction Lesson, pages 8–10.
Population and Settlement

**Directions** Read the paragraph and study the chart below, which shows four circle graphs. Then use the chart to answer the questions.

The movement of people on Earth is called migration. Some people migrate, or leave, their homeland for economic opportunities and better lives. These people are known by international law as **immigrants**. Others are forced from their home by war and unfair treatment. These people are known as **refugees**. According to the United Nations, there have been about 22.3 million refugees in recent years. In many countries they make up a large part of the population. The circle graphs below show the total population of four countries and the percent of people who have been pushed from these places during 1999–2000.

<table>
<thead>
<tr>
<th>Countries with Refugee Populations, 1999–2000</th>
</tr>
</thead>
</table>
| ![Pie chart for East Timor]  
*East Timor*  
Total Population: 700,000  
14% |
| ![Pie chart for Eritrea]  
*Eritrea*  
Total Population: 4,136,000  
14% |
| ![Pie chart for Sierra Leone]  
*Sierra Leone*  
Total Population: 5,233,000  
18% |
| ![Pie chart for Sudan]  
*Sudan*  
Total Population: 35,080,000  
1% |

1. Which country had the largest percent of refugees? Which country had the smallest?

2. Both Eritrea and East Timor lost 14 percent of their population. Which country had the greater number of citizens outside its borders?

3. Look closely at the total population and the percent of refugees for these countries. Which country had the highest number of refugees?
Directions: Study the map below. Pay close attention to the population density patterns of Asia. Use the map and an atlas to help you complete the map.

1. On the map, label the East Asian country that has fewer than 5 people per square mile in its western regions and more than 500 people per square mile along its eastern coast.

2. On the map, label the East Asian island country that has a population density of mostly 101–500 people per square mile.

3. Draw stars on the four countries on the map that have fewer than five people per square mile in most areas.

4. Circle the areas of China that have more than 500 people per square mile.

Use after reading Chapter 2, Skill Lesson, pages 58–59.
Directions Use the map on the previous page as well as an atlas to help you answer the questions that follow.

5. What is the population density for most of Saudi Arabia?

6. Where are Saudi Arabia’s densest regions located?

7. What are the four countries that have regions of more than 500 people per square mile?

8. Where are the most densely populated regions in India located?

9. Which regions of India are the least densely populated?

10. Study both China and India on the map. Which country has larger regions with more than 500 people per square mile?

11. How are the population density patterns of China and India similar? How are they different?
CITIZENSHIP SKILLS
Identify National Symbols

Directions: Read the paragraph. Then match each flag to the description below. Write the letter of each flag on the line next to the correct description.

Flags are symbols of national identity. Flags can represent a country’s people, geography, and culture. Many countries use symbols on their flags to link them to the past. Others use symbols that represent a religion, landforms, or industries found inside their borders. For example, the crescent moon with a star that is found on many flags is an important symbol of the religion of Islam. Some countries use color bars, such as red for courage, to describe their people.

A.  

B.  

C.  

D.  

E.  

F.  

Descriptions

1. Pakistan’s flag has an important Islamic symbol and two colors representing the Muslim majority and the minority groups that live in that country.

2. One symbol representing equality and four additional symbols representing the four seasons and compass directions are in the middle of the South Korean flag.

3. Tanzania was formed when two countries, Zanzibar and Tanganyika, united. Tanzania’s flag shows two equal pieces joined by a wide bar.

4. A two-headed eagle sits in the center of Albania’s flag, symbolizing this country’s history as part of the Byzantine Empire.

5. The crescent moon and star of Islam are placed in the center of the Tunisian flag.

6. Myanmar’s flag shows a machine wheel and a rice plant to represent industry and agriculture in that country.
One People, Many Cultures

Directions Some consider jazz music to be the first original American art. Throughout the 20th century, many musicians experimented with jazz music. Read the biographies of two famous jazz musicians. Then answer the question below.

Duke Ellington (1899–1974)

Duke Ellington began playing the piano when he was six years old. Ellington did not like the piano and quit until he heard a form of jazz called ragtime. Ragtime was very different from the music that Ellington had studied as a child. He was so impressed by it that he taught himself to play this type of music. Soon Ellington was writing his own music and playing it at high school dances. In the 1920s, he moved to New York City and played with a band. Ellington became famous because his ragtime jazz was different from other artists’ music. Ellington added African and Latin music to his arrangements. Over the next few decades, Ellington made records, toured the country, played on American radio shows, and made movies in Hollywood. In 1969, President Nixon awarded Duke Ellington the Presidential Medal of Freedom.

Ella Fitzgerald (1917–1996)

Ella Fitzgerald never had any formal training as a singer and became one of the world’s greatest jazz vocalists. Fitzgerald was born in Newport News, Virginia, and by 1934 became a popular singer in New York City. Fitzgerald sang with a swing jazz band that played in many of New York’s music clubs. At that time, discrimination made it difficult for African American musicians to perform. Fitzgerald’s popularity helped open many doors for other African American musicians. Over the next four decades, she made hundreds of records and sang for many of the great jazz musicians, including Duke Ellington. Fitzgerald won many awards for her music, including 14 Grammy Awards.

What contributions did Ellington and Fitzgerald make to jazz music?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Use after reading Chapter 3, Lesson 3, pages 114–119.
A Rugged Land

**Directions** Mexico is a land of steep mountains, hot deserts, and high plateaus. It also has three climate and vegetation regions: the tierra caliente, the tierra templada, and the tierra fría. Study the cross-section of this rugged land. Use the cross-section to answer the questions that follow.

1. Into which climate and vegetation zone does the volcano Popocatépetl reach?  

2. What is the average height of the Plateau of Mexico?  

3. Into which climate and vegetation zone does the land next to the Gulf of Mexico fall?  

4. At how many feet above sea level is Mexico City located?  

(continued)

Use after reading Chapter 5, Lesson 1, pages 172–176.
Directions Below are the names of six cities, landforms, and bodies of water found in Mexico. Number them 1–6 in the correct order of elevation, using 1 for the lowest and 6 for the highest feature. Use the cross-section on page 45 to help you complete the activity.

_____ Mexico City          _____ Plateau of Mexico
_____ Iztaccíhuatl          _____ Sierra Madre Oriental
_____ Gulf of California    _____ Sierra Madre Occidental

Directions Imagine that you are traveling across Mexico from Baja California to the Gulf of Mexico. Write your observations on a separate sheet of paper. Describe how the elevation and the climate of the land change. You may want to use the cross-section on page 45 and your textbook.
Creating a Mexican Culture

**Directions** Read the following paragraphs about the city of Tenochtitlán. Then number the illustrations to show the order of events in the city's growth.

The capital of the Aztec Empire was a fabulous city called Tenochtitlán. Although the settlement eventually became one of Earth's largest cities, it had very simple beginnings. In 1325 the Aztecs came to the Valley of Mexico and claimed an island in the middle of Lake Texcoco. The island had poor soil, and few crops could grow there. To solve this problem, the Aztecs built floating gardens called chinampas on the lake.

The Aztecs built these floating gardens by first making large rafts from the reeds that grew along the lake. The rafts were covered with many layers of mud and were anchored to the lake floor with large poles. Then seeds were planted in the layers of mud. As the plants grew, their roots reached down into the lake water. On some rafts, the Aztecs planted willow trees to hold the soil and keep it from blowing or washing away.

The Aztec harvests were plentiful, and the floating gardens grew larger. The Aztecs then began to fill in the spaces between the chinampas in the same way. There they built homes, shops, and temples. Eventually, the settlement grew to include other small islands in Lake Texcoco. Large causeways were built to connect the growing city to the mainland and the other islands. Later the Aztecs would extend their rule to areas beyond Lake Texcoco, but the city of Tenochtitlán would always remain the empire's largest and most powerful city.