

Mapping Our World

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Corresponds with the 2019 update of *The Nystrom World Atlas*.

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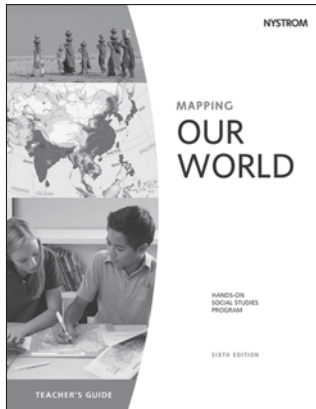
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Mapping Our World

Program Components



Teacher's Guide

World Geography and World Cultures

8 Units:

- Reviewing Geography Skills
- World
- North America
- South America
- Africa
- Europe
- Asia
- Australia and Oceania

68 Student Lessons and 7 Assessments

Teacher's Guide pages for every unit

Student Lessons

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

South America Comparing Plains Regions

In Lesson 26 you compared South America's highland regions. In this lesson, you'll use symbols and labels to compare the plains regions.

Where are South America's plains regions?

- The **plains** regions cover about three-fifths of South America. A **plain** is a large area of land that is mostly flat or gently rolling. The plains in South America can be divided into two regions: the **Northern Plains** and the **Southern Plains**.
 - Turn to the South America Activity Map.
 - Give the map a title. Across the top of the map, write **COMPARING PLAINS REGIONS**.
- The **Northern Plains** are located between the Andes Mountains and the two eastern highlands regions.
 - On your Activity Map, draw a line along the eastern boundary of the Andes Mountains from the northern coast of Venezuela to Tierra del Fuego.
 - Use the map on Activity Sheet 27d to help you draw the Guiana Highlands and the Brazilian Highland regions on your Activity Maps.
 - Now, draw a line between the Andes Mountains and Brazilian Highlands region at 15°S.
 - In the Pacific Ocean, near the Equator, write and underline **NORTHERN PLAINS**.
- The **Southern Plains** are located east of the Andes Mountains and west and south of the Brazilian Highlands.
 - Turn to the cross section on page 58 of *The Nystrom World Atlas*. Point to the low area between the Andes Mountains and the Brazilian Highlands.
 - Now, look at the Elevation Map on page 58. Point to areas in the south with elevations below 1,000 feet.
 - In the Atlantic Ocean, at 30°S, write and underline **SOUTHERN PLAINS**.

What are the characteristics of the Northern Plains?

- The **Llanos** and the **Amazon Basin** make up the Northern Plains.
 - On your Activity Map, across the flat plains of the Llanos, draw plains symbols “—”.
 - The **Llanos**, “level lands” in Spanish, has grasslands with few trees. In the Llanos, draw a grassland symbol “—”.
 - The Amazon Basin is surrounded by higher land. On the basin, draw this symbol “—”.
 - The largest tropical rain forest in the world is in the Amazon Basin. In the Amazon Basin, draw a rain forest symbol “—”.

Comparing Plains Regions Putting It Together

Use your completed Activity Map, Activity Sheets 27a–27c, and pages 56–61 of the Atlas to fill in the chart below.

- Color in the appropriate region on each map.
- In the symbol columns, draw the symbols you used on your Activity Map.
- In the explanation columns, describe what each symbol represents or give an example of it.

Northern Plains		Southern Plains	
Symbol	Explanation	Symbol	Explanation

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

Northern Plains	Description of Regions	Southern Plains

Comparing Plains Regions

For use with pages 56–61 of *The Nystrom World Atlas*.

Objectives
Students will be able to:

- Divide South America into geographical regions.
- Use maps to gather data on landforms, land cover, precipitation, growing seasons, land use, and population.

Materials

- The Nystrom World Atlas*
- Activity Sheets 27a–27d, *Comparing Plains Regions*
- Mapping Our World Activity Maps*
- Map Markers
- Master Legend

Here's a Tip!

- Photocopy the Master Legend on page 5 for your students or project the Master Legend.
- See Activity Sheet 27d for students' South America booklets.

Answers

Northern Plains		Southern Plains	
Symbol	Explanation	Symbol	Explanation
—	level, grassy	—	level, grassy, higher, rice, cacao
—	all year growing season	—	very long to very short
—	extensive farming, ranching and herding, logging	—	commercial farming, ranching and herding
—	sparsely populated	—	sparsely populated, large human towns

☆ Answers will vary. Students may describe the Northern Plains as having abundant precipitation and as being mostly rain forest and grassland. They might describe the Southern Plains as having little precipitation or being both flat and hilly, or agricultural.

Climate Zones in the Tropics

For use with page 58 of *The Nystrom World Atlas*.

Objectives
Students will be able to:

- Identify characteristics of climate zones in the tropics.
- Understand that different crops grow better in different climates and at different elevations.

Materials

- The Nystrom World Atlas*
- Activity Sheets 28a–28d, *Climate Zones in the Tropics*
- Mapping Our World Activity Maps*
- Map Markers
- Scissors
- Glue

Notes

- Brazil is the second-largest producer of bananas in the world, and Ecuador is number three.
- Brazil is the top producer of coffee; Colombia is number two.
- Brazil is the largest producer of sugar in the world.

Answers

Zone	Meaning	Elevation (feet)	Growing Season	Crops/Livestock
Tierra Caliente	Hot land	2,000 or less	☀	bananas, sugar, rice, cacao
Tierra Templada	Temperate land	2,000–5,000	☀	coffee, corn
Tierra Fria	Cold land	5,000–10,000	☀	potatoes, barley, wheat
Paramo	High barren plain	5,000–15,000	☀	llamas, alpacas, sheep
Tierra Helada	Frozen land	over 15,000	☀	none

☆ Answers will vary. Students may mention bananas, sugar, rice, or cacao because of the area's low elevation and long growing season.

Teacher's Guide Pages

- Handy, easy to use:
- Objectives
- Materials
- Answers
- Tips for teaching
- Background notes

Each unit has:

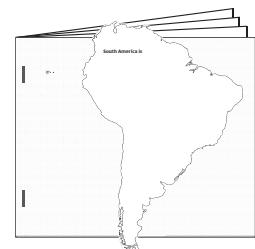
- Cross-curricular Activities
- Literature Links

Literacy Lessons

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

Unit Booklets

Students assemble their graphic organizers into a study guide—to help them prepare for each unit review.





World Climate and Latitude

Weather—temperature, precipitation, and wind—is a daily condition in a particular location. Climate is a pattern of weather over long periods of time in a region. In this lesson, you'll discover how distance from the Equator affects climate.

Atlas
Activity Map
Map Marker

What are the latitude zones?

1. The world can be divided into **latitude zones**. Some lines of latitude have names, such as the Equator. Two other lines of latitude with names are the Tropic of Cancer and the Tropic of Capricorn. They border the zone called **low latitudes**. They are called low latitudes because of their low latitude numbers.
 - a. Turn to the *World Activity Map*.
 - b. Give the map a title. Across the top of the map, write **CLIMATE AND LATITUDE**.
 - c. Find the Tropic of Cancer ($23\frac{1}{2}^{\circ}\text{N}$). Trace it with a dashed line.
 - d. Find the Tropic of Capricorn ($23\frac{1}{2}^{\circ}\text{S}$). Trace it with a dashed line.
 - e. The low latitudes are between the Tropic of Cancer and the Tropic of Capricorn. Along the right edge of the map, between your two lines, write **LOW**.
2. The **middle latitudes** are farther from the Equator than the low latitudes. There are middle latitudes north and south of the Equator.
 - a. Trace the Arctic Circle ($66\frac{1}{2}^{\circ}\text{N}$) with a dashed line.
 - b. Along the right edge of the map, between the Arctic Circle and the Tropic of Cancer, write **MIDDLE**.
 - c. Also trace the Antarctic Circle ($66\frac{1}{2}^{\circ}\text{S}$) with a dashed line.
 - d. Along the right edge of the map, between the Tropic of Capricorn and the Antarctic Circle, write **MIDDLE**.
3. The **high latitudes** are farthest from the Equator. They have the highest latitude numbers. There are high latitudes north and south of the Equator.
 - a. Along the right edge of the map, between the top of the map and the Arctic Circle, write **HIGH**.
 - b. Between the Antarctic Circle and the bottom of the map, write **HIGH**.





What temperatures are found in the latitude zones?

4. Because the low latitudes lie between the Tropic of Cancer and the Tropic of Capricorn, they are often referred to as the tropical zone or **tropics**.
 - a. Turn to the Growing Season Map on page 17 of *The Nystrom World Atlas*. Use two fingers to follow the Tropic of Cancer and Tropic of Capricorn. Notice the growing season pattern in the tropics.
 - b. On your Activity Map, directly below the Tropic of Cancer, in the Pacific Ocean, write and underline **TROPICS**.
 - c. In the tropics, temperatures are above freezing all year in most areas. On the Equator, write **HOT ALL YEAR**.
 - d. In the tropics, draw ☀.
5. The middle latitudes aren't quite as hot as the tropics. That's why they are often referred to as **temperate zones**.
 - a. On your Activity Map, below both the Arctic Circle and the Tropic of Capricorn, write and underline **TEMPERATE**.
 - b. In these zones, it is warm or hot in the summer and cool or cold in the winter. In both temperate zones, write **SEASONAL CHANGES**.
 - c. In the temperate zones, the growing seasons vary depending on whether a place is closer to a tropic or to a polar circle. Look again at the Growing Season map on page 17 of the Atlas. With two fingers, trace the Arctic Circle and the Tropic of Cancer. Also trace the Tropic of Capricorn and the Antarctic Circle.
 - d. On your Activity Map, near the Tropic of Cancer and the Tropic of Capricorn, draw ☀.
 - e. Near the Arctic Circle and the Antarctic Circle, draw ☀.
6. The high latitudes are called **polar zones**.
 - a. At the top of your Activity Map, write and underline **POLAR**.
 - b. Below the Antarctic Circle, also write and underline **POLAR**.
 - c. On page 17 of the Atlas, look at growing seasons in the polar zones.
 - d. These zones are quite cold. Ice covers much of the land and water. On your Activity Map, in the northern and southern polar zones, write **COLD**.
 - e. In both polar zones, draw ☀.




What else affects climate?

7. Precipitation is another important element of climate.

- a. Turn to pages 18–19 of *The Nystrom World Atlas*. With two fingers, trace the Tropic of Cancer and the Tropic of Capricorn. Look at the colors between those two lines.
- b. Many areas of the tropics have a **tropical climate**. Look at photo A and read its caption.
- c. Some areas of the tropics have a **dry climate**. Look at photo B and read its caption.
- d. On your Activity Map, at the location where photo A was taken—2°S, 30°E—draw a tropical climate symbol .
- e. At the location where photo B was taken—27°N, 70°E—draw a dry climate symbol .
- f. Turn to page 16. Find these locations on the Precipitation Map.
- g. Use the Master Legend to help you identify the precipitation symbols for both locations. Draw them on your Activity Map.

8. Besides latitude, **elevation** can have an effect on climate.

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

9. Distance from the **ocean** can also affect the climate of an area.

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

10. Seasons occur at opposite times of the year in the Northern and Southern Hemispheres.

- a. At the left edge of your Activity Map, between the Equator and the top of the map, write **SUMMER = JUNE–SEPT**.
- b. Between the bottom of the map and the Equator, write **SUMMER = DEC–MAR**.

Name _____



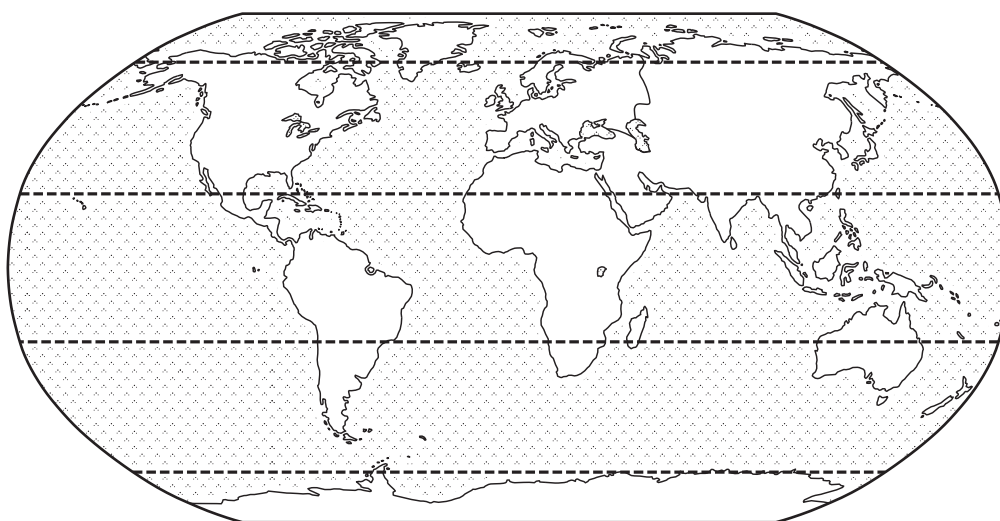
Climate and Latitude

Pulling It Together

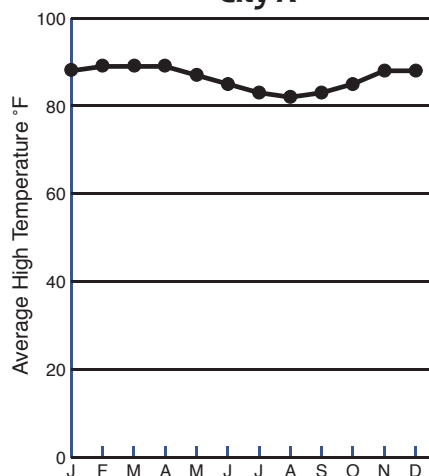
Use the information from your completed Activity Map, Activity Sheets 8a–8c, and pages 16–19 of the Atlas to match temperature graphs with climate zones.

- First, label each section of the world map below with the appropriate climate zone (**TROPICAL**, **TEMPERATE**, or **POLAR**).
- Then draw a line from each temperature graph to the correct climate zone.

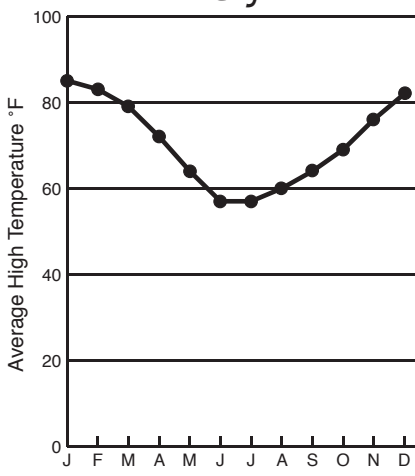
Climate Zones



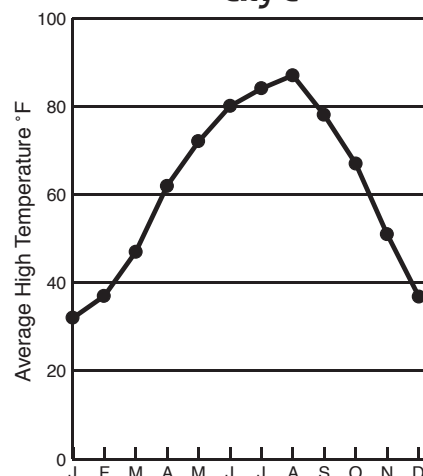
City A




City B



City C



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

Mapping Our World

North America

Cross-Curricular Activities

Critical Thinking *Evaluate a World Heritage Site*

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

Geography *Plan a Tour*

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

Literature Links



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

If America Were a Village (p)

by David J. Smith

Who Was First? Discovering the Americas

by Russell Freedman

Any Small Goodness

by Tony Johnston

An Island Like You

by Judith Ortiz Cofer

Escape from Saigon: How a Vietnam***War Orphan Became an American Boy***

by Andrea Warren

Before We Were Free

by Julia Alvarez

The Coast Mappers

by Taylor Morrison

Panama Canal

by Elizabeth Mann

Downriver

by Will Hobbs

Saguaro Moon: A Desert Journal

by Kristin Joy Pratt-Serafini



Lesson

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Africa

Meeting the People



Atlas
Activity Map
Map Marker

The vast Sahara is difficult and dangerous to cross. For thousands of years, this desert has separated Africa into two regions. In this lesson you will discover how this boundary has affected the people of Africa.

Northern Africa, 650 CE
I am a nomadic herder from Asia. I have journeyed here to northern Africa in search of new land for my camels to graze on. Others like me have also come to Africa. We speak Arabic and share many beliefs and traditions. Northern Africa is beautiful, but the great Sahara can be very harsh.
— Arabian tribesman

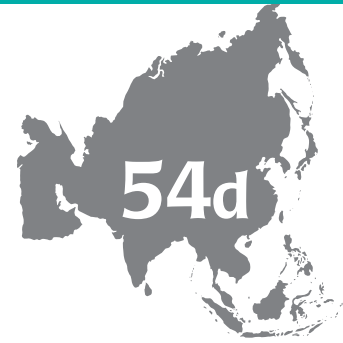
Cairo, Egypt, today
Assalam alaikum! That's an Islamic greeting, which means "peace be with you." My name is Leila and I am 12 years old. My family is large, like many Egyptian families. I live with my parents, my older sister, my younger brother, my grandmother, and my cousin visiting from the United States. Our home is in Cairo. Almost 12 million people live in this city. My father works as a professor of agriculture at Al-Azhar University.
— student

1. Africa can be grouped into two cultural regions: those who live **above the Sahara** and those who live **below the Sahara**.
 - a. Turn to the *Africa Activity Map*.
 - b. Give the map a title. Across the top of the map, write **MEETING THE PEOPLE**.
 - c. Underline the word *Sahara* on the Activity Map.
 - d. Now trace the southern boundaries of Western Sahara, Algeria, Libya, and Egypt. (Use the Political Relief Map on page 63 of *The Nystrom World Atlas* as a reference.)
 - e. The people who live above this line are often referred to as North Africans. On your Activity Map, near the north coast of Africa, write and underline **NORTH AFRICANS**.
 - f. The people who live below the Sahara are commonly referred to as sub-Saharan Africans. South of the Sahara, write and underline **SUB-SAHARAN AFRICANS**.
2. North Africa is much like the Middle East. Most North Africans are Arab.
 - a. On your Activity Map, in North Africa, write **ARAB**.
 - b. The official language of the six countries of North Africa is Arabic. Write **SPEAK ARABIC** in North Africa.
 - c. Most North Africans have the same religion—Islam. Followers of Islam are Muslim. Write **☞ ISLAM** in North Africa.
3. **Extended families** are common among North Africans.
 - a. Children and their parents often share a house with grandparents, aunts, uncles, and cousins. On your Activity Map, in North Africa, write **EXTENDED FAMILIES**.

Name _____

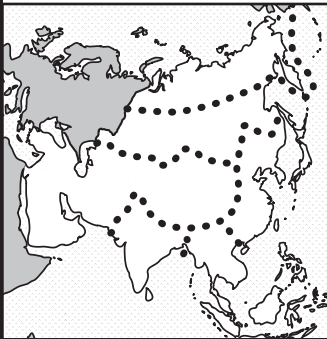
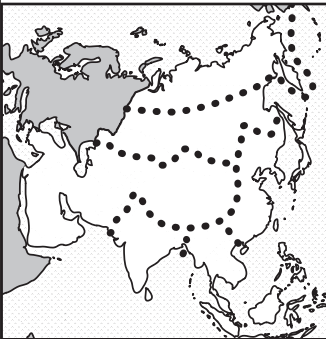
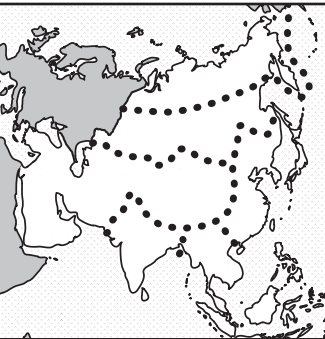
Comparing Dry Regions


Pulling It Together



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

- Color in the appropriate region on each map.
- In the symbol columns, draw the symbols you used on your Activity Map.
- In the explanation columns, describe what each symbol represents or give an example.

	North	Desert	Central
			
	Symbol	Symbol	Symbol
	Explanation	Explanation	Explanation
Landforms			
Precipitation			
Growing Season			
Land Use			
Population			

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

Descriptions of Regions

North

Desert

Central

Name _____

European Union

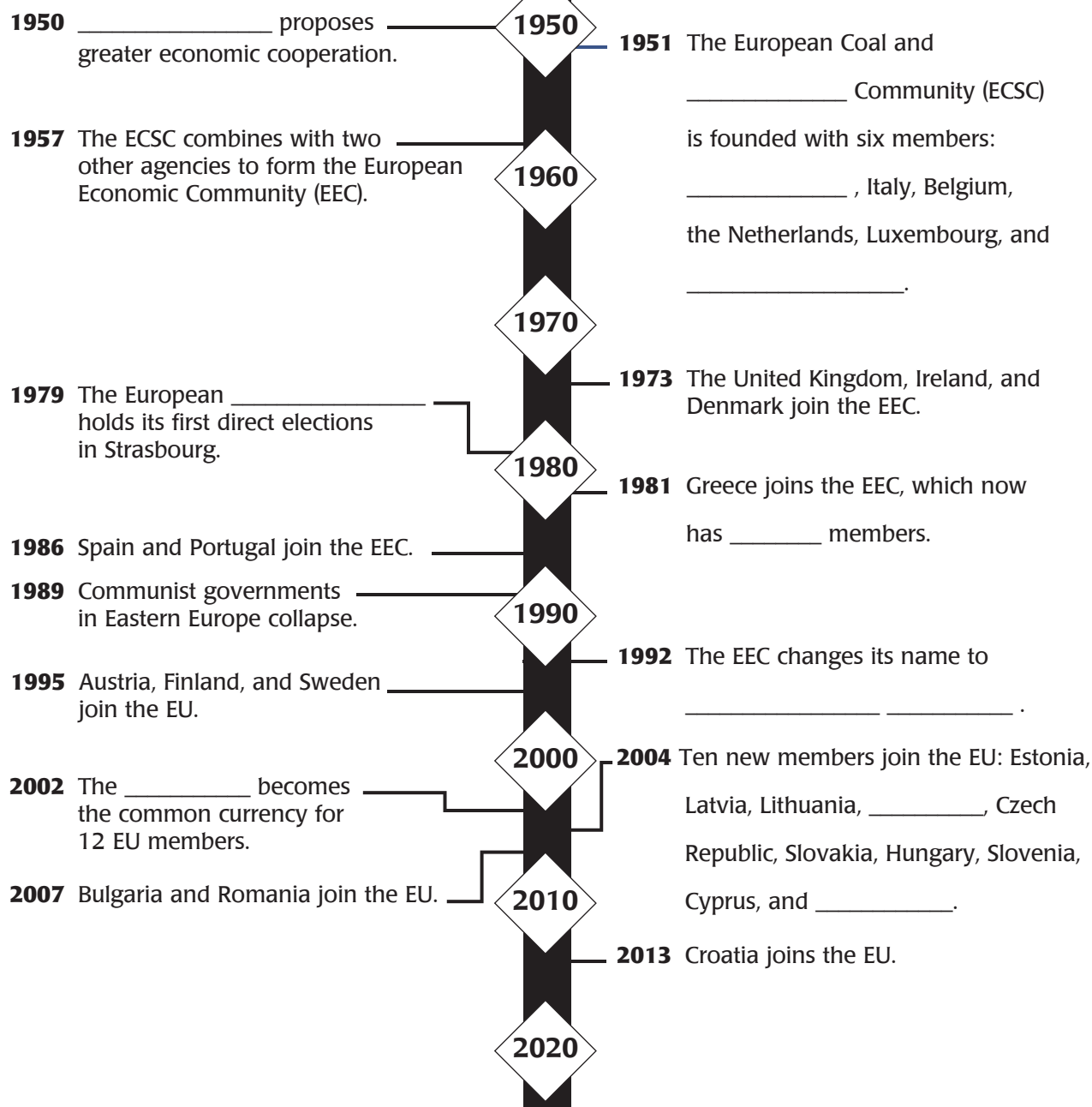
Pulling It Together



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



European Union Time Line



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

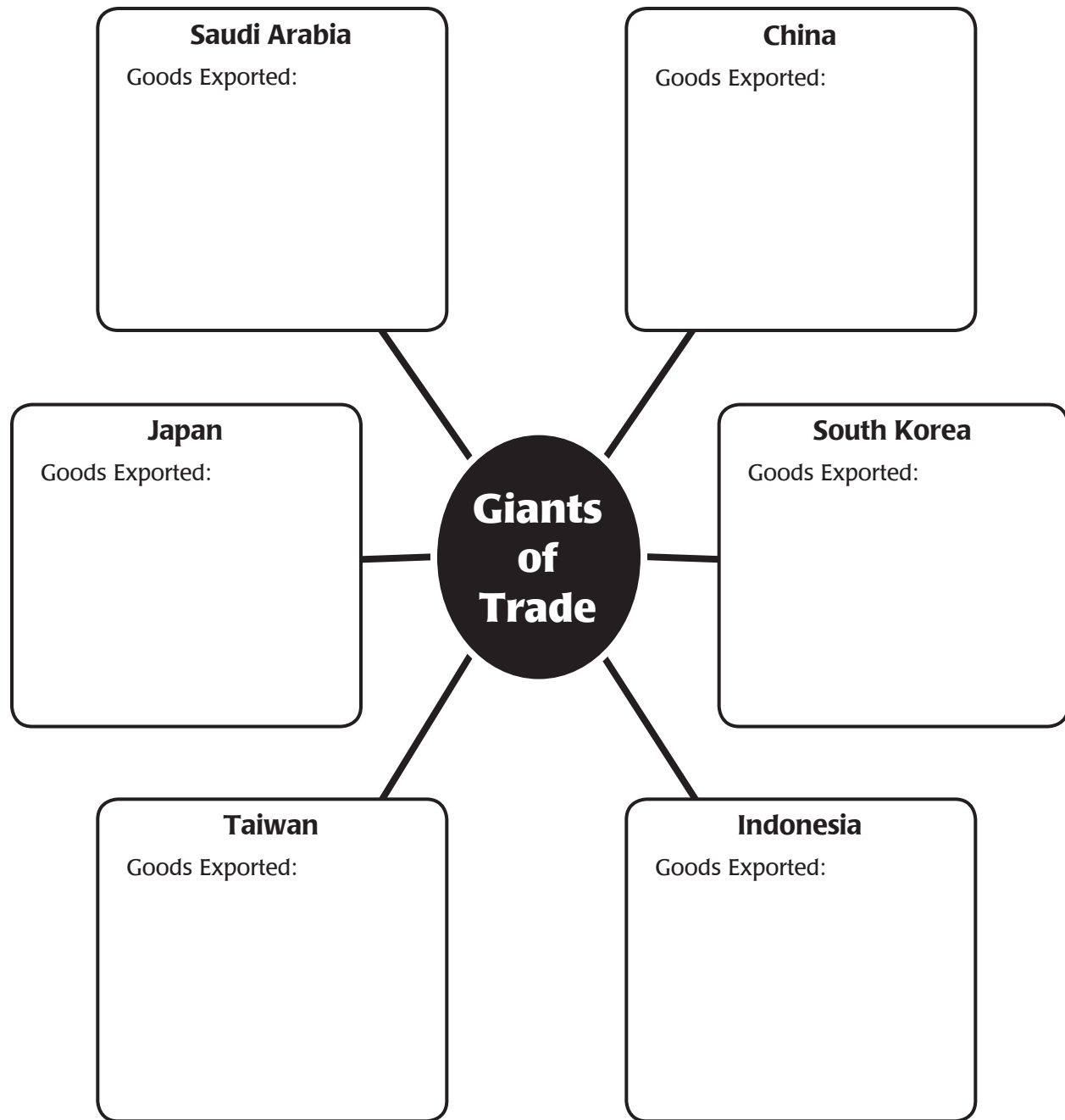
Name _____

Giants of Trade

Pulling It Together



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



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