## Focus on Reading

Responses on the charts will vary, but students' notes should reflect an understanding of the main ideas and key concepts of the chapter.

## Focus on Writing

Students' job descriptions will vary but should reflect the five themes of geography, the six essential elements of geography, some of the main branches of geography, and the importance of geography in general. The writing should be well organized and should clearly identify the job's task and responsibilities. It should also include the qualities that make for a good geographer.

## Chapter Review

### REVIEWING VOCABULARY, TERMS, AND PLACES

1. geography
2. region
3. map
4. environment
5. cartography
6. human geography
7. meteorology
8. globe

### COMPREHENSION AND CRITICAL THINKING

1. maps and globes
2. systems
3. physical and human geography

### REVIEWING THEMES

1. Place
2. Movement
3. Regions
4. Location
5. Human-Environment Interaction

### REVIEW ACTIVITY: ADVERTISEMENT

Students' advertisements will vary. However, content should focus on the reasons to study physical and human geography. possible answers: physical geography—to better understand mountains, oceans, rivers and weather; human geography—to better understand people, their ways of life, homes, cities, beliefs, and customs

## Interdisciplinary Project

### MAP YOUR NEIGHBORHOOD

Students' maps will vary but should include human and physical features of their neighborhoods, labels, and maps should be accurate and attractive.

## Interdisciplinary Project

### FORECAST THE WEATHER

Students' forecasts will vary but should meet all project criteria, including evidence of research, comparisons with actual weather, and specific facts and details.

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# A Geographer's World

## COMPREHENSION AND CRITICAL THINKING

1. the world, people, and their landscapes
2. Answers will vary. Sample answer: The themes "Place" and "Regions" are combined in the element "Places and Regions."
3. physical, cartography
4. Answers will vary.

## SECTION 1

### Call-Out Boxes

1. To find answers, they gather data by observing and measuring.
2. local, regional, global
3. Both show what Earth looks like.
4. They are easier to work with. They can also show small areas, such as cities, better.

### Challenge Activity

Answers will vary. Students' lists should show an understanding of how geographers might study a region and the tools they might use.

## SECTION 2

### Call-Out Boxes

1. Location, Place, Human-Environment Interaction, Movement, and Regions
2. people change environment; environment causes people to adapt
3. It is important to organize how you study geography, so you get the most complete picture of a place.

### Challenge Activity

Answers will vary. Students should identify themes and write questions that have a logical connection to the place they chose.

## SECTION 3

### Call-Out Boxes

1. When looked at together, the different branches help us understand the Earth and its people better.
2. physical geography, human geography
3. Because people all over the world are very different.
4. food, water, shelter
5. study of weather and what causes it

### Challenge Activity

Answers will vary. Students' descriptions should include information about the features of each quadrant on the map.

# Planet Earth

## COMPREHENSION AND CRITICAL THINKING

1. Earth's rotation causes night and day; Earth's revolution causes the seasons.
2. drought—cause of water shortages; erosion—effect of wind, water, and ice
3. change

## SECTION 1

### Call-Out Boxes

1. rotation, revolution, tilt, and latitude
2. It would always be light on one side and dark on the other; there would be no day or night.
3. Earth completes one revolution around the sun every year, in 365 1/4 days.
4. Answers will vary depending on students' location.
5. They receive more direct rays from the sun.
6. They would be the same.
7. tropics

### Challenge Activity

In June it is winter in Argentina, so the client should pack warm clothing. In Chicago in August it is summer, so that client should pack light, cool clothing.

## SECTION 2

### Call-Out Boxes

1. oceans, seas, gulfs, bays, and straits; also lakes such as the Great Salt Lake
2. Students should locate the Great Salt Lake, the Arctic, and Antarctica.
3. an invisible form of water in the air
4. evaporation and precipitation
5. shortages, pollution, and flooding

### Challenge Activity

Answers will vary. Students' speeches should describe three clear actions that can be taken to protect supplies of freshwater.

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# Vocabulary Builder

### SECTION 1

1. F; map
2. T
3. T
4. T
5. F; globe
6. T
7. F; computer programs

### SECTION 2

Possible answers:

1. the specific location of a site, such as its address
2. part
3. the physical features of an area such as its land, water, climate, plants, and animals
4. mutual influence
5. a description of where a place is

Students' stories or poems should include at least four vocabulary terms from Section 2.

### SECTION 3

1. meteorology
2. physical geography
3. cartography
4. human geography
5. hydrology

Students' definitions should match those given in the textbook.

# Biography

### CLAUDIUS PTOLEMY

### WHAT DID YOU LEARN?

1. Ptolemy's explanation for the movement of the sun, moon, and planets; It placed Earth at the center of the solar system.
2. possible answer—Ptolemy was the first geographer to use maps and to give coordinates to locations throughout the world.

### ACTIVITY

Students' letters will vary but should accurately describe a geography or astronomy tool and its use.

# Biography

### ELLEN CHURCHILL SEMPLE

### WHAT DID YOU LEARN?

1. She studied people and their way of life in her home state of Kentucky.
2. possible answer—She developed the field of human geography by focusing on people, such as those she studied in the mountains of Kentucky, as well as their connections to where and how they lived.

### ACTIVITY

Students' descriptions should show a clear understanding of the concepts of human and physical geography and fieldwork.

# Literature

### CALL-OUT BOX

1. the properties of many plants, how to distinguish one type of plant from another

### ANALYZING LITERATURE

1. through the development of tracking and food-gathering skills, which help them to survive
2. Students may say that hunter-gatherer cultures are complex and capable of grasping scientific concepts.

### ACTIVITY

Questions will vary but should focus on science, geography, methods of research, etc.

# Primary Source

### WHAT DID YOU LEARN?

1. possible answer—Polo is impressed by the Tartars' culture and technological sophistication.

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# Vocabulary Builder

### SECTION 1

1. map
2. geography
3. social science
4. region
5. globe
6. landscape
7. computer programs

### SECTION 2

1. b
2. a
3. c
4. d

Students' summaries should include all five vocabulary terms from the word bank.

### SECTION 3

1. meteorology
2. physical geography
3. cartography
4. human geography
5. hydrology

Students' definitions should match those given in the textbook.

# Section Quiz

### SECTION 1

1. j
2. h
3. i
4. f
5. e
6. a
7. c
8. b
9. d
10. g

### SECTION 2

1. themes
2. location
3. landscape
4. environment
5. elements

### SECTION 3

1. human geography
2. climate
3. landscapes
4. urban geography
5. meteorology

# Chapter Review

### REVIEWING VOCABULARY, TERMS, AND PLACES

1. geography
2. region
3. map
4. environment
5. cartography
6. human geography
7. meteorology
8. globe
9. location

### COMPREHENSION AND CRITICAL THINKING

1. maps and globes
2. different but related systems
3. physical geography and human geography

### REVIEWING THEMES

1. Place
2. Movement
3. Regions
4. Location

### REVIEW ACTIVITY: ADVERTISEMENT

Students' advertisements will vary. However, content should focus on the reasons to study physical and human geography. Example reasons: physical geography—to better understand mountains, oceans, rivers, and weather. Human geography—to better understand people, their ways of life, homes, cities, beliefs, and customs.

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