Social Studies Out of School Packet

If school is closed, all parents and students will receive directions via email about what needs to be completed. This work will be graded.

*This packet was reviewed and sent home with students on Friday 3/13. Please leave this packet in a safe place at home so you can complete your work if school is closed.
Early People in the Central American Land Bridge

by James Folta

People have been living in Central and South America for many, many years now. How did ancient people live in this area thousands of years ago? Archaeologists studying the area of the Central American land bridge have been working to answer this question.

What is the Central American land bridge? It is the land that is now the countries of Costa Rica and Panama. Like a modern bridge over a river, this land bridge was used by animals and people to travel back and forth. This Central American land bridge connects the northern land that is now Nicaragua, Mexico, and so on to the southern land that is now Colombia, Brazil, and other South American countries.

People who were already living in North America traveled down and across this land bridge. Scientists think they traveled there around 11,000 BC. They probably were following large animals that they hunted and ate. These people would have traveled on foot, following the herds of animals. They had no permanent houses. They would pack up their things and bring them along as they hunted. Their homes were like tents and were very easy to take down and put up. Archaeologists can tell these people traveled via the land bridge because they have found similar arrowheads and tools in both the land bridge and in areas further north and south.

These tools are the main record of people’s movement and settlement. Ancient people at this time made their tools, by hand, out of stone. Later, they used obsidian, which is a dark glass formed in volcanoes. They made small hand axes, arrowheads and spearheads by knapping. Knapping is when
you hit one stone with another to break off little pieces. Slowly, you can shape the stone however you want. When certain stones (like obsidian or flint) break, they leave very sharp edges, which can be used to cut.

Archaeologists don't find evidence of these tools very often. When so much time passes, natural things like rain, dirt and trees destroy and bury them. Scientists also think the oceans were lower back then. This means there once was more land that is now underwater. Probably there is more evidence of people living in the area under the sea off the coasts of Costa Rica and Panama.

It is hard to tell when people stopped traveling along the land bridge and began living there. One clue is when people began farming. On the land bridge, this was around 9,000 and 7,000 BC. In Panama, scientists have found evidence that people were growing bottle gourds, squash, and a few other things around that time. These would be in small gardens, not big farms. People weren't eating just the plants they grew at this time. They would gather fruits and nuts from the forest, hunt deer, fish for crabs and fish, and eat from their gardens.

Archaeologists now think that some forests were actually farms too, which makes it harder to determine when hunting and gathering stopped. Places we once thought were wild were perhaps maintained by ancient people. This would be like an apple orchard. It looks like a forest, but has actually been planted and taken care of by humans—you wouldn't know it was a farm for apples unless you looked more closely. The same thing probably happened on the Central American land bridge and elsewhere.

Slowly, people built more permanent houses on the land bridge. The first small village archaeologists have found is in Costa Rica, in a place called Tronadora Vieja. There are round pole and thatch houses, which are simple huts made out of long tree branches covered in leaves and grasses. These houses date to 3,800 BC and were destroyed when a nearby volcano exploded and buried them in ash. Scientists also found the earliest maize kernels on the land bridge, as well as metates. Metates are small stone tables used to grind maize into powder. This was used in cooking and baking, like flour. Nearby at Laguna Zoncho, archaeologists found a bigger village, with more houses and farms. People started living here after Tronadora Vieja, around 3,240 BC.

People were still hunting and gathering at this time, though. Why did some people settle down to farm and some people continue moving around? There are lots of ideas, but on the land bridge, archaeologists think it had to do with the amount of rain and water in the area. Places that had less water made it harder for the forests to remain full of fruits and animals. So in these dry areas, people started to farm more, build houses and stay put. So some groups kept hunting and gathering while others were starting to build and farm.

Archaeologists are still studying this part of the world. Hopefully in the years to come, we can find out more about how ancient people lived on the Central American land bridge.
1. What is the Central American land bridge?
   A. a manmade bridge between North and South America
   B. the ancient name for the country of Mexico
   C. the land that is now the countries of Costa Rica and Panama
   D. the flooded strip of land between Central and South America

2. What does the author describe in the passage?
   A. the Central American land bridge and the people who traveled it
   B. the gradual rise in ocean level on the Central American land bridge
   C. the species of animals that crossed the Central American land bridge
   D. the cultures of North American peoples before 11,000 BCE

3. Why do scientists think that people traveled the land bridge around 11,000 BCE?
   A. because scientists found fossilized human footprints in the land bridge
   B. because scientists found similar arrow heads and tools in the land bridge and in areas further north and south
   C. because scientists found remains of tent-like residences in the land bridge
   D. because scientists found evidence of cattle herding in the land bridge

4. People in Panama started farming between 9,000 and 7,000 BCE but did not rely on it as their only food source. What evidence from the text supports this conclusion?
   A. "Places we once thought were wild were perhaps maintained by ancient people."
   B. "One clue is when people began farming. On the land bridge, this was around 9,000 and 7,000 BCE."
   C. "Scientists have found evidence that people were growing bottle gourds, squash, and a few other things around that time. These would be in small gardens, not big farms."
   D. "It is hard to tell when people stopped traveling along the land bridge and began living there."
5. What is this passage mostly about?
   A. the rise of agriculture in South America from 9,000 BCE to today
   B. how global warming has affected wildlife on the Central American land bridge
   C. the development of civilization on the Central American land bridge
   D. flint knapping and its importance in ancient Central American culture

6. Read the following sentences: "Places we once thought were wild were perhaps maintained by ancient people. This would be like an apple orchard. It looks like a forest, but has actually been planted and taken care of by humans—you wouldn't know it was a farm for apples unless you looked more closely."

   As used in the passage, what does "maintained" mean?
   A. kept in order
   B. planned
   C. destroyed
   D. seeded

7. Choose the answer that best completes the sentence below.

   The first people to travel the Central American land had no permanent dwellings; _______ they lived in tents that were easy to take down and put up as they moved around.
   A. moreover
   B. specifically
   C. therefore
   D. instead
8. What is knapping and for what did ancient people use it?


9. Why don't archeologists often find evidence of tools in the Central American land bridge? Provide two examples from the text.


10. How can archeologists tell when people started to settle on the land bridge, as opposed to just moving across it? Support your answer with evidence from the text.


Using the map below, determine which letter represents each continent or ocean.

1) North America
2) South America
3) Europe
4) Asia
5) Africa
6) Australia
7) Antarctica
8) Pacific Ocean
9) Atlantic Ocean
10) Indian Ocean
11) Arctic Ocean
12) Southern Ocean

13) If you were in Europe and went east which continent would you end up in?
   A. North America
   B. Antarctica
   C. Asia
   D. Australia

14) Which of these continents is closest to Europe?
   A. Antarctica
   B. Australia
   C. Africa
   D. South America

15) Which ocean touches South America’s western border?
   A. Atlantic Ocean
   B. Indian Ocean
   C. Pacific Ocean
   D. Arctic Ocean

16) Which of these continents is closest to Africa?
   A. Australia
   B. Europe
   C. North America
   D. Antarctica

17) If you were in Europe and went south which continent would you end up in?
   A. North America
   B. Africa
   C. Australia
   D. Asia
Plants and animals live together in a cold, dry region called the Arctic tundra. The Arctic tundra is located in the northern parts of Alaska, Canada, Finland, Greenland, Norway, Russia, and Sweden.

The tundra area has long, cold winters, and short, cool summers. Small, strong plants such as lichens and mosses can grow there. Large animals such as caribou roam the land. Smaller animals such as arctic foxes and hares grow white winter coats. Birds include snowy owls and ptarmigans, plus many more. Seals, walruses, and polar bears are found along the coasts.
The Arctic Tundra

Monday

1. What is the Arctic tundra?

2. Which labeled states, countries, or territories are part of the Arctic tundra?

Tuesday

1. Describe the winters and summers in the Arctic tundra.

2. Name a large land animal that is common in the Arctic tundra.

Wednesday

1. Which animals are common along the coasts of the Arctic tundra?

2. What kinds of plants can grow in the Arctic tundra? In which season can you find most plants?
The Arctic Tundra

Thursday

1. The Arctic tundra region is in which continents?

2. Which island is located in the Arctic region but belongs to a country located outside the Arctic region?

Friday

1. The map is a polar projection map. What does this kind of map show?

2. Which point on the map is in the center of the Arctic Circle?

Challenge

Animals have to adapt to the harsh climate of the tundra. Take the quiz below. Match the animals to the ways they adapt to the environment. Cut the quiz out and glue it to the back of the map. Use an encyclopedia or other reference to help you.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hare</td>
<td>a. has feet covered in feathers</td>
</tr>
<tr>
<td>2. polar bear</td>
<td>b. stores fat called blubber</td>
</tr>
<tr>
<td>3. ptarmigan</td>
<td>c. grows two layers of fur</td>
</tr>
<tr>
<td>4. walrus</td>
<td>d. has snowshoe feet</td>
</tr>
</tbody>
</table>
PRACTICING MAP SKILLS

Use Map 1-2: Panama below to decide whether each statement about relative location is true or false. Write T if the statement is true. Write F if the statement is false.

1. Panama has water to the north and south.
2. The country of Colombia is located to the west of Panama.
3. The Caribbean Sea is located to the north of Panama.
4. The Canal Zone is located in the central part of Panama.
5. When a ship enters the Panama Canal at Colón, it is northwest of the other end of the canal at Panama City.
6. Costa Rica is located northwest of Panama.
7. According to this map, all parts of the Caribbean Sea are east of the Pacific Ocean.
8. The city of Rio Hato is about 300 kilometers west of La Palma.
Reading a Timeline

The History of Video Games

1950
Willy higbinbotham creates a table tennis game on an oscilloscope, the first “video game”. 1958

1960
Atari released the first home console with removable cartridges. 1977

1970
The Magnavox Odyssey is released. It is the first home video game system. 1972

1980
Nintendo releases its first console in America. The NES. 1986

1990
Nintendo releases its first handheld console. The Gameboy 1989

Sony releases its first console. The Playstation. 1994

2000
The tamagotchi virtual pet is released for the first time. 1996

1) Which happened earlier? A. Nintendo released the gameboy or B. Nintendo released the NES

2) How many years after the PlayStation was released was the Tamagotchi released?

3) What year was the first video game created? 

4) What year did games start to let players record their high scores? 

5) What is the span (number of years shown) of this timeline? 

6) What year was the Odyssey released? 

7) What year did Nintendo release the NES? 

8) Sony released the PlayStation 3 in 2006. Could you put this event on the timeline above? (Yes/No)

9) What is this timeline about?

10) What event happened in 1994?
Many people wrongly think that cities don't have farms and that fruits and vegetables are only grown in the country. Believe it or not, there are more and more urban farms popping up in cities all over the world.

Alexandra Sullivan, a food systems researcher in New York City, studies urban agriculture. Urban agriculture is another name for farming and gardening in a city environment. Ms. Sullivan studies everything from tiny gardens in empty lots between buildings to bigger fields that have been planted and cultivated. According to Ms. Sullivan, "Urban agriculture has existed since cities have, across the world."

The number of humans living in urban areas, or cities, is increasing. The amount of people who want to garden in urban areas is also rising. Ms. Sullivan says, "In small gardens, on rooftops and indoors, city residents grow fruits, vegetables, grains, and herbs, and raise animals to produce dairy, eggs, honey, and meat. City residents use these foods as supplements [additions] to food produced by rural agriculture." Even though some people who live in urban areas grow crops, urban residents still need
to rely on food grown in rural areas. This is because a city doesn't have enough space to grow enough food for everyone living in it.

In New York City, urban farmers have come up with many different ways to grow their own produce, even though there isn't a lot of room. For example, Brooklyn Grange is a farming operation that has two rooftop vegetable farms in New York City. All together, the farms are made up of 2.5 acres of rooftop space. This makes Brooklyn Grange one of the largest rooftop farming operations in the world.

Brooklyn Grange grows tomatoes, lettuce, peppers, kale, chard, herbs, carrots, radishes, and beans. The farming company sells its vegetables to local residents and restaurants. And because the farms are on rooftops, they are specially adapted to their urban location. They use available space that is not needed for anything else. As more urban farmers find ways to grow food in cities, urban residents will be better able to get fresher ingredients for their meals.

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Answer the M/C Qs by circling the letter next to your answer choice.

1. What is urban agriculture?
   A. farming and gardening in the country
   B. a term for cities that have farms
   C. farming and gardening in a city environment
   D. a method of growing food indoors

2. What does the passage describe?
   A. how to grow potatoes and beans on a roof
   B. agriculture in urban environments
   C. the history of urban agriculture
   D. technology used in urban agriculture
3. Urban agriculture cannot serve as the only food source for a large city. What evidence from the passage supports this statement?

A. "This is because a city doesn't have enough space to grow enough food for everyone living in it."
B. "In New York City, urban farmers have come up with many different ways to grow their own produce, even though there isn't a lot of room."
C. "In small gardens, on rooftops and indoors, city residents grow fruits, vegetables, grains and herbs, and raise animals to produce dairy, eggs, honey and meat."
D. "Brooklyn Grange grows tomatoes, lettuce, peppers, kale, chard, herbs, carrots, radishes, and beans."

4. Based on the text, what is a common challenge urban farmers face?

A. Growing produce during water shortages.
B. Keeping urban farms safe from city residents.
C. Fighting against cities’ laws that ban urban agriculture.
D. Finding the right space to grow their produce.

5. What is this passage mostly about?

A. farming in city environments
B. the advantages of urban agriculture
C. how people can begin their own urban farm
D. the rooftop gardens of Brooklyn Grange

6. Read the following sentence: "In New York City, urban farmers have come up with many different ways to grow their own **produce**, even though there isn't a lot of room."

What does "**produce**" most nearly mean as used in this sentence?

A. foods grown in the country
B. foods made with sugar
C. fruits and vegetables
D. desserts and drinks
9. Give an example of a place where urban farmers can grow their own produce.


10. Explain how and why urban farms adapt to their city environment. Support your answer using information from the passage.
**PRACTICING MAP SKILLS**

Use Map 1-3: The World below to answer the questions about relative location. Use intermediate directions where necessary.

1. Where is the United States located on this map?

2. What country is to the north of the United States?

3. What country is to the south of the United States?

4. What direction is South Africa from the United States?

5. What direction is Australia from the United States?

6. In what direction would you travel to go from Japan to the United States?

7. In what direction would you travel to go from India to the United Kingdom?
PRACTICING MAP SKILLS

Use what you have learned about direction and distance to answer the questions about Map 1-1: The United States on page 12.

1. What part of this map shows direction? _______________________________________________________

2. What part of this map shows distance? _____________________________________________________

3. If you were in Kansas, in which direction would you have to travel to reach each of the states listed below? Use intermediate directions when necessary.
   a. South Dakota ____________________________________________
   b. Virginia _________________________________________________
   c. Utah ____________________________________________________
   d. Texas __________________________________________________
   e. Washington _____________________________________________
   f. Florida _________________________________________________
   g. New Mexico _____________________________________________
   h. Michigan _______________________________________________

4. How many miles does the full length of the scale bar on the map represent? _______________________

5. About how many miles is it from east to west across Colorado? ________________________________

6. About how many miles is it from north to south across Texas at its widest point? _______________________

7. How would you measure a distance on the map that is longer than the scale bar? __________________

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

8. About how many miles is it from Ohio to Oklahoma when traveling southwest? ____________________

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
A Physical Map: Mexico

Monday

1. Name four kinds of physical features that are included on the map of Mexico.

________________________________________________________________________
________________________________________________________________________

2. Name two large peninsulas in Mexico.

________________________________________________________________________
________________________________________________________________________

Tuesday

1. Which mountain range is located east of the Central Plateau?

________________________________________________________________________

2. Which mountain range covers the most area in Mexico?

________________________________________________________________________

Wednesday

1. Name the large gulf that borders Mexico and the United States.

________________________________________________________________________

2. Which desert borders Mexico and the United States on the Rio Grande?

________________________________________________________________________
**A Physical Map: Mexico**

**Thursday**

1. Name the labeled international borders of Mexico.

2. Mountains and plateaus cover two-thirds of Mexico. Which landforms cover the rest of the country?

**Friday**

1. Rainforests cover parts of the Yucatán Peninsula. Which peninsula is covered by a much drier landscape?

2. What is the highest peak in Mexico and what is its elevation?

**Challenge**

On the map, label the following borders in the correct positions. On the United States border, label Arizona, California, New Mexico, and Texas. In Central America, label the countries of Belize and Guatemala. Use a reference map or atlas to help you.
CHART AND GRAPH SKILLS

Compare Tables

**Directions**: The tables below compare the populations, ethnic groups, dates of independence, and leaders for some countries in East and Southern Africa. Study the tables. Then answer the questions and complete the activities on the next page.

### East Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Ethnic Groups</th>
<th>Date of Independence</th>
<th>Heads of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Djibouti</td>
<td>451,442</td>
<td>Afar, Arab, European, Somali</td>
<td>June 27, 1977</td>
<td>President and Prime Minister</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>64,117,000</td>
<td>Afar, Amhara, Gurage, Oromo, Shankella, Sidamo, Somali, Tigre</td>
<td>Always Independent</td>
<td>President and Prime Minister</td>
</tr>
<tr>
<td>Uganda</td>
<td>23,317,560</td>
<td>Acholi, Arab, Aslan, Baganda, Bagisu, Basogo, Batobo, Bunyoro, European, Karamojong, Langi, Lugbara, Rwanda</td>
<td>October 9, 1982</td>
<td>President</td>
</tr>
<tr>
<td>Somalia</td>
<td>7,253,137</td>
<td>Arab, Bantu, Somali</td>
<td>July 1, 1960</td>
<td>None</td>
</tr>
</tbody>
</table>

### Southern Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Ethnic Groups</th>
<th>Date of Independence</th>
<th>Heads of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>1,576,470</td>
<td>Basarwa, Batswana, European, Kalanga, Kgalagadi</td>
<td>September 30, 1966</td>
<td>President</td>
</tr>
<tr>
<td>Lesotho</td>
<td>2,143,141</td>
<td>Asian, European, Sotho</td>
<td>October 4, 1966</td>
<td>King and President</td>
</tr>
<tr>
<td>Mozambique</td>
<td>19,104,696</td>
<td>Aslan, Chokwe, European, Makua, Manyika, Shangaan, Sena</td>
<td>June 25, 1975</td>
<td>President and Prime Minister</td>
</tr>
<tr>
<td>Swaziland</td>
<td>1,083,289</td>
<td>European, Swazi, Shangaan, Tonga, Zulu</td>
<td>September 6, 1968</td>
<td>King and Prime Minister</td>
</tr>
</tbody>
</table>

(continued)
1. Which of the countries in East and Southern Africa have kings?

2. Which East or Southern African country has always been an independent nation?

3. Which East or Southern African country has the largest population? Which country has the smallest?

4. Name the East and Southern African countries that have both Presidents and Prime Ministers leading their people.

5. Which Southern African countries have Shangaan people living within them?

6. Which countries have Europeans as part of their populations?

7. Which East or Southern African nation has no head of state?

8. The Baganda, Bagisu, and Basogo people live in which country?

Directions: Use the tables to help you order the following lists. Write the numbers 1–4 on the lines next to each country.

9. Countries by population (Highest to Lowest)
   - Botswana
   - Somalia
   - Mozambique
   - Uganda

10. Countries by Date of Independence (First to Last)
    - Lesotho
    - Djibouti
    - Uganda
    - Swaziland

Use after reading Chapter 14, Skill Lesson, pages 506–507.
Placing Events on a Timeline

Determine which letter best represents the location the event should occur on the timeline. Not all letters will be used.

The Internet


A B C D E F G H I J K L M

1) The first internet virus, 'Elk Cloner', is written by Bob Thomas. (1981)

2) ARPA (Advanced Research Projects Agency) goes online connecting four universities. (1969)

3) Electronic mail is introduced by Ray Tomilson. (1972)

4) Microsoft creates a web browser for Windows 95. (1994)

5) The video sharing website 'youtube' is launched. (2005)

6) The first dial up internet is introduced for consumers. (1989)


8) Larry Page and Sergey Brin create the search engine 'Google'. (1998)

9) The word 'Internet' is used for the first time. (1982)

10) Apple Computer is founded by Steve Jobs and Steve Wozniak. (1976)
Directions: In the box at bottom left, write the name of each continent. Spelling/caps count!