

1951

A workbook for world geography in the seventh grade

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A WORKBOOK FOR WORLD GEOGRAPHY
IN THE SEVENTH GRADE

Submitted by

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(A.B., Dartmouth College, Hanover, N.H., 1946)

In partial fulfillment of the requirements for
the degree of Master of Education

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INTRODUCTION

For the past two years the writer has used the textbook The World: Its Lands and Peoples by Zoe A. Thralls ^{1/} as the basic text in a seventh grade world geography course in a small preparatory school for boys in Connecticut. During this period the writer has felt a growing need for a workbook to accompany the textbook. No such workbook is available commercially, and for that reason this one has been prepared.

Although this workbook is "specific" in that it parallels a definite text, the exercise in the workbook, with but few exceptions, may be completed by reference to any good geography textbook.

While the writer recognizes that there are marked differences of opinion regarding the value of workbooks, he agrees with Wesley when he says, "The general conclusions are that workbooks are especially useful (1) in helping students to select significant points, (2) in providing drill for the less capable student, (3) in furnishing guidance to pupils who, because of numbers, can secure only occasional attention from the teacher, (4) in saving the energy of the teacher by furnishing prepared exercises, and (5) in affording a method of covering materials that were missed because of absence. Their eventual value depends as much upon the skill, ingenuity, and insight of the teacher as it does on the quality of the workbook." ^{2./}

1. Thralls, Zoe A., The World: Its Lands and People, New York: Harcourt, Brace and Company, 1948.
2. Wesley, Edgar B., Teaching the Social Studies, second edition, Boston: D.C. Heath and Company, 1942, p.408.

There were a number of reasons for the writer's feeling that a workbook was essential to the course.

In the first place, geography is a far more important subject than its minor position in the curriculum of most school systems would indicate. In the writer's experience with independent schools he has found that in most schools of this sort with which he has come in contact geography is not offered above the seventh grade.

That this condition is not limited to the independent schools alone is shown in Anderson's report on his investigations into social studies registrations in public high schools in 1946 and 1947. Anderson found that in the case of geography in grades seven and eight the percentage distribution of pupil-semesters was 15.6. In the last four years of high school it was 4.3. Tabulating his findings by subject, he found that 31.6% of the pupils were registered in seventh grade geography. In the eighth grade geography is not listed separately, but is included under "other" subjects, in which the enrollment was 8.6%. In grade nine geography accounted for 7.8% of the registrations in social studies, and 7.1% in grade ten. In grades eleven and twelve, geography again is not listed separately but is included under "other" subjects, which account for 15.6% of the registrations in grade eleven, and 10.9% of the registrations in grade twelve.^{1./}

Writing on the "place" of geography, Osterhart says that "American educational systems in general continually tend to minimize the value of

1. Anderson, Howard R., Teaching of United States History in Public High Schools, Washington, D.C.: United States Office of Education, 1949, pp.6-10.

the study of geography." ^{1./}

Thralls claims that "As yet geography is not a usual subject in the high school curriculum although interest in high school geography has been steadily increasing." ^{2./}

Grenels suggests that "Since in most schools very little geography is offered in the senior high school, the burden of responsibility lies with the junior high group." ^{3./}

In discussing the necessity for a good education in geography, Renner and Griffin claim that geography is hardly taught in the United States, and that when, during World War II, the Army wanted it taught in colleges, many of these institutions found that they had few if any professors of geography on their faculties. ^{4./}

Thus it appears, at least for the present, that the geography studied in the seventh grade will be the terminal course in that subject for the majority of the students.

But despite the minor position awarded to geography in the schools, it remains one of the most important subjects if we are to develop an intelligent citizen body. The need for the products of a social education in geography was never greater.

-
1. Osterhart, Harry J., "'The Place' of Geography," Journal of Geography, Vol. 48, April, 1949, p.171.
 2. Thralls, Zoe A., "World Patterns in High School Geography," Journal of Geography, Vol. 49, January, 1950, p.22.
 3. Grenels, Myrtle, "Geography in Secondary School Social Studies," California Journal of Secondary Education, Vol. 24, May, 1949, p.285.
 4. Renner, George T., and Griffin, Paul F., "Geography Education for Survival," School and Society, Vol.70, August 6, 1949, p.81.

According to Renner, "The geographer believes that our real problem is not one of regulating air power or controlling the atom bomb, but one of mastering our global geographic relationships before we destroy human society through outmoded and impossible provincialism." 1./

Gilland, too, expresses the importance of geography to the people of the present day world when he says, "Today, especially in secondary schools and colleges, students should have the opportunities to learn the present and potential geography of their own country and the various places of world geography, and to apply their geographic understandings in the analyses and solutions of local, national, and international problems." 2./

James sees the importance of geography when he says, "A democracy survives only on the basis of an educated electorate; when a democratic people must adopt basic policies in a world of intimate international contacts, such a people must be able to think geographically or perish." 3./

Sahli recognizes the implied values of geography when he states, "Geography, which can fortunately be very human in its social implications, is an important means for developing tolerance and promoting understanding. Although the ultimate object in teaching geography is to help in producing

-
1. Renner, George T., "Geography as a Field of Knowledge," Social Education, vol.11, November, 1947, p.295.
 2. Gilland, E.G., "Today, Tomorrow, but Surely Sometime," School Science and Mathematics, vol. 48, January, 1948, p.70.
 3. James, Preston E., "Developments in the Field of Geography, and their Implications for the Geography Curriculum," Journal of Geography, vol. 46, September, 1947, p.221.

an enlightened citizenship, the immediate aim is to make people intelligent about lands and peoples of the earth and to implant an abiding interest that will reach beyond school days." 1./

To attain these worthwhile general goals, a series of more immediate objectives must be achieved, and it is in the progress toward these objectives that this workbook will be most helpful.

It has been the writer's experience that the basic text used in this course, while far superior to other geography texts in form and content, has presented a problem as far as reading and organizing are concerned. The text does not readily lend itself to outlining, and a disproportionate amount of time seemed to be spent in organizing some of the material into a meaningful pattern. The workbook is intended to help the student organize the material under his own power.

Another weakness which the writer found in the text was a lack of emphasis on place geography. He is in agreement with Osterhart, who writes, "Geography involves much more than a study of the location of places. Geography simply defined is the study of the relationship between earth and man....Before talking about the problems of and the relationships between China and Japan, or Russia and Germany, or Italy and Yugoslavia, the student must be able to visualize the locational relationship between them. Place geography as a means to the aforesaid ends has its definite value, and must be considered in that light." 2./

-
1. Sahli, John R., "A Study in Geographic World Relations," Journal of Geography, vol.49, January, 1950, p.29.
 2. Osterhart, Harry J., "'The Place' of Geography," Journal of Geography, vol.48, April, 1949, pp.172-73.

In the writer's own experience, he has had students who have come from both public and independent schools who have been unable to locate New York City or the Mississippi River on a wall map, and who were woefully ignorant concerning most foreign countries. It should be noted that this situation may not be typical or indicative of the geography courses taught in other schools - the independent school seems to be the recipient, in many cases, of other people's "problems" so that the teacher in this type of school may get a somewhat distorted view. However, Gesiak found that on many fundamental conceptions of geography the majority of the students he tested were either ignorant of the conception or uncertain. ^{1./}

Fine reports, as a result of his survey, that, "American college students know shockingly little about the geography of this country. They know even less about the world. American or world geography is a forgotten subject in our institutions of higher learning." ^{2./} Of the students Fine tested, only 5% could list the states that border the Atlantic Ocean, only 9.2% could name the South American republics, only 25.3% knew where the Soo Canal was located, and only 30.8% knew the location of the Grand Coulee Dam. ^{3./} There seems to be a definite need for somewhat more emphasis on place geography at the seventh grade level, and this workbook is intended to answer that need.

The workbook, at the same time, provides exercises in reading, inter-

-
1. Gesiak, Edmond B., "Misconceptions in Geography Held by High School Seniors," Unpublished master's thesis, Boston University, School of Education, 1948.
 2. Fine, Benjamin, "U.S. College Students 'Flunk' in Knowledge of Geography," New York Times, June 11, 1951, p.1
 3. *ibid.*, p.22.

preting, and constructing both maps and graphs, important skills in the study of geography.

Another advantage of the workbook is that it makes use of the geography of the local community as commercial workbooks seldom do. Jensen claims that "The home community has great value as an aid in attaining the objectives of geographic education, for it is in the community that the facts and inter-relationships of geography may be observed directly. There geography comes alive."¹ 1./

It should be noted that, while the teacher should use his own discretion based on his knowledge of the abilities and interests of his class in assigning exercises in the workbook, care has been taken to include a variety of optional activities at the end of each unit so that individual differences in abilities and interests may be considered and provided for. Foley²./ and Stacey³./ analyzed the preferences of sixth grade children for social studies activities. Their findings indicate that the activities found in this workbook, with the exception of suggested reports, should appeal to the majority of the students who will use them.

A bibliography accompanies each unit, suggesting supplementary read-

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1. Jensen, J. Granville, "The Home Community," Geographic Approaches to Social Education, the Nineteenth Yearbook of the National Council for the Social Studies, Washington, D.C., 1948, p.176.
 2. Foley, Harriet M., "Preferences of Sixth Grade Children for Certain Social Studies Activities," Unpublished master's thesis, Boston University, School of Education, 1951.
 3. Stacey, Grace R., and others, "An Analysis of the Likes and Dislikes for History and Geography of 3360 Sixth Grade Children," Unpublished master's thesis, Boston University, School of Education, 1951.

ing and possible reference books which might be helpful. These bibliographies supplement those given in the text itself. In selecting the bibliographies the writer found a vast variety of materials from which to choose but, to make the list more practical, limited his selections to those items which were immediately available, or were highly recommended for inclusion in a school library.

UNIT I

UNDERSTANDING GLOBAL PATTERNS

SOME GLOBAL PATTERNS

1. Match the numbers of your maps in your text as listed in Column I with the global patterns listed in Column II

I

II

1. Fig. 4 _____

1. Distribution of population

2. Fig. 14 _____

2. Climatic regions of the world

3. Fig. 18 _____

3. Distribution of rainfall

4. Fig. 22 _____

4. Earthquake belts

5. Fig. 114 _____

5. Topography of the world

6. Fig. 123 _____

7. Fig. 466 _____

2. After comparing Fig. 4 with Fig. 14, fill in the blanks in Columns I and II with the information you get from your maps.

I

II

Place

Pop. per sq. mile

Climate

a) Central Australia

b) Northeastern United
States

c) Eastern Asia

3. Which of the climates listed in your answers to question 2 attracts the largest population? _____
4. Which of the climates listed in your answers to question 2 attracts the smallest population? _____
5. After comparing Fig. 4 with Fig. 18, fill in the blanks in Columns I and II with the information you get from your maps.

- | | I | II |
|--|-------------------|---------------------|
| | Pop. per sq. mile | Av. yearly rainfall |
| a) Northern third of Africa | _____ | _____ |
| b) East coast of Australia | _____ | _____ |
| c) Head of the Amazon River. | _____ | _____ |
6. From your answers to question 5 where do you think most people live?
- Where there is little rainfall. _____
 - Where there is very heavy rainfall. _____
 - Where there is a moderate amount of rainfall. _____
7. From the information you get from Fig. 4 and Fig. 18 fill in the following blanks.
- Rainfall in the southern tip of South America _____
 - Population in the southern tip of South America _____
8. Are your answers to question 7 those you would expect from your answer to question 6? Explain why or why not.
9. Compare Fig. 4 with Fig. 466.
- Locate the Plateau of Tibet on Fig. 466.
What is the population per square mile according to Fig. 4?
 - Do you think that the topography affects the population of this region? Why or why not?
 - How would you describe the topography of the Sahara Desert of

Africa?

d) Do you think the topography affects the population of this region?

Why or why not?

10. Arrange the items in Column I in the blank spaces in Column II in the proper order to show how travel has progressed from ancient times to today.

| I | II |
|--------------------|----------|
| 1) Sail boat | 1) _____ |
| 2) Travel by horse | 2) _____ |
| 3) Steamship | 3) _____ |
| 4) Travel by plane | 4) _____ |
| 5) Travel by foot | 5) _____ |
| 6) Canoe | 6) _____ |

11. Your geography vocabulary. Give your definition of the following words and phrases as used in the chapter you have just studied.

a) Global patterns

b) Sparsely populated

c) Density of population

WHY MEN LIVE WHERE THEY DO

1. Give five reasons why few people live in northern Canada.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. The Yangtze lowland can support a large population. Give three reasons for this.

- a) _____
- b) _____
- c) _____

3. Arrange the following items in order of their occurrence to explain how England has grown from a small island to become one of the leading nations of the world.

- | | |
|---|----------|
| a) Use of coal as a fuel | 1. _____ |
| b) Many people making a living in many different ways | 2. _____ |
| c) Commerce | 3. _____ |
| d) Manufacturing | 4. _____ |
| e) A few people living by farming | 5. _____ |

4. Name seven factors which make up our natural environment.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

7. _____

5. Name four factors which are included in the term climate.

1. _____

3. _____

2. _____

4. _____

6. Explain how man's natural environment influences his activities as shown by:

a) Buildings

b) Food

c) Clothing

d) Occupation

7. Your geography vocabulary. Give your definition of the following words and phrases you have used in studying this chapter.

a) To cultivate the land intensively

b) Isolated

c) Distribution

d) Environment

e) Cultural environment

f) Natural environment

g) Topography

h) Growing season

MAN LIVES IN A CHANGING ENVIRONMENT

1. In the first column list five natural forces causing changes in our environment, and in the second column tell how they change our environment.

| I | II |
|----------|-------|
| a) _____ | _____ |
| b) _____ | _____ |
| c) _____ | _____ |
| d) _____ | _____ |
| e) _____ | _____ |

2. In the first column are listed ways in which man is altering his environment. In the second column tell how his environment is changed by these activities. In the third column tell whether the change is helpful or harmful, and why.

| I | II | III |
|------------------|-------|-------|
| a) Irrigation | _____ | _____ |
| b) Drainage | _____ | _____ |
| c) Mining | _____ | _____ |
| d) Deforestation | _____ | _____ |
| e) Farming | _____ | _____ |

3. In the first column list the three types of erosion described in your text, and in the second column tell what causes such erosion.

I

II

a) _____

b) _____

c) _____

4. Give four methods which may be used to combat erosion.

a) _____ c) _____

b) _____ d) _____

CLIMATE IS THE MOST IMPORTANT ELEMENT IN OUR NATURAL ENVIRONMENT.

1. Read Chapter 3 in your textbook carefully, and complete the statements in the exercises below as you go along. This exercise should help you to pick out the important details while reading for information.

Fill in the blanks in each sentence below with the correct answers which are given at the end of the exercise.

1. Climate has been called _____ because it is a summary of weather conditions over a period of time.
2. Weather represents the condition of the _____ at any one short period.
3. In any discussion of weather or climate the following atmospheric conditions are considered: 1) _____, 2) _____, 3) _____ 4) _____ and 5) _____.
4. Precipitation includes _____, _____, and other moisture.
5. The houses people build tend to reflect both the climatic conditions of the region where they are built and the most readily accessible materials of that region. For these reasons a house, standing on poles, open at the sides, and having a heavily thatched roof would most likely be found in _____. A house built with thick wooden walls, and double windows and doors would most likely be found in a country like _____. A house made with thick walls of sun-dried brick, and having a flat roof, and few windows, would most likely be found in a _____ region.
6. These homes are all different because each is adapted to the _____ of the region in which it is found.

7. Where the people are forced to depend on the food they grow themselves, they do not have a wide _____.
8. Climate and weather affect transportation in many ways. Perishable goods must be protected from _____. A large part of the expense in maintaining the roadbeds of railways and highways is the result of damage or wear by the _____.
9. _____ or _____ caused by heavy rain may block railroad or highway traffic.
10. Farmers, too, are affected by the weather. A _____ may delay the planting of crops; wheat crops, ready for harvest, may be ruined by _____; a long-continued _____ reduces the yields of all crops; a series of _____ may make grasshoppers multiply in numbers.
11. Business is also concerned with climate and weather. Architects and _____ require climatic information in order to design their plants and install heating and air-conditioning equipment. Manufacturers of _____ and _____ need advance knowledge of temperatures and humidity.
12. Evidence that we have gathered from Europe and North America as far back as 180 A.D. seems to show that climate does _____ over the centuries. However, records that have been kept do show that within a lifetime there are no violent _____ in climate.

II. Define the following words which should become part of your vocabulary.

1. Precipitation

2. Humidity

3. Temperature.

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OPTIONAL ACTIVITIES FOR UNIT I

1. Make a series of enlarged world maps showing global patterns. The following list of suggestions may give you some ideas.
 - a) Rainfall
 - b) Topography
 - c) Climate
 - d) Population
 - e) Trade routes
 - f) Predominant activity of each region
 - g) Races
 - h) Religions
 - i) Volcanoes
2. Make a time picture chart to show the development of transportation from ancient times up to today.
3. Draw a series of pictures showing the influence of environment on the buildings in certain regions.
4. Make illustrations showing the different types of erosion, and an accompanying set of illustrations to show how each type of erosion may be combated.
5. Present a debate before the class on the value of irrigating desert regions.
6. Draw a series of cartoons illustrating the importance of climate on various industries and occupations.
7. Study a contour map of Cornwall. Tell the class how various cultural items which are shown on the map (and others you may have observed in the town) have been affected by the natural environment.
8. Make a report to the class on how the natural environment of Cornwall has affected the human activities in the region.
9. Construct a relief map of Cornwall based on the contour map which you

have studied. Consult your teacher concerning the details of constructing such a map.

10. Prepare a "quiz bee" for the class on the influence of our natural environment on our daily lives.
11. Prepare a skit to show how we are dependent on other regions of the world for things in our daily lives which we are apt to take for granted.
12. Prepare a report to show the effect of the sudden appearance of Paracutin on the people living in that immediate vicinity in Mexico.

READING FOR UNIT I

Textbooks

Bodley, G.R., and Thurston, E.L., North America and South America, New York: Iroquois Publishing Company, 1946, pp.1-9.

_____, The Old World Continents, New York: Iroquois Publishing Company, 1946, pp.1-4.

Thralls, Zoe A., The World: Its Lands and Peoples, New York: Harcourt, Brace and Company, 1948, pp.1-44.

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Beauchamp, Wilbur L., Mayfield, John C., and West, Joe Y., Science Problems for the Junior High School, Chicago: Scott, Foresman and Company, 1939, vol.2, pp.127-89, 309-50, vol.3, pp.143-98.

_____, Melrose, Mary, and Blough, Glenn D., Discovering Our World, Chicago: Scott, Foresman and Company, 1939, vol.2, pp.133-67, 301-33.

Information Please Almanac 1951, New York: The Macmillan Company, 1951.

Statesman's Year-Book, New York: The Macmillan Company, 1951

World Almanac and Book of Facts for 1951, New York: The New York World-Telegram and the Sun, 1951.

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Bumstead, Newman, "A Map Maker Looks at the United States," The National Geographic Magazine, vol.99, no.6, June, 1951, pp.705-48.

UNIT II**THE TROPICAL RAINFOREST**

LIVING IN THE TROPICAL RAINFOREST OF AMAZONIA IS DIFFICULT

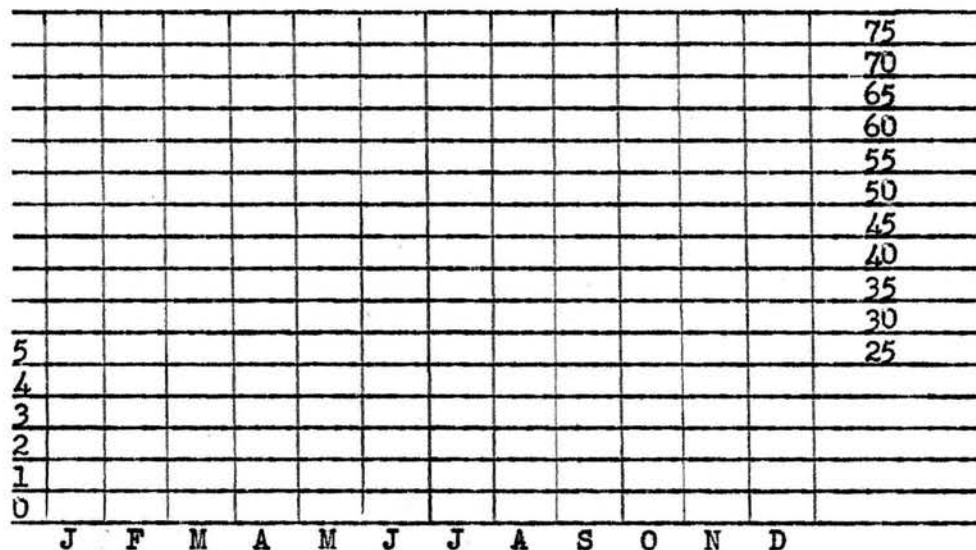
1. Study the map in Fig. 46. Then on your outline map of the world shade in the rainforest regions. Make a key to explain your shading.
2. In a sentence or two describe the Amazon rainforest.
3. This rainforest is the result of _____, _____, and _____.
4. Locate Iquitos, Peru on the map on p. 48. Study Fig. 49 which shows the average monthly temperatures and precipitation of Iquitos.
 - a) What month has the highest average temperature? _____
 - b) What is the highest average temperature? _____
 - c) What month has the lowest average temperature? _____
 - d) What is the lowest average temperature? _____
 - e) What month has the highest average precipitation? _____
 - f) What is the highest average precipitation? _____
 - g) What month has the lowest average precipitation? _____
 - h) What is the lowest average precipitation? _____
 - i) What is the total precipitation for the year at Iquitos as shown on the chart? _____
 - j) How do you find the average temperature for a day? _____
 - k) From a newspaper get the necessary information and figure the average temperature in Hartford yesterday. What was it? _____
 - l) Compare this with the average temperature for the month of October in Iquitos. What is it? _____

5. Compare the average monthly temperatures and precipitation in Amazonia with those in your part of the world. Make a bar and line graph in the space below to show the information given in the following table for New Haven, Connecticut. Then compare your graph with the climatic graph for Iquitos, Peru, which you studied in question 4.

| Average Monthly Temperatures and Precipitation for New Haven, Connecticut | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | J | F | M | A | M | J | J | A | S | O | N | D |
| Temp. | 27 | 28 | 34 | 45 | 55 | 63 | 69 | 69 | 62 | 52 | 40 | 31 |
| Precip. | 3.7 | 3.7 | 3.8 | 3.2 | 3.4 | 2.8 | 4.0 | 4.0 | 3.2 | 3.4 | 3.0 | 3.7 |

Precipitation
in inches

Temperature
in degrees
(Fahrenheit)



6. Complete the chart below to show the animal life in the Amazonian rainforest.

| Aboreal Animals | Ground Animals | Insects |
|-----------------|----------------|---------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | | _____ |
| _____ | | _____ |
| _____ | | |

7. Why are these animals of no use to the people who live in the rain-forest?

a)

b)

8. Study Fig. 5 in your text.

a) What is the greatest density of population in Amazonia? _____

b) Where is the population greatest? _____

c) What is the reason for this? 1. _____

2. _____

9. Arrange the following races and nationalities of the people living in the Amazon rainforest in order of their numerical importance.

- | | |
|------------|----------|
| Indians | 1. _____ |
| Portuguese | 2. _____ |
| Spaniards | 3. _____ |
| Americans | 4. _____ |
| Negroes | 5. _____ |

10. The Indians, the natives of Amazonia, grow their own food in small clearings in the jungle. The work in the gardens is done by the _____, while the men spend their time _____. The most important crop which the Indians grow for their own use is _____, which we know as tapioca.

11. Why is the soil in the rainforest regions easily exhausted?

12. The white man is interested in the Amazonian rainforest and is slowly penetrating it because _____

13. What part is the airplane playing in opening up the Amazonian rainforest?

14. Complete the following chart of the important cities of this region.

| City | Location | Why Important |
|--------------|----------|---------------|
| Belem (Para) | | |
| M Manaus | | |
| Santarem | | |

15. Other regions of South and Central America also have a rainforest climate. They are listed in the first column below. In the second column write the name of their product which is valuable to the world.

| I | II |
|-----------------|----|
| Brazil | |
| Colombia | |
| Ecuador | |
| Central America | |

16. On your map of South America locate and label:

- | | |
|-------------------|-------------------|
| a) Brazil | h) Atlantic Ocean |
| b) British Guiana | i) Pacific Ocean |
| c) Dutch Guiana | j) Caribbean Sea |
| d) French Guiana | k) Amazon River |
| e) Colombia | l) Belem |
| f) Ecuador | m) Santarem |
| g) Peru | n) Manaus |

17. Shade in the rainforest region of South America on this map, and make a key to explain your shading.

18. On your map of North America locate and label:

- | | |
|---------------------|-----------------------|
| a) Atlantic Ocean | h) Honduras |
| b) Pacific Ocean | i) Nicaragua |
| c) Gulf of Mexico | j) Costa Rica |
| d) Caribbean Sea | k) Panama |
| e) Mexico | l) Dominican Republic |
| f) Guatemala | m) Haiti |
| g) British Honduras | n) Puerto Rico |

19. On your map of North America shade in the rainforest region and make a key to explain your shading.

20. Define the following words, and use each one in a sentence that is related to the material that you have studied in this chapter.

- a) Lianas
- b) Aboreal animals

c) Manioc

d) Leach

e) Tributary

f) Precipitation

g) Vegetation

THE PEOPLE OF THE AFRICAN RAINFOREST HAVE SOME ADVANTAGES OVER THOSE
OF AMAZONIA

1. Below are listed the important characteristics of the Amazon rainforest. Fill in the characteristics of the Congo rainforest so that you can see the comparison between the two

| | Amazon | Congo |
|-------------|---|-------|
| Vegetation | giant trees lianas jungle growth | |
| Animal life | aboreal animals tapir anteater no domestic animals | |
| Insects | ants flies bees butterflies | |
| Climate | hot humid heavy precipitation | |
| Natives | Indians | |

| | Amazon | Congo |
|--------------------------------------|--|-------|
| Other people | Negroes Europeans - especially Spanish and Portuguese | |
| Location of native villages | Along the rivers for the most part with some tribes living in the interior | |
| Native farms and food products | manioc bananas sweet potatoes hunting and fishing | |
| Commercial products | rubber cacao | |
| Transportation | Principally by boat. Airplane opening up new areas of the Amazon | |

2. On your map of Africa locate and label:

- | | |
|-----------------------|-----------------------------|
| a) Atlantic Ocean | i) French Equatorial Africa |
| b) Indian Ocean | j) Camaroon |
| c) Mozambique Channel | k) Nigeria |
| d) Mediterranean Sea | l) Ashanti |
| e) Congo River | m) Sierra Leone |
| f) Stanleyville | n) French Guinea |

g) Leopoldville

o) Madagascar

h) Belgian Congo

3. On your map of Africa shade in the areas which have a rainforest climate and make a key to explain your shading.

IN THE ASIATIC RAINFOREST THE PEOPLE AND THEIR WAYS OF LIVING
VARY GREATLY.

1. Place a check mark before each item below that describes the topography of the Asiatic rainforest.

- | | |
|-------------------|-----------------|
| a) Deltas | e) Peninsulas |
| b) Coastal plains | f) Isthmuses |
| c) Mountains | g) Large rivers |
| d) Plateaus | h) Islands |

2. Java has a deep rich soil which is the result of _____.

3. The islands of the Philippines and the East Indies are actually the tops of _____.

4. The heaviest rains in those islands lying north of the equator occur in what months? _____.

5. In what months does the rainy season south of the equator occur?

_____.

6. Forest products useful in industry are:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

7. The following peoples and races are found in the Asiatic rainforest:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

8. The great variety of people and languages found in this region is explained in two ways: 1. _____

2. _____

9. What is meant by:

a) Irrigated rice culture

b) Intensive farming

c) A commercial crop

10. What other commercial crops do the rice farmers also raise?

11. What is meant by plantation agriculture?

12. What are the chief plantation crops?

13. Below are some statements which explain why the Asiatic rainforest is important commercially. If the statement is true, place a T in the blank before it. If the statement is false, place an F in the blank, and cross out the part that is false, and in the space below the statement rewrite the false portion so that it is true.

a) The products of this region can be collected at a few important shipping centers from which the products are transported to the west.

b) From these centers, Singapore, Batavia, and Manila, the products of the region are transported by ship and railroad to the industrial centers of the western world.

c) The dense population of the region furnishes a large supply of workers, but they are unreliable and lazy so that Europeans must be imported to do most of the work.

d) No modern manufacturing is done in this region, but simple manufacturing is done in homes and small shops.

e) The Europeans found in this region are primarily the British and the Dutch since this region has been under their rule for several hundred years.

14. In a few sentences show why Singapore is referred to as "the cross-roads of the East."

15. On your map of Asia locate and label:

a) Sumatra

h) India

b) Java

i) Ceylon

c) Borneo

j) Indian Ocean

d) New Guinea

k) Pacific Ocean

e) Celebese

l) Singapore

f) Malay Peninsular

m) Rangoon

g) Burma

n) South China Sea

16. On your map of Australia and the Philippines locate and label:

a) Philippine Islands

f) New Guinea

b) Manila

g) Java

c) Australia

h) Indian Ocean

d) Celebese

i) Coral Sea

e) Borneo

17. On your maps of both Asia, and Australia and the Philippines shade in the rainforest regions and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT II

1. Prepare an enlarged map of one of the following rainforest regions:

- a) South America
- b) Central America
- c) Africa
- d) The East Indies

On this map show some of the outstanding features such as:

- a) Products
- b) Races of inhabitants
- c) Population distribution
- d) Transportation routes
- e) Products and resources of the region which we use every day.
- f) Topography

2. Make a graph to show the comparative importance of each of the rainforest regions in the production of rubber.

3. Make a cartoon to show the changes in the rainforest regions brought by the coming of the airplane.

4. Make a profile picture of the East Indies to show that they are actually the tops of a submerged mountain range. Label the important islands which you show in your picture.

5. Prepare a written or oral report on one of the following topics:

- a) A rubber plantation in Amazonia.
- b) Rice farming in the East Indies.
- c) A banana plantation in Central America.
- d) The importance of Singapore in the East Indies.

6. Make an enlarged topographical map of the islands of the East Indies showing some of the following important features:
 - a) Vegetation
 - b) Rainfall
 - c) Centers of population
 - d) Products
 - e) Predominant races in each island group.
7. Make a report on some reading you have done on the rainforest regions. Your report should include your source of information, the date of the copyright of the book, information principally which is not contained in your text, and your evaluation of the material you have read.
8. Make a series of diagrams to explain why the rainforest regions have the type of climate that they do.

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UNIT III

THE SAVANNAS

EXPLORING THE TROPICAL SAVANNAS

1. Study the map on page 78. On your outline map of the world shade in the areas which have savannas. Make a key to explain your shading.
2. Study Figs. 77 and 79 in your texts. From these figures what do you learn about:
 - a) The topography of the savannas _____
 - b) The vegetation of the savannas _____
3. The tropical savannas are lands of alternate rainy and dry seasons.
 - a) How does this affect the landscape?
 - b) How does this change of seasons explain the statement that the savannas are lands of alternate feast and famine?
 - c) North of the equator the rainy season in the savannas extends from the months of _____ to _____.
 - e) What is the position of the sun in relation to the savannas during the rainy seasons?
4. In the space below draw a diagram to show the position of the sun in relation to the earth during the rainy season in India.

5. Locate the savanna regions on your population map on pp 4 and 5.

a) In most places the density of population is _____ to _____,
or _____ to _____.

b) In India the population density is _____ to _____
per square mile.

THE AFRICAN SAVANNAS

1. In exploring the African savannas what would you be apt to find in each of the following categories?

- a) Animals
- b) Insects
- c) Vegetation

2. Fill in the blanks in the following chart so that you can compare the different savanna regions of Africa. In cases where an item is of no major significance in a region the blank has been crossed out.

| | West Africa | East Africa | South Africa |
|----------------|-------------|-------------|--------------|
| a) Topography | | | |
| b) Vegetation | | | |
| c) Natives | | | |
| d) Europeans | | | |
| e) Occupations | | | |
| f) Products | | | |
| g) Minerals | | | |

3. Tell about the problems that face the farmer in the South African savanna region.

4. On your map of Africa locate and label:

- | | |
|-------------------------|-------------------------|
| a) Lake Victoria | k) Kenya |
| b) Nile River | l) Tanganyika Territory |
| c) Lake Tanganyika | m) Northern Rhodesia |
| d) Lake Nyasa | n) Nyasaland |
| e) Zambesi River | o) Mozambique |
| f) Nairobi | p) Transvaal |
| g) Johannesburg | q) Natal |
| h) Anglo Egyptian Sudan | r) Angola |
| i) Ethiopia | s) Southern Rhodesia |
| j) Uganda | t) French West Africa |

5. On your map of Africa shade in the savanna regions and make a key to explain your shading.

6. Explain what each of the following is:

- a) Herbivore
- b) Carnivore

c) Harmattan

d) Rift valley

e) Boer

f) Kraal

5. We are told that the coffee trees need good water drainage and good air drainage. What is meant by air drainage? How does it protect the trees from killing frosts?
6. Compare the chart showing temperatures and precipitation for Cuyaba, Brazil (p.80), and the chart giving the same information about Sao Paulo, Brazil (p.99). From what you know about growing coffee, and from what you read on these charts, why would you say that it would be more profitable to raise coffee in Sao Paulo than in Cuyaba?
7. Important to the coffee growers of Brazil is the excellent transportation which is available, and without which they would be unable to transport their product to market. Describe the transportation facilities of this region of Brazil.
8. West of the coffee regions the character of Brazil's savanna changes, and the products and the population change accordingly.
 - a) What is the principal occupation in Brazil's far west?
 - b) In what ways are the transportation facilities of this region different from those of the coffee region?

c) How does the density of the population change?

9. The grasslands of Venezuela are known as llanos. Why might you expect to find them a land of "cattle and cowboys" as, indeed, they are?

10. On your map of South America locate and label:

a) Venezuela

e) Sao Francisco River

b) Bolivia

f) Orinoco River

c) Sao Paulo

g) Caracas

d) Rio de Janeiro

h) Ciudad Bolívar

11. Shade in the savanna region of South America, and make a key to explain your shading.

INDIA: THE LAND OF VILLAGES

1. Describe the three seasons in the Indian savanna.
2. Give a brief description of an Indian village.
3. What are the three most important food crops in India?
a) _____ b) _____ c) _____
4. Crop failure is due chiefly to the uncertainty of _____.
5. What are the three systems of irrigation which are used in India?
a) _____ b) _____ c) _____
6. Beside the name of each city listed below tell why it is important.
a) Calcutta

b) Benares

c) Delhi

d) Bombay
7. On your map of India locate and label:
a) Calcutta
b) Benares
c) Delhi
d) Bombay
e) Arabian Sea
f) Bay of Bengal
g) Ganges River
h) Indus River
8. Shade in the savanna regions on your map of Asia, and make a key to explain your shading.

THE AUSTRALIAN SAVANNAS ARE ALMOST EMPTY LANDS

1. How is the topography of the Australian savanna different from that of Africa and South America?
2. The vegetation of the Australian savanna is similar to that of other savannas you have studied. The animal life, however, is quite different. Fill in the blanks below with the names of animals which are found only in the Australian savannas.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. Describe the life of the aborigines of Australia.
4. The savannas of Australia have been disappointing to settlers.
Why were the following people disappointed?

a) Farmers

b) Cattle raisers

5. Tell why each of the following places is important.

a) Darwin

b) Queensland

6. On your map of Australia locate and label:

a) Darwin

b) Queensland

7. On your map of Australia shade in the savanna regions, and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT III

1. Make an enlarged map of one of the following savanna regions:

- a) West Africa
- b) East Africa
- c) India
- d) Venezuela
- e) Brazil
- f) Australia

On this map show some of the outstanding features such as:

- a) Topography - especially in the East African savanna
- b) Centers of population
- c) Animal life
- d) Races which predominate in the region
- e) Products
- f) Transportation facilities

2. Prepare a skit showing a Brazilian and an Australian from the savanna regions of those countries comparing their respective regions and their life there.
3. Prepare an illustrated report on the coffee industry in Brazil from the planting to the final consumption in the United States. Suggested source of information: Pan-American Coffee Bureau, 120 Wall St., New York 5, New York.
4. Prepare a report explaining the monsoons of India. Make diagrams to illustrate your report.
5. Make a report on one of the following aspects of India:

- a) Religion and the holy cities
 - b) Life in a village of India
 - c) The Ganges - a holy river
 - d) The caste system in India
6. Prepare a report on the differences between animal and plant life in Australia and the animal and plant life of other savanna regions of the world.
7. Draw a cartoon showing that the savannas depend on their seasonal rainfall for life.
8. Report on some outside reading you have done concerning the savanna regions.

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UNIT IV**THE TROPICAL DESERTS AND STEPPES**

THE TROPICAL DESERTS ARE DRY, HOT, AND DUSTY

1. After studying the map on page 126, shade in the world tropical deserts and steppes on your map of the world, and make a key to explain your shading.
2. Name seven low latitude deserts
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____
 - g) _____
3. Explain why rain may fall and never reach these deserts, so that they may go for many years without receiving a drop of rain.
4. Wadies are peculiar to desert areas. Explain what they are.
5. What are four reasons for the hot summer temperatures of the tropical deserts?
 - a) _____
 - b) _____
 - c) _____
 - d) _____
6. What is the desert climate like during the low sun period?
7. The winds in the tropical desert regions blow most frequently from what direction? _____. Notice, however, that the gibli, which brings sandstorms to Lybia, blows from the _____.

8. Tell how the vegetation of the tropical desert regions is adapted to the hot, dry climate.
9. Tell how the animals found in the tropical deserts are adapted to the climate of that region.
10. How do you account for the fact that the population of these tropical desert regions is very unevenly distributed?
11. Name three occupations which are commonly found in desert regions.
 - a) _____
 - b) _____
 - c) _____

ARABIA: HOME OF BEDOUINS AND DESERT FARMERS

Study the map of Arabia on page 133 in your text, which shows the migrations of the Ruwali tribe over the period of a year. Then study figures 134, 135, and 136, and answer the following questions.

1. Why do you think the Bedouins are called the "people of the tent"?
2. About how many miles do the Ruwali cover in their yearly migrations?
3. Why do you think the Ruwali leave the interior of the desert and begin to move north along the Sirhan Wadi around August and September?
4. From your reading, from the illustrations, and by making use of what you have learned of tropical deserts make a list of reasons for the camel's being indispensable to the Ruwali.
5. How is the Bedouin's clothing well suited to the climate in which he lives?
6. Explain how the Bedouin customs of hospitality and raiding are the result of their environment.

7. Explain how desert farmers contrive to get water for their crops.

8. Explain what is meant by "three-story agriculture."

9. On your map of Asia locate and label:

- | | |
|-----------------|--------------------|
| a) Arabia | h) Tigris River |
| b) Damascus | i) Euphrates River |
| c) Persian Gulf | j) Palestine |
| d) Red Sea | k) Syria |
| e) Turkey | l) Iraq |
| f) Iran | m) Afghanistan |
| g) Bagdad | n) Terheran |

10. On your map of Asia shade in the desert and steppe regions and make a key to explain your shading.

NOMADS AND RANCHERS LIVE IN THE DESERTS OF AUSTRALIA AND SOUTH-
WEST AFRICA

1. Your text tells you that during World War II the last vehicle in any convoy across the desert of Australia carried "a special mechanic, a great drum of water, and forty-four gallons of gas." From what you know of the Australian desert explain why these precautions were taken.
2. How do the Australian natives manage to exist on the desert?
3. What are stock routes, and why did the Australian government find it necessary to lay them out?
4. On your map of Australia locate and label Adelaide and Alice Springs.
Then shade in the desert region and make a key to explain your shading.
5. Describe the topography of the Kalahari Desert of southern Africa.
6. Explain how the Bushmen manage to live in the Kalahari Desert.

7. What geographical features have caused the Boers to begin to move into the Kalahari Desert?

8. On your map of Africa locate and label:

- | | |
|-------------------------|---------------------|
| a) Anglo Egyptian Sudan | g) Cairo |
| b) Egypt | h) Alexandria |
| c) Lybia | i) Suez Canal |
| d) Algeria | j) Red Sea |
| e) Tunisia | k) Southwest Africa |
| f) Rio de Oro | l) Bechuanaland |

9. On your map of Africa shade in the Sahara and Kalahari deserts and make a key to explain your shading.

THE AMERICAN DESERTS

1. Compare the American deserts by completing the following chart.

| Chile (Atacama Desert) | Peru | Sonora-California Desert of the U. S. - Mexico |
|------------------------------|------|--|
| Topography | | |
| Mineral deposits | | |
| Agricultural products | | |
| Water supply | | |

2. Name two products for which the nitrate of the Atacama Desert of Chile is important

a) _____

b) _____

3. Explain the difference in climate between the northern oases of Peru and the middle oases which accounts for the fact that in the former sugar is the chief crop, while in the latter the chief crop is cotton.

4. What geographical features explain the fact that agriculture is unimportant in the Atacama Desert of Chile, but plays an important role in the desert in Peru?
5. What climatic factor accounts for the fact that the sugar crop may be planted and harvested at any time in the year in the northern oases?
6. Three fertile and productive valleys which are found in the Sonora-California region are:
- a) _____ b) _____ c) _____
7. Three of the problems which faced early settlers to this region in regards to water supply were:
- a) _____
- b) _____
- c) _____
8. Explain how the problems you have listed in question 7 have been solved.
- a) _____
- b) _____
- c) _____
9. What reasons can you give for the Imperial Valley's being referred to as the "American Egypt"?

10. Your text states that the Sonora Desert of Mexico is isolated by both natural and man-made barriers. What are these barriers?
11. In spite of their unattractive climate and other natural disadvantages, the deserts of the world have contributed much to our way of life. What are some of the desert products that we commonly use?
12. Of more lasting importance than the products of the deserts are their contributions to our culture. Name three of the sciences that were developed in desert regions far back in time, and show how each was the result of the environment.
- a)
 - b)
 - c)
13. Name three of the important religions found in the world today which had their origin in the deserts.
- a)
 - b)
 - c)
14. From some reference book such as the World Almanac obtain the necessary information to construct a bar graph showing the oil output of the desert regions of Iran and Arabia. For comparison, include the oil output of other important oil producing countries - the United States, Soviet Russia, and Venezuela.

15. On your map of North America

a) Locate and label:

- 1) Gulf of California
- 2) Lower California
- 3) Rio Grande River
- 4) Colorado River

b) Draw in the boundary between the United States and Mexico.

c) Shade in the desert region and make a key to explain your shading.

16. On your map of the United States

a) Locate and label:

- | | |
|---------------------|---------------|
| 1) Pacific Ocean | 5) Nevada |
| 2) Colorado River | 6) Arizona |
| 3) Rio Grande River | 7) New Mexico |
| 4) California | 8) Texas |

b) Shade in the desert region and make a key to explain your shading.

17. On your map of South America

a) Locate and label:

- | | |
|----------------|-------------|
| 1) Chile | 4) Lima |
| 2) Antofagasta | 5) Arequipa |
| 3) Iquique | |

b) Shade in the desert region, and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT IV

1. Make a series of maps to compare the tropical desert and steppe regions of the world in such respects as:
 - a) Resources
 - b) Products
 - c) Occupations
 - d) Natives
 - e) Irrigation projects
2. Prepare a report on the production and uses of the nitrates of the Atacama desert of Chile, especially as it affects the United States.
3. Prepare a report on how the Hoover Dam project has changed the region which it serves. You might include in your report some information on the problems which faced the engineers in attempting to build a dam in this region.
4. Make an enlarged topographical map of the United States tropical desert region showing irrigation projects and the lands they have made productive.
5. Make a report on Death Valley, perhaps in the form of a travelogue, and accompanying your talk with illustrations which you have made of the region.
6. Prepare line graphs to show how the desert regions of Arabia and Iran have increased production in the past five years.
7. Write to the desert states of Arizona, California, and New Mexico requesting illustrative material and information concerning their desert areas. Prepare a talk for the class, using this material for illus-

tration.

Address letters to: (State) Dept. of Commerce and Development

(Capital of the State)

(State)

Letters should be checked before being mailed, and a thank-you note will be in order when the material is received.

8. Prepare a round table discussion on the topic: What justification did Iran have for nationalizing her oil wells?
9. Make a series of pictures illustrating the unique plant and animal life of the tropical desert and steppe regions.
10. Make a report to the class on any outside reading you have done on the tropical desert and steppe regions of the world.

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UNIT V

MEDITERRANEAN REGIONS

SUNNY LANDS OF WINTER RAIN AND SUMMER DROUGHT

1. Study Fig. 160 in your text, and then shade in on your map of the world those regions that have a Mediterranean climate.
2. Most of the regions that have a Mediterranean climate have similar topography. Describe it below. Then draw a cross section showing the topography of a typical Mediterranean region.
3. Name the outstanding features of the Mediterranean climate that makes it the world's most advertised climate.
4. Explain why the nights in regions with a Mediterranean climate are fairly cool in spite of the warm weather during the day.
5. What differences do you notice in Mediterranean regions between the spring and summer landscapes?
6. Similar to the vegetation of the desert, the vegetation of the Mediterranean regions is adapted to the climate in which it grows. Explain how the plants of these regions are protected against the hot,

dry conditions of the summer months.

7. The animal life of the Mediterranean regions is not distinctive. Can you explain why?
8. Only one region which has a Mediterranean climate has an important mineral resource. What is the region, and what is the resource?
9. The economic activities of the people of the Mediterranean regions are determined to a great extent by the climate. After each of the following activities found in Mediterranean regions tell how the climate accounts for it.
 - a) Growing of citrus fruits
 - b) Growing of winter vegetables
 - c) The tourist industry

THE OLD WORLD MEDITERRANEAN REGION

I. Read chapter 16 carefully in your text. Then, without referring back to your text, do the exercises below as directed. When you have completed the exercise check your answers with your text for accuracy. Use this exercise as a drill to improve your reading skill.

In the sentences below underline the word or group of words in parentheses that correctly completes the statement.

1. (Every country -- few countries) in the Mediterranean region of Europe are mountainous.
2. There are (many -- no) large level areas or plains.
3. (Many different -- only a few) people inhabit this region.
4. The ways of living of these people are (very different -- much alike).
5. (The mountain passes -- The sea) served as a great highway.
6. People have been able to migrate (easily -- with great difficulty).
7. Today, the language of the Mediterranean peoples is (much alike -- very different).
8. The lands around the Mediterranean Sea have (a great deal -- only a small amount) of water for summer irrigation.
9. This is because (there is so much snow in the mountains during the winter that it lasts all summer -- there is so little rain in the lowlands during the summer months).
10. The people of these Mediterranean lands have (a good deal of -- only a little) land suitable to cultivation. Consequently they are (farmers -- gardeners).

11. The Mediterranean people are (town -- country) dwellers. They build their homes on (the seacoast -- the hilltops) because this location (gave protection from enemies -- was close to the transportation routes), was (healthy -- unhealthy), and gives access to the terraced slopes and mountain pastures.
12. Many of the gardens in the Mediterranean countries are terraced because this (makes them look attractive -- makes more land available for cultivation), and also prevents the rainwater from running off the land and causing erosion.
13. In "zonal agriculture" crops are cultivated by zones whose boundaries are determined by (rainfall -- elevation).
14. In the lowest zone are found (citrus fruit -- vineyards); the second zone is devoted to (vineyards -- olives); the third zone is devoted to (vineyards -- olives); the fourth to (citrus fruits -- chestnuts), and the fifth to (forests -- chestnuts).
15. Important cities of the old world Mediterranean region are (Florence, Rome and Naples -- Rome, Vienna, and Athens).
16. Even before the Greek civilization developed, important centers of culture centered around the Mediterranean Sea. Ancient Greece has contributed much to our civilization - (medicine, roads, and democracy -- science, art, and literature).
17. Our democratic form of government originated in the old Greek (mountain towns -- city states).
18. These independent communities developed because (the mountains of Greece prevented easy communication between them -- constant warfare prevented the growth of friendly relations between them).

19. The Mediterranean regions of the old world may be said to be "The mother" of other Mediterranean regions because (people from this region have settled in other regions with Mediterranean climates and have introduced similar crops -- Australia was settled by the British who introduced Mediterranean crops like citrus fruits to that region which had a Mediterranean climate).

II. Map Work.

1. On your map of Europe locate and label:

| | | |
|----------------------|---------------|-------------|
| a) Atlantic Ocean | h) France | o) Bulgaria |
| b) Aegean Sea | i) Italy | p) Greece |
| c) Mediterranean Sea | j) Corsica | q) Crete |
| d) Adriatic Sea | k) Sardinia | r) Africa |
| e) Spain | l) Sicily | s) Turkey |
| f) Portugal | m) Yugoslavia | t) Athens |
| g) Naples | n) Albania | u) Rome |
2. Shade in the Mediterranean climatic region of Europe and make a key to explain your shading.
3. On your map of Africa locate and label:
 - a) Morocco
 - b) Algeria
 - c) Tunisia
4. On your map of Africa shade in the region with the Mediterranean climate, and make a key to explain your shading.

THE MEDITERRANEAN REGION OF THE UNITED STATES IS IN
CALIFORNIA

1. Study the map of California on P.181. Then draw a cross section of the area based on a line running east and west through Sacramento. Label the mountain ranges, valley, and river.

2. How would you expect the presence of the California current to affect climatic conditions on the coast of California? In the Great Valley?

3. What aspects of the Mediterranean climate in California are brought out in the following statement made by a Californian?
"In California one can usually plan a picnic or a trip without a dozen if's. But in the East you never know what to expect."

4. Locate Fresno and Sacramento on the map on P.181, and then study the climatic charts on P. 182. How do you explain the difference in the average temperatures of the two cities for the summer months?

5. a) Explain why the heaviest precipitation in our Mediterranean region is in the mountains.
- b) In what way, then, are the mountains beneficial to the people of the Great Valley of California?
6. Name three natural factors that account for the fact that California produces more than any other Mediterranean region.
- a)
- b)
- c)
7. Give the special products of each of the following regions:
- a) Southern California Coastal Region
- b) Great Valley
- c) Santa Clara Valley
8. Explain the following terms as they are related to life in the Mediterranean region of California
- a) Alluvial fans
- b) Orchard heaters
- c) Frost forecasting

- d) Irrigation
- e) Cover crop
- f) Fumigating
- g) Co-operatives (California Fruit Growers' Exchange)
- h) Movie industry
- i) Piedmont plain
- j) Curing (raisin grapes)
- k) Dehydrator

9. Tell for what each of the following cities is important:

- a) San Francisco
- b) Oakland
- c) Los Angeles
- d) San Pedro

10. What features of the natural and cultural environment of California have produced a serious water problem in that state, and how has the state made use of the surrounding regions to help solve the problem?

11. On your map of the United States locate and label:

- | | |
|---------------------|----------------------|
| a) San Francisco | e) San Joaquin River |
| b) Los Angeles | f) Coastal Ranges |
| c) Sacramento | g) Great Valley |
| d) Sacramento River | h) Sierra Nevadas |

12. On both your maps of the United States and North America shade in the Mediterranean regions, and make keys to explain your shading.

CHILE'S MEDITERRANEAN LAND IS THE CENTER OF THE NATION

1. Explain how Mediterranean Chile is similar to the Mediterranean region of California in the following respects:
 - a) Topography
 - b) Soils
 - c) Irrigation
2. What is meant by the statement, "The basis of its (Chile's Mediterranean region) wealth is agricultural"? From what you know of Mediterranean Chile, why would you expect this to be so?
3. On Pages 198-200 is described a piedmont hacienda in Chile. In the space below draw a diagram showing the layout of a typical hacienda -- buildings, crops, etc. Make a key giving scale of miles, symbols, and any other necessary information.

4. Why is the Aconcagua such a productive region?

5. What crops do you find here that are also found in California?

6. What products do you find here that you do not find in California?

Explain this difference in terms of what you know about the geography of the two regions.

7. For what are each of the following cities important?

a) Santiago

b) Valparaiso

8. Study the table on Page 204. Then, in the space below construct a bar and line graph showing the average monthly temperature and precipitation for both cities. Notice that the two graphs are exact opposites. How do you explain this?

9. On your map of South America locate and label:

a) Valparaiso

b) Santiago

c) Aconcagua River

10. On your map of South America shade in the Mediterranean region of Chile, and make a key to explain your shading.

THE MEDITERRANEAN REGIONS OF SOUTH AFRICA AND AUSTRALIA ARE SMALL
BUT IMPORTANT.

1. Why would you expect the vegetation of the African Mediterranean region to be similar to that of the other Mediterranean regions you have studied?
2. Two of the principal crops of this region are:
 - a)
 - b)
3. Explain why citrus fruits are an important commercial product in great demand in Europe.
4. Your text refers to South Africa and its port of Cape Town as "a half-way house." Why?
5. Australia is the only country we have studied that has two Mediterranean regions. Explain why this is so.
6. Similar to the Mediterranean region of South Africa, the principal crops of the Mediterranean region of Australia are wheat and grapes. However, the farmer in Australia suffers under one great disadvantage. What is it?

7. For what are the following cities important?

a) Capetown

b) Perth

c) Adelaide

8. Study the map on Page 168. Explain what geographical characteristics of the region around the Mediterranean Sea made it a likely region for the development and spread of ideas, sciences, crops, and skills.

9. On your map of Africa locate and label Capetown, and shade in the Mediterranean region of South Africa, making a key to explain your shading.

10. On your map of Australia locate and label Perth. Shade in the region of Australia which has a Mediterranean climate, and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT V.

1. Make an enlarged map of one of the following Mediterranean regions to show the topography of the region, and the principal products of the region in some detail.
 - a) California
 - b) Mediterranean Europe
 - c) Mediterranean Chile
2. Make an enlarged map of the world showing how the people of the Mediterranean region of Europe spread out and colonized the other Mediterranean lands of the world.
3. Make an enlarged map of the Mediterranean Sea and its surrounding land to show how civilization spread out from the "Fertile crescent" to the rest of the region.
4. Write to California for illustrative material on the Mediterranean region there. Prepare a talk based on the information that you gather. (For directions see Q. 7, p.).
5. Write to the consulates of some of the Mediterranean countries of Europe requesting illustrative material. Prepare to give a talk to the class based on the information that you receive.
6. Prepare to present a skit of two or three California fruit growers - perhaps an orange grower, a vineyard owner, and a prune grower - discussing and comparing their various problems.
7. Following the idea presented in Q. 6 above, make up a skit concerning people from the Mediterranean regions of the United States, Europe, and Chile.

8. Prepare a round table discussion on the merits of co-operatives such as the California Fruit Growers' Exchange.
9. Prepare a report to be given to the class on the important part Capetown has played in ocean travel since the days of its discovery by Vasco da Gama in 1486.
10. Report to the class on reading you have done on the various Mediterranean regions.

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UNIT VI

THE HUMID SUBTROPICAL CLIMATE

THE HUMID SUBTROPICAL LANDS HAVE HOT RAINY SUMMERS AND MILD
WINTERS.

1. Study the map on Page 220 in your text.
 - a) On which side of the continents is the humid subtropical climate found?
 - b) What is the highest latitude in the northern hemisphere in which the humid subtropical climate is found?
 - c) What is the highest latitude in the southern hemisphere in which the humid subtropical climate is found?
 - d) On your map of the world shade in the regions which have a humid subtropical climate, and make a key to explain your shading.
2. Notice the indentation in the northern boundary of the humid subtropical region of North America. What geographical feature of this region explains this irregularity?
3. Three characteristics of climate which all these humid subtropical regions have in common are:
 - a)
 - b)
 - c)
4. From your knowledge gained in studying the rainforest climate, explain why part of the summer rainfall of the humid subtropical regions of the world is due to convectional storms.

5. There are a number of marked differences between the Mediterranean climate and the humid subtropical, although on the surface they appear to be quite similar. Complete the following chart so that you can compare the two regions.

| | Mediterranean | Humid Subtropical |
|--------------------------|---------------|-------------------|
| Summer heat and humidity | | |
| Summer rainfall | | |
| Winter temperatures | | |
| Winter rainfall | | |

6. Find pictures representing the three types of tree common to the humid subtropical regions and draw a branch of each in the space below. Label your drawings.

7. In our South, gully erosion is a common problem. Under what conditions would you expect to find gully erosion? How can this condition be corrected?
8. How does weathering account for the deep soil of most humid subtropical regions?
9. How do the same conditions account for the fact that the soil tends to be infertile?
10. From what you know of the humid subtropical regions, what characteristics would lead you to expect that they would support a large population?

IN OUR SOUTH COTTON IS STILL KING.

1. On your map of the Southern states

- a) Label the states.
- b) Indicate the topography by light but legible hachure marks.
- c) Label the most important topographical features -- i.e. mountain ranges, valleys, plateaus, and rivers.
- d) With a heavy blue line outline the region that has the humid subtropical climate.
- e) Using different colors, shade in the regions where the following crops predominate:
 - 1) Cotton
 - 2) Rice
 - 3) Sugar
 - 4) Tobacco
 - 5) Winter vegetables
 - 6) Citrus fruits
- f) Indicate the location of the following by appropriate symbols:
 - 1) Coal mines
 - 2) Petroleum
 - 3) Bauxite
 - 4) Sulphur
- g) Locate and label the following cities:
 - 1) Richmond
 - 2) Atlanta
 - 3) Birmingham
 - 4) Memphis
 - 5) Galveston
 - 6) Houston
 - 7) New Orleans
 - 8) Charleston, S.C.
 - 9) Raleigh
- h) Make a key to explain the various colors and symbols you have used on your map.

2. On your maps of North America and the United States shade in the humid subtropical regions, and make keys to explain your shadings.
3. On your map of the United States label the states that fall within the limits of the humid subtropical climate.
4. Arrange the items in column I in order in column II to show their proper sequence in the development of the South.

I

II

- | | |
|--|-------------------|
| 1) Expansion west of the Mississippi River | 1) _____ _____ |
| 2) Slave labor became profitable | 2) _____ _____ |
| 3) Invention of the cotton gin | 3) _____ _____ |
| 4) Slaves became tenants and share croppers | 4) _____ _____ |
| 5) Use of labor saving farm machinery | 5) _____ _____ |
| 6) Introduction of mixed farming due to boll weevil | 6) _____ _____ |
| 7) Development of textile manu- facturing in the cotton region | 7) _____ _____ |
| 8) Civil War | 8) _____ |

5. What natural advantages and disadvantages does New Orleans have as a result of its location?

THE HUMID SUBTROPICS OF ASIA FEED MILLIONS OF PEOPLE

1. In what way is the topography of the humid subtropical region of China different from that of the humid subtropical region in the United States?
2. In light of your answer to question 1, explain why the rivers of China would be of great importance to the people living there.
3. What times in the history of Chinese development, and in the geography of humid subtropical China would lead you to expect that farming would be the chief occupation in this region?
4. Study Figure 247. What cultural items do you notice that can be explained by the geographical features of the region?
5. What do you know about the humid subtropical region of China that explains why rice is the principal crop?
6. Study the contour map of a Chinese village on P. 248 in your text.
 - a) How would you describe the general topography?

- b) On what type of land do most of the farm plots lie?
 - c) What is the highest elevation at which any farm plot lies?
 - d) What does the number of ponds suggest about the type of farming done here?
7. Explain how the Chinese make the fullest use of their land during all seasons of the year.
8. For what is each of the following cities important:
- a) Canton
 - b) Victoria
 - c) Shanghai
 - d) Nanking
9. Six of the chief industries of this region of China are:
- | | |
|----------|----------|
| a) _____ | d) _____ |
| b) _____ | e) _____ |
| c) _____ | f) _____ |
10. Four factors which have prevented the development of China's resources and her industry are:

- a) _____ c) _____
b) _____ d) _____

11. What geographic factors in Japan help to explain why rice and mulberries are the principal crops?

12. What geographical factors explain why Japan is dependent on trade with the rest of the world to support her population?

13. On your map of Asia locate and label:

- | | |
|-------------------|--------------------|
| a) China | h) South China Sea |
| b) Japan | i) Yangtse River |
| c) Korea | j) Canton |
| d) Formosa | k) Shanghai |
| e) Sea of Japan | l) Nanking |
| f) Yellow Sea | m) Tokyo |
| g) East China Sea | n) Yokahama |

14. On your map of Asia shade in the humid subtropical region and make a key to explain your shading.

THE SOUTH AMERICAN HUMID SUBTROPICS ARE RICH BUT SPARSELY POPULATED
LANDS

1. The humid subtropical region of South America covers a large area which includes four countries. Each of these countries has been developed in a different way. Compare them by completing the chart below.

| | Brazil | Uruguay | Paraguay | Argentina |
|------------------------------|--------|---------|----------|-----------|
| Nationalities of inhabitants | | | | |
| Products of the region | | | | |
| Climate | | | | |
| Soil | | | | |
| Type of farms | | | | |

2. On your map of South America locate and label:

- | | |
|-----------------|--------------------|
| a) Argentina | f) Rio Plata River |
| b) Uruguay | g) Parana River |
| c) Paraguay | h) Paraguay River |
| d) Buenos Aires | i) Montivideo |
| e) Rosario | j) Ascuncion |

3. On your map of South America shade in the humid subtropical region and make a key to explain your shading.

THE HUMID SUBTROPICAL REGIONS OF AFRICA AND AUSTRALIA
ARE SMALL.

1. Describe the topography of the humid subtropical region of Africa.
Then draw a cross section of the land.
2. How do you account for the high summer temperatures in this region?
3. What nationalities do you find living in this region of Africa?
4. Three of the most important crops of this region are:
a) _____ b) _____ c) _____
5. From what you know of Australia and its different types of climate, why is it natural to expect that humid subtropical region to be the most densely populated?
6. What geographical features in the region around Sidney account for the fact that this region, unlike other humid subtropical regions we have studied, is a land of dairy farms and orchards?
7. The homes of Brisbane are described as follows: "One story wood bungalows with sheet iron roofs, with wide verandas and outdoor sleeping porches. All are fully screened." What natural features of the region account for this type of building?

8. On your map of Africa shade in the humid subtropical region, and make a key to explain your shading. Locate and label Durban and Port Elizabeth.
9. On your map of Australia locate and label Brisbane, Sidney, and Melbourne. Shade in the humid subtropical region and make a key to explain your shading.
10. To see the importance of the humid subtropical regions to the rest of the world complete the chart below, listing items which you have used recently for which some humid subtropical region is at least partially responsible.

| Food | Clothing | Miscellaneous |
|------|----------|---------------|
| | | |

OPTIONAL ACTIVITIES FOR UNIT VI

1. Make an enlarged map of the southern United States. Draw in the state boundaries. Indicate one or more of the following outstanding features:
 - a) Topography
 - b) The TVA project
 - c) Historic cities
 - d) Crops
 - e) Transportation facilities
 - f) Commerce
 - g) Manufacturing
 - h) Natural resources
2. Make an enlarged map of the humid subtropical region of Asia. On the map indicate one or more of the outstanding features, some of which are listed below:
 - a) Topography
 - b) The changing bed of the Hwang-Ho (Yellow) River
 - c) Products of the region
 - d) Resources
3. Make a series of drawings to show the processes cotton undergoes from its planting to its eventual use in some manufactured product.
4. Present an original skit showing a discussion between a Chinese farmer and a farmer from our South comparing the problems and other aspects of their respective regions.
5. Make a map of our Southern states showing the proportion of Negroes to Whites in each of the states.

6. Make a large scale map of Japan showing some of the following outstanding features:
 - a) Topography
 - b) Cities
 - c) Industries
 - d) Manufactured products
 - e) Agricultural products
7. Prepare a travelogue to be presented to the class based on information you receive from writing to the Southern states for illustrative material.
8. Prepare a travelogue similar to the one described in Question 7 above, but based on a tour of the historical cities of our South.
9. Make an enlarged map of the South American humid subtropical regions. On this map indicate some of the outstanding features:
 - a) Topography
 - b) Products and occupations
 - c) Nationalities found in the different regions
 - d) Transportation facilities
10. Prepare a round table discussion on one of the following topics:
 - a) Share cropping in our South
 - b) The tenant farmers of the estancias in Argentina
11. Make a report to the class on any reading you have done on the humid subtropical regions.

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UNIT VII

THE MARINE CLIMATIC REGIONS ARE LANDS OF GREAT
HUMAN ACCOMPLISHMENTS

MANY PEOPLE CONSIDER THE MARINE CLIMATE IDEAL

1. Study the map on P. 274 in your text. On your map of the world shade in the regions which have a marine climate, and make a key to explain your shading.
2. Notice the location of the marine climatic regions.
 - a) With the exception of New Zealand, on which side of the continents do these regions lie? _____
 - b) In what latitudes do these regions lie? _____
3. Locate these marine regions on your Physical Map of the World on P. 466 in your text.
 - a) What generalization can you make about the topography of the marine climatic regions on North and South America and New Zealand? _____
 - b) In what way is the topography of marine Europe different from the topography of the regions mentioned above? _____
4.
 - a) In what wind belts do these marine climatic regions lie?

 - b) How does this help to explain why these regions are noted for clouds, fog, mist, drizzle, and rain?

 - c) Judging by the factors you have considered thus far, who do you think this type of climate is called "marine"?

5. To get a more detailed picture of the marine climate complete the chart below.

| | |
|--------------|-------|
| Temperatures | _____ |
| | _____ |

Summer

Winter

| | |
|----------|-------|
| Rainfall | _____ |
| | _____ |

Summer

Winter

Vegetation

Economic Activities

THE NORTH AMERICAN MARINE REGION IS A LAND OF HAY, PASTURE, AND FOREST

1. After each of the following activities common to our Pacific Northwest, explain how it is accounted for by the geography of the region.

a) Lumbering

b) State parks and national forests for recreation

c) Fruit farms

d) Dairy farms

e) Fishing

f) Canning

g) Furniture and toy manufacturing

h) Commerce

2. Explain why it was necessary to "save" the salmon industry, and tell how it was done.

3. Explain why it was necessary to "save" the lumbering industry, and tell how it has been done.

4. What geographical features have lead the following cities to become important?
- a) Portland, Ore.
 - b) Seattle, Wash.
 - c) Vancouver, B.C.
5. Compare the climatic graphs for cities in the marine region of North America, Fig. 282 and 283 in your text with the climatic graph you made for New Haven on P. 25 in this workbook.
- a) What outstanding differences do you notice?
 - b) Which marine city has the highest average temperature, and how do you account for it?
 - c) Which marine city has the highest average precipitation, and how do you account for it?
6. On your map of North America:
- a) Draw the boundaries between Alaska and Canada and between Canada and the United States.
 - b) Shade in the marine climatic region.
 - c) Make a key to explain your shading.

7. On your map of the western United States:

a) Locate and label the following features:

- 1) Columbia River
- 2) Willamette River
- 3) Puget Sound
- 4) Pacific Ocean
- 5) Portland, Ore.
- 6) Seattle, Wash.
- 7) Vancouver, B.C.
- 8) Bonneville Dam
- 9) Grand Coulee Dam
- 10) Washington
- 11) Oregon
- 12) California

b) Shade in the region which has the marine climate, and make a key to explain your shading.

c) By means of hachure marks indicate the topography of this region.

THE DIVERSITY OF MAN'S ACTIVITIES IN MARINE EUROPE IS ASTONISHING.

1. It is interesting to note that marine Europe is one of the most important regions of the world commercially, industrially, and culturally. Explain what part geography has played in each of the following categories which have been important in the development of that region.
 - a) The energy and ability of the people
 - b) Commerce
 - c) Industry
 - d) Educational progress
2. How is the topography of marine Europe different from that of marine North America, and what difference do you think this has made in the development of the two regions?
3. Below are listed some of the specific activities of the people of marine Europe. After each tell where it is found, and what geographic factor or factors has made it important in this region.

| Activity | Location | Geographic factors |
|----------------|----------|--------------------|
| a) Fishing | | |
| b) Lumbering | | |
| c) Agriculture | | |
| d) Dairying | | |

4. On your map of Europe locate and label the following bodies of water:

- | | |
|-------------------|--------------------|
| a) Atlantic Ocean | d) English Channel |
| b) North Sea | e) Bay of Biscay |
| c) Baltic Sea | f) Rhine River |

5. On your map of Europe locate and label the following countries:

- | | |
|---------------------|----------------|
| a) Northern Ireland | g) Norway |
| b) Eire | h) Sweden |
| c) Iceland | i) Denmark |
| d) Scotland | j) Germany |
| e) Wales | k) Netherlands |
| f) England | l) Belgium |
| | m) Luxembourg |

6. On your map of Europe locate and label the following cities:

- | | |
|---------------|---------------|
| a) Dublin | g) Paris |
| b) Belfast | h) Oslo |
| c) Edinburgh | i) Copenhagen |
| d) Manchester | j) Hamburg |
| e) Birmingham | k) Berlin |
| f) London | l) Amsterdam |

THE MARINE REGIONS IN THE SOUTHERN HEMISPHERE ARE PIONEER LANDS

I. Place a check mark before each group of words which completes correctly the following statements. You may check more than one answer.

1. No important settlements in South Chile, Tasmania, or New Zealand until
 - a) Around 1850
 - b) Around 1900
 - c) Around 1940
2. Their settlement by Europeans had been hindered by
 - a) Their cold climate
 - b) Their distance from the settled regions of the world
 - c) Their isolation in the South Pacific.
3. The marine region of Chile is known to the Chileans as "Swiss" Chile because
 - a) Its cold climate and glaciers resemble conditions in Switzerland
 - b) The cone-shaped volcanoes of the region rise above the surrounding country like the Alps
 - c) The mountains and lakes of the region give the land an appearance similar to that of Switzerland
4. Marine Chile is divided into two distinct sections. The northern section
 - a) Is a land of mountains and lakes
 - b) Is in part an extension of the valley of Mediterranean Chile
 - c) Is a land of mountains and many islands

5. The southern section

- a) Is a land of mountains and lakes
- b) Is in part an extension of the valley of Mediterranean Chile
- c) Is a land of mountains and many islands

6. Three important occupations of the people of Swiss Chile are

- a) Raising livestock, farming, and mining
- b) Lumbering, mining, and the tourist industry
- c) Farming, the tourist industry, and dairying

7. In addition to the native Araucanians, Indians, and the Swiss and German immigrants, people are moving to Swiss Chile from Mediterranean Chile because

- a) The cooler climate is more attractive and invigorating.
- b) They have worked on the haciendas of the Mediterranean region and want land of their own.
- c) The soil of Swiss Chile is more suited to the crops they were accustomed to grow in their native land.

8. The most important industry of Chile's far south is sheep grazing.

This is because

- a) The rainfall is less in the region and there is no forest.
- b) The fiords of the region make good protected harbors from which to ship the wool.
- c) The Andes protect the eastern land, and the grassy plains are good grazing areas.

9. The three islands which comprise New Zealand may be described as

- a) Coral islands.
- b) The tops of submarine mountain ranges.
- c) New lands with frequent earthquakes.

10. There is a distinct difference between the western and eastern sides of South Island because

- a) The island is divided by a mountain range which causes the winds to drop more of their moisture on the western side than on the eastern side.
- b) The mountain range which divides the island causes the winds to drop the greater part of their moisture on the eastern slopes.
- c) Volcanoes on the western side prevent the formation of glaciers which are found on the eastern side.

11. On North Island there is less difference between the eastern and western sections than there is on South Island because:

- a) The island is not divided by mountains.
- b) The mountains are lower.
- c) The mountains are less continuous.

12. As in Australia, the vegetation in New Zealand is unique. However, most of the trees on New Zealand have been cut because:

- a) The lumber was needed for building houses.
- b) The trees had no commercial value.
- c) The land was needed for grazing.

13. Dairying comes next to sheep raising in importance in New Zealand.

The dairying districts are largely determined by:

- a) Topography
- b) Vegetation
- c) Rainfall

II. On your map of South America:

1. Locate and label:

- a) Puerto Montt
- b) Punta Arenas
- c) Tierra del Fuego
- d) Straits of Magellan

2. Shade in your marine region of Chile and make a key to explain your shading.

3) Draw a heavy line between the two sections of marine Chile and indicate its meaning in your key.

OPTIONAL ACTIVITIES FOR UNIT VII

1. Write to the following sources for information on lumbering in our

Pacific Northwest: California Redwood Association
405 Montgomery St.,
San Francisco 4, California

West Coast Lumberman's Association,
1410 S.W. Morrison St.,
Portland 5, Oregon.

From the material that you receive in response to your inquiries prepare an illustrated talk on lumbering in this region.

2. Write to Washington, Oregon, and Alaska for travel information on the Pacific Northwest. Prepare an illustrated talk to be given to the class based on the information you receive.
3. Prepare a round table discussion on conservation of our forests by scientific lumbering.
4. Prepare a dialogue between a cannery worker and a farmer from the region of the Columbia river debating the advantages or disadvantages to them of the Bonneville Dam project.
5. Make an enlarged map of the marine region in North America and on it indicate some of the following important features:
 - a) Topography
 - b) Cities
 - c) Industries
 - d) Occupations
 - e) Irrigation and power projects
 - f) Commerce
6. Make an enlarged map of marine Europe and on it indicate some of the following important features:

- a) Industrial and agricultural districts.
 - b) Important cities.
 - c) Important fishing areas.
 - d) Cities important in foreign commerce.
7. Write the British Information Service, 30 Rockefeller Plaza, New York 20, N.Y. for information on the British Isles. Prepare a talk to give to the class on the information you receive.
8. Make a world map to show the spread of the influence of the marine region of Europe to other marine regions of the world, and also to other areas of the world, such as the eastern seaboard of the United States.
9. Prepare a series of graphs showing how the marine regions compare with other regions of the world in the production of manufactured goods or in some other aspect of life there.
10. Prepare a report to give to the class based on some reading you have done outside your text on some marine region.

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UNIT VIII

REGIONS WITH THE HUMID CONTINENTAL CLIMATE

GROWTH IN IMPORTANCE OF THE HUMID CONTINENTAL REGIONS

1. Study the map on P. 316 of your text. Then on your map of the world shade in the regions that have a humid continental climate. Differentiate between the regions with long summers and those with short summers. Make a key to explain your shadings.
2. Notice that the regions with the humid continental climate lie only in the northern hemisphere.
 - a) On what sides of the continents do the humid continental regions lie?
 - b) Between what latitudes do the humid continental regions lie?
 - c) What reasons can you suggest to explain why South America, Africa, and Australia have no humid continental regions?
3. You will notice on your map of the world that in Europe the humid continental region lies adjacent to the marine region, while in North America there is a considerable separation between the two regions. What features are you acquainted with concerning the geography of Europe and North America that explains this difference?
4. Explain by what developments in each of the following categories man is better able to live in the humid continental regions today than he was a few centuries ago

a) Housing

b) Heating

c) Power

IN THE HUMID CONTINENTAL, WEATHER IS MORE OUTSTANDING THAN CLIMATE

The humid continental regions are quite different from other climatic regions we have studied so far. The greatest difference is that the weather of the humid continental regions is irregular, almost unpredictable, and greatly varied. This explains the title of the chapter you are studying. To understand the humid continental regions then, it is necessary to understand their weather. The following exercises should give you a clearer grasp of the factors behind weather in general, and in the humid continental regions of the United States in particular.

1. The following questions, based on our personal experience with the humid continental regions, will help to make you more conscious of the variations in its weather.
 - a) What was the highest temperature on the hottest day you have experienced in this part of the country?_____
 - b) What was the lowest temperature on the coldest day you have experienced?_____
 - c) How many different kinds of weather have you experienced in one day? Describe them.
2. In the chart below keep a record of temperature and precipitation for the next two weeks based on information taken from your local paper.

6. A partial explanation of the frequent changes in the weather in the humid continental regions is the meeting of cold air masses and warm air masses.

- a) What is an air mass?
- b) Where do cold air masses originate?
- c) They are called
- d) Where do warm air masses originate?
- e) They are called
- f) In what direction do the cold air masses tend to move?
- g) In what direction do the warm air masses tend to move?
- h) What is a front?
- i) Explain what happens when a warm front and a cold front meet.

7. The following terms are also important in any consideration of the weather. Define them.

- a) High
- b) Low

8. In order to become acquainted with weather maps study Figs. 322 and 323 in your text. Notice that Fig. 323 is dated Feb. 1, 1947, while Fig. 322 is dated Feb. 2, 1947. To answer question a) below study first Fig. 323, and then Fig. 322.

- a) Judging by the movement of the highs and lows which you find on

the weather maps discussed above, in what direction does the weather seem to move across the United States?

b) What geographic factor explains this fact?

9. Study the high in the center of Fig. 323. The line which forms a circle around the center of the high is called _____.

Its definition is _____

10. There are two numbers connected with the high you are studying. One is 1038, and the other 30.65. The former represents the air pressure in millibars, and the latter represents the air pressure in inches. Now see how much information you can get from the weather map on P. 323.

a) What is the air pressure at Kansas City in inches?

In millibars?

b) What is the air pressure in Denver in inches?

In millibars?

c) In what section of the country do you find a cold front?

d) In what section of the country do you find a stationary front?

e) From what direction is the wind blowing in Galveston?

f) What is the velocity of the wind at Galveston?

11. Study Fig. 322 in your text which represents the weather a day later.

a) What is the air pressure at Denver in millibars?

In inches?

b) How has the air pressure in Denver changed in the twenty-four

hour period?

- c) What would you predict for the weather for Denver in the next forty-eight hours? Why?
- d) From what direction is the wind blowing in Galveston?
- e) How do you explain the shift in the direction of the wind in the twenty-four hour period?

12. To summarize the characteristics of weather that we have studied, answer the following questions.

- a) What causes lows, or cyclonic storms?
- b) In what direction across the United States do lows and highs tend to move?
- c) What weather is generally brought by lows?
- d) In winter, what type of weather is generally brought by highs?
- e) What are two types of weather which may be brought by highs in the summer months?
 - 1)
 - 2)
- f) What determines the type of weather brought by highs in the summer?

NORTH AMERICAN HUMID CONTINENTAL: A REGION OF FARMS AND FACTORIES

1. From history you have studied in the past you know that the early settlers came to the New World primarily from the marine regions of Europe. Many settled in the humid continental regions of North America. Your history books have told you of the various hardships of the colonists who tried to establish settlements here. Explain how the geography of the New World was responsible for many of their difficulties in each of the following sections, and tell how the settlers adapted themselves to existing conditions.

a) The east coast

b) The prairies

2. Explain how the natural conditions of the humid continental climate favor the corn belt.
3. To better understand the productive capacities of the humid continental regions of North America, complete the following chart.

| | Location Topography | Climate | Principal Products | Other Products |
|------------------------------------|------------------------|---------|-----------------------|-------------------|
| Corn belt | | | | |
| Corn and soft winter wheat belt | | | | |
| Hard winter wheat region | | | | |
| Spring wheat region | | | | |
| Dairy cow belt | | | | |

4. What geographical factors account for the fact that the world's greatest industrial district lies within the humid continental region of North America?
5. In the blanks in the first column below name five of the outstanding cities in this region, and in the second column tell for what each is important.

I

II

- | | |
|----------|-------|
| a) _____ | _____ |
| | _____ |
| b) _____ | _____ |
| | _____ |
| c) _____ | _____ |
| | _____ |
| d) _____ | _____ |
| | _____ |
| e) _____ | _____ |
| | _____ |

6. On your map of North America shade in the humid continental region, both long and short summers, and make a key to explain your shadings.

7. On your map of the United States

a) Locate and label:

- | | |
|--------------|---------------|
| 1) Boston | 6) Buffalo |
| 2) New York | 7) Pittsburgh |
| 3) Chicago | 8) Louisville |
| 4) Cleveland | 9) St. Louis |
| 5) Detroit | 10) Milwaukee |

b) Locate and label:

- 1) The Great Lakes
- 2) Hudson River
- 3) Mohawk River and Erie Canal
- 4) Ohio River
- 5) Mississippi River

- c) Label the states that lie in the humid continental region.
- d) Shade in the humid continental region and make a key to explain your shading.

THE EUROPEAN HUMID CONTINENTAL REGION INCLUDES IMPORTANT AGRICULTURAL
AND INDUSTRIAL AREAS

1. Explain how the topography of Central Europe accounts in part for the difference in farms and farming methods as compared with our corn belt.
2. What cultural factors play a part in this difference?
3. What geographical factors account for the type of houses found in this region?
4. What geographical features are responsible for the differences between the central European section of the European humid continental region and the Russian and Swedish sections?
5. Complete the following chart to see the principal occupations and products of this region, and how geography is responsible for them.

| Occupations | Products | Geographic Factors |
|-------------|----------|--------------------|
| | | |

6. In order to get a clearer picture of the potentialities of this region complete the following chart.

| | Topography | Climate | Agricultural Products | Resources | Manufactured Products |
|-------------------|------------|---------|--------------------------|-----------|--------------------------|
| Central Europe | | | | | |
| Central Sweden | | | | | |
| Central Russia | | | | | |
| Siberia | | | | | |

7. In the space below make bar and line graphs for the climatic information given you on P. 353 in your text. Beneath each, write the name of the station.

8. Explain what factors cause the noticeable differences in temperature and precipitation at each station.

9. In what ways are the collective farms of the Russians an improvement over the farming methods practiced in the central European countries?
10. Explain what geographical features have lead to the growth of each of the three large industrial regions east of Moscow.
- a) Moscow
 - b) The Urals
 - c) Kuznetsk
11. On your map of Europe
- a) Locate and label:
 - 1) Finland
 - 2) Russia
 - 3) Poland
 - 4) Hungary
 - 5) Czechoslovakia
 - 6) Bulgaria
 - 7) Rumania
 - 8) Austria
 - 9) Black Sea
 - 10) Caspian Sea
 - 11) Stockholm
 - 12) Leningrad
 - 13) Moscow
 - 14) Budapest
 - b) Shade in the humid continental regions, long summers and short summers, and make a key to explain your shadings.

IN FAR EASTERN ASIA IS ANOTHER LARGE HUMID CONTINENTAL REGION

1. Explain what geographical features in northern China make the rivers, especially the Hwang Ho, so hard to control.
2. What benefits have these rivers brought to this region in spite of their destructiveness?
3. What natural conditions explain the types of homes and the living conditions found in this region?
4. What natural conditions dictate the type of farm and the products found in northern China?
5. What geographic and cultural features of northern China that you have studied in this chapter are illustrated in Fig. 356?
6. What geographic features have helped to make Manchuria a productive region, a region over which three nations have fought?

7. What natural features limit Manchuria's agricultural potentialities?
8. What features of the topography of eastern Siberia make the Amur Valley so important to the region?
9. On your map of Asia
 - a) Locate and label:
 - 1) Hwang Ho River
 - 2) Amur River
 - 3) Manchuria
 - 4) Siberia
 - 5) Peiping
 - 6) Tientsin
 - 7) Vladivostok
 - b) Shade in the humid continental regions of Asia - both long and short summers.
 - c) Make a key to explain your shadings.

OPTIONAL ACTIVITIES FOR UNIT VIII

1. Make an enlarged map of the North American humid continental region.
On this map indicate some of the outstanding features such as:
 - a) Topography
 - b) Agricultural products and their areas
 - c) Industrial regions
 - d) Population centers
 - e) Transportation routes
 - f) Natural resources
2. Prepare a graph showing the production of certain items found in the humid continental regions of the United States such as corn, wheat, automobiles, steel, and coal, as compared with the production of these items in important countries in the world such as the U.S.S.R.
3. Make a series of drawings showing how man has adapted himself in the course of hundreds of years to living comfortably in the humid continental regions of the world.
4. Make a historical map of the world showing how people came to the humid continental region of the New World from various regions in the Old World, and how they spread westward from the Atlantic seaboard throughout the humid continental region.
5. Prepare a skit to show a conversation between a farmer of the humid continental region of the United States and a farmer from one of the countries of central Europe, and perhaps also a farmer from the humid continental region of China, comparing the agricultural methods used in their respective countries.

6. Prepare a report to present to the class on the collective farming methods used in the U.S.S.R.
7. Make an enlarged map of Russia - both in Europe and Asia - and on it indicate some of the outstanding features such as those suggested below:

- a) Topography
- b) Cities
- c) Industrial sections
- d) Important agricultural sections
- e) Transportation facilities

This map might be used to cover the next two units on the middle latitude desert and steppes, and the taiga so that you would be able to complete the most important features of the U.S.S.R. on a single map.

8. Make a picture chart displaying all the products in which the soy beans of Manchuria might play a part.
9. Make an enlarged topographical map of New England, and on it show items which would be of interest to tourists and vacationists such as historical sites, resorts, railroads, highways, farming sections, and industrial sections.
10. Make a report on some outside reading you have done on the humid continental regions of the world.

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UNIT IX**THE MIDDLE LATITUDE DESERTS AND STEPPES**

THE MIDDLE LATITUDE DESERTS AND STEPPES ARE LANDS OF HOT SUMMERS, COLD WINTERS, AND LOW, UNCERTAIN RAINFALL.

1. Study Fig. 366 in your text and on your map of the world shade in the middle latitude desert and steppe regions. Make a key to explain your shading.
2. What is the outstanding difference between the climates of the humid continental regions and the middle latitude desert and steppe regions?
3. Explain two geographic factors that cause this difference.
4. Explain what geographical characteristics account for the fact that the middle latitude desert and steppe regions are lands of hot summers and cold winters.
5. Strong winds are characteristic of these regions. What is the difference between the winter and the summer winds? Be sure to include the chinook.
6. What features of these regions account for the prevalence of the following types of animal life?
 - a) Grass-eating animals
 - b) Rodents
 - c) Few meat-eating animals
 - d) Reptiles
 - e) Insects

7. Under what conditions will grasshoppers and locusts invade the humid continental regions?
8. What geographic features account for the fact that grazing is the chief human activity in this region?
9. What natural factors explain the fact that the soils of the steppe areas are more fertile than those of the deserts?

THE AMERICAN STEPPES AND DESERTS

1. Draw a profile of North America's desert and steppe region so that you can get a picture of the varied topography. Label the following outstanding features that you will include in your profile:
 - a) Sierra Nevadas and Cascades
 - b) Intermontane basin and plateau
 - c) Rocky Mountains
 - d) Great Plains
2. How do you explain the existence of salt lakes in the Great Basin?
3. In which section of this region in North America would you expect to find the greatest population? Why?
4. Explain what natural conditions made it necessary for the homesteaders to own 640 acres of land in the Great Plains rather than the customary 160 acres.
5. What effect did the "Three D's" of the Thirties - drought, depression, and dust - have on the Great Plains region?

6. To what extent was this disaster man-made, and to what extent was it a "natural" disaster? Explain your answer.
7. What differences do you find in this region between ranches of the southern ranges, and ranches of the northern ranges? What natural features account for these differences?
8. What effect has irrigation had on part of this region?
9. Explain how the system of "dry farming", which is used in the Columbia Plateau, makes it possible to produce a crop of wheat with as little as thirteen inches of rainfall annually.
10. How has Grand Coulee Dam changed the face of the countryside around it?
11. What natural conditions make the Great Basin a region better for raising sheep than for cattle grazing?
12. What obstacles do railway and highway builders face in trying to cross the Colorado Plateau?

13. What are nine resources that make mining an important activity in the intermontane basin and plateau region?

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

14. Study Fig. 396, and then give reasons to explain the location of the desert and steppe region in Argentina.

15. What activities are carried on here, and what makes them possible?

16. What are two valuable resources which Patagonia produces?

a) _____ b) _____

17. What is the chief occupation in this area? Why?

18. On your map of the United States:

a) Locate and label the states which lie in the middle latitude desert and steppe region.

b) Locate and label:

- | | | |
|-------------------|----------------|--------------------|
| 1) Denver | 6) Reno | 11) Missouri River |
| 2) Salt Lake City | 7) Carson City | 12) Platte River |
| 3) Cheyenne | 8) Butte | 13) Arkansas River |
| 4) Boise | 9) Spokane | 14) Red River (S) |
| 5) Santa Fe | 10) Bismark | 15) Snake River |

c) Shade in the desert and steppe regions and make a key to explain your shading.

19. On your map of South America

- a) Locate and label Mendoza and Patagonia
- b) Shade in the middle latitude desert and steppe region and make a key to explain your shading.

ASIATIC AND EUROPEAN MIDDLE LATITUDE DESERT AND STEPPE REGION
OF THE U.S.S.R.

1. How does the topography of the middle latitude desert and steppe region of the Soviet Union differ from ours?

2. What natural features of the Ukraine account for the fact that it contains one-fifth of the population of the whole of the U.S.S.R.?

3. To get a clearer picture of the value of this region, complete the following table for the Ukraine.

| Agricultural Products | Mineral Resources | Industries |
|--------------------------|----------------------|------------|
| | | |

4. Tell briefly for what each of the following cities is important.
 - a) Kiev
 - b) Kharkov
 - c) Odessa

5. Your text quotes a Russian as saying, "Agriculture is being made to suit the climate," concerning the steppes of the Don and lower Volga Rivers. Explain how this is being done.

6. What is The Greater Volga Scheme, and what will be its results?
7. What activities of the people in this region are similar to those in our own middle latitude desert and steppe region?
8. What is the important role played by Stalingrad in this region?
9. Explain in the chart below how the Asiatic desert and steppe region is different from the European as regards the features included in the chart.

Precipitation

Temperature

Rivers

Activities

10. What part do the oases play in this region?
11. What natural features of this region make some industrialization possible?

12. What industries have been developed here?

13. On your map of Asia locate and label:

a) Volga River

d) Kiev

b) Black Sea

e) Odessa

c) Caspian Sea

f) Stalingrad

14. On your map of Asia shade in the European and Asiatic middle latitude desert and steppe regions of Russia, and make a key to explain your shading.

MIDDLE LATITUDE DESERT AND STEPPE REGIONS OF THE HEART OF ASIA

1. Describe the topography of the desert and steppe region in the interior of Asia.
2. What conditions limit land travel in this region? Why are the automobile and the airplane not more commonly used?
3. In what respects does the Gobi desert remind you more of the Sahara and Arabian deserts than of our middle latitude desert and steppe region?
4. Explain how the yurt - the Mongol's home - is adapted to the natural conditions of this Asiatic region.
5. How have the inhabitants of the Turfan oasis adapted their lives to the climate?
6. How do the products of this oasis reflect the natural conditions there?
7. What natural factors explain why Sinkiang has been used as a highway be-

tween Asia and Europe both in the past and in the present?

8. What are four mineral resources for which Sinkiang is noted and which may some day lead to important developments there?

a) _____ c) _____
b) _____ d) _____

9. On your map of Asia locate and label:

a) Gobi Desert
b) Sinkiang
c) Tein Shan Range
d) Kunlun Range
e) Turfan

10. On your map of Asia shade in the middle latitude desert and steppe regions of central Asia, and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT IX

1. Write to the Departments of Commerce and Development in the states which lie in our middle latitude desert and steppe regions asking for illustrative material on those regions. Prepare an illustrated talk based on the material you receive.
2. Continue working on your map of Russia which you started in Unit VIII.
3. Make an enlarged map covering the middle latitude desert and steppe region of the United States. Use shadings or hachure marks to indicate the topography. On the map locate the principal cities, railroads, and highway routes. Locate and label the important plateaus, mountains, and basins. Notice how the topography of the region affects the location of these cultural items.
4. Prepare a series of graphs to show how the United States compares with other middle latitude desert and steppe regions in the mining of natural resources, and in cattle and sheep raising.
5. Prepare to present to the class a round table discussion on the causes and effects of the dust bowl disaster which occurred in this region in the thirties.
6. Draw a series of cartoons showing the effects of geography on the lives of the people who live in the middle latitude desert and steppe regions of the United States.
7. Prepare a round table discussion to be presented to the class on the value of such dams as the Grand Coulee Dam to the people living in regions such as the Columbia Plateau. Include in your discussion a consideration of the value of such a project to people like ourselves

who live several thousand miles away in New England. Remember our tax money helps to finance such projects.

8. Prepare a skit to present to the class showing two or three engineers discussing the geographic problems confronting them in building a proposed railroad across the middle latitude desert and steppe region of the United States - perhaps from Denver to San Francisco.
9. Make a report to the class on reading you have done on the middle latitude desert and steppe regions of the world.

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UNIT X

THE TAIGA

IN THE TAIGA, WINTER IS THE FRIEND OF MAN

1. Study the map on P. 424 in your text. On your map of the world shade in the regions covered by the taiga.
2. How do you account for the fact that there is no taiga in the southern hemisphere?
3. Fill in the important information concerning each of the following items in order to get a clear picture of conditions in the taiga.
 - a) Winter temperatures
 - b) Summer temperatures
 - c) Length of winter days
 - d) Length of summer days
 - e) Average precipitation
 - f) Growing season
4. How do the following features of the taiga make the winter months more desirable than the summer months?
 - a) Muskeg
 - b) No-see-ems
5. How does the geography of the taiga affect the following natural and cultural aspects of the region?
 - a) Transportation
 - b) Farming
 - c) Vegetation
 - d) Population
 - e) Homes

6. Study the bar and line climatic graphs on P. 426. Locate Point Barrow and Ft. Vermillion on a map. How do you explain the marked difference between the two graphs?

THE NORTH AMERICAN TAIGA IS IMPORTANT TO BOTH CANADA AND
THE UNITED STATES.

1. What part does the Hudson Bay Company play in the life of the people of the taiga of Canada?
2. How are the rivers of the taiga important to the inhabitants of the region at all seasons of the year?
3. In what ways is the life of a trapper in the taiga influenced by the natural conditions of the region in which he lives?
4. In what respects is Canada dependent, both directly and indirectly, on the forests of her taiga?
5. Five important minerals found in the Canadian taiga are:
a) _____ b) _____ c) _____ d) _____ e) _____
6. How is the airplane helping in the development of the resources of the Canadian taiga?
7. On your map of North America
 - a) Locate and label:
 - 1) Hudson Bay
 - 2) Lake Winnipeg
 - 3) Great Slave Lake
 - 4) Yukon River
 - 5) Newfoundland
 - b) Shade in the taiga regions, and make a key to explain your shading.

THE ENORMOUS TAIGA OF EURASIA IS THE GREATEST FOREST BELT
IN THE WORLD.

1. Explain what steps Sweden is taking to insure making the best possible use of her timberland.
2. What do you know of the geography of Sweden that explains why so many of her industries manufacture wooden products?
3. What natural feature of Finland helps her to run her mills without coal?
4. What natural features enable the Finns to grow crops in spite of the short growing season?
5. What is the principal activity in the European taiga of Russia?
6. What are four important mineral resources of this section of Russia?
a) _____ b) _____ c) _____ d) _____
7. What natural conditions account for the fact that Archangel, a city with a population of 250,000, is located in the Russian taiga - a region which you would expect to have but a small population?
8. Explain the significance of the author's statement that "Soviet ice-breakers discovered the forests of Siberia."
9. What part has modern transportation played in the development of the taiga regions of the world?
10. What geographical problems faced the engineers who built the Alcan

Highway?

11. Study the following figures in your text, and after each tell what natural and cultural items you find in each picture which are typical of the taiga.

a) 423

b) 427

c) 431

d) 432

e) 433

f) 434

g) 440

h) 441

i) 442b

12. On your map of Europe

a) Locate and label:

1) Narvik

2) Archangel

3) Murmansk

b) Shade in the taiga and make a key to explain your shading.

13. On your map of Asia

a) Locate and label:

1) Bering Strait

2) Yenisei River

3) Lena River

b) Shade in the taiga and make a key to explain your shading.

OPTIONAL ACTIVITIES FOR UNIT X

1. Make an enlarged map of the North American taiga regions and on it show some of the following outstanding features:
 - a) Topography
 - b) Important occupations
 - c) Location of important natural resources
 - d) Important bodies of water
2. Prepare to present to the class a round table discussion on the possibility of the taiga some day becoming as important a region to the world as the humid continental regions now are. Remember that the regions around the Mediterranean Sea were once the most important in the world.
3. Continue working on your map of Russia which you began in Unit VIII and continued in Unit IX.
4. Make an enlarged map of the Scandanavian Peninsula. On it indicate some of the important features such as:
 - a) Topography
 - b) Cities
 - c) Transportation facilities
 - d) Resources
 - e) Vegetation
5. Prepare a skit showing two or three engineers discussing the geographic problems which confront them as they try to plan the proposed Alcan Highway.
6. Make a cartoon showing why winter is the best season in the taiga according to the people who live there.

7. Make an enlarged map of Alaska showing some of the important features such as:

- a) Topography
- b) Important cities
- c) Transportation facilities
- d) Resources
- e) Predominant occupations in various regions
- f) Nearness to Russia

Do not forget to include the Aleutians. You may continue to work on this map when you study Unit XI, and include information you learn about the polar regions on it.

8. Report on reading you have done on any of the regions which lie in the taiga belt.

READING FOR UNIT X

Textbooks

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McConnell, W.R., Geography of the Americas, New York: Rand McNally and Company, 1945, pp.239-79.

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UNIT XI

THE POLAR REGIONS

WHAT ARE THE POLAR LANDS LIKE?

1. Study the map on Pp.450 and 451. On your map of the world shade in the polar regions and make a key to explain your shading.
2. What are the two outstanding characteristics of the polar regions?
 - a)
 - b)
3. Draw diagrams in the space below to show how at the north pole the sun can be seen for a six month period, and then for the next six months cannot be seen at all.
4. Explain why it is that at the Arctic Circle itself you would have only one complete day without sun, and only one day with twenty-four hours of sunlight during a year. Refer to your diagram above.
5. In what ways are the plants of the polar regions adapted to the geography of the regions in which they grow?
6. In what ways are the lichens the best adapted of all plants for life in these regions?
7. In what ways are the animals of these regions adapted to life in the Arctic?

8. What is the great difference between the two poles of the world?
9. What effect does this difference have on life at the poles?
10. What conditions cause the frequent fogs in the tundra lands?

THE TUNDRAS OF NORTH AMERICA, GREENLAND, AND EURASIA.

1. In what part of the tundra do the Eskimos live? How is this explained by the geography of the region?
2. Explain in what ways the Eskimos have adapted their lives to the climate.
3. Compare the North American and Eurasian tundras by completing the chart below.

| | North America | Lapland | Russia |
|---|---------------|---------|--------|
| Natives | | | |
| Means of livelihood | | | |
| Mineral resources and degree of utilization | | | |
| Recent improvements | | | |

4. What geographic factors tend to isolate the tundra regions from the rest of the world?
5. Why are weather stations in the tundras valuable to countries in other parts of the world?

OPTIONAL ACTIVITIES FOR UNIT XI

1. Complete the map of Russia which you have been working on for the three past units.
2. Complete the map of Alaska which you began in Unit X.
3. Make an enlarged polar projection map of the North Polar regions. On this map indicate such important features as:
 - a) Topography
 - b) Important cities
 - c) Important bodies of water
 - d) The icecaps
 - e) The predominant vegetation of the regions covered by your map.
 - f) The predominant occupations of the various regions
 - g) The predominant races or nationalities of the people living in these regions
 - h) Important air routes which lie wholly or partly within this region
4. Prepare a round table discussion on the differences in the life of the Eskimos of the polar regions of North America, and the life of the Lapps of the polar regions of Europe.
5. Make a series of diagrams or pictures to show how the reindeer is an important part of the economic life of the people who live in many of the polar regions.
6. Prepare a round table discussion to be presented to the class on the value of a country's maintaining weather stations in the polar regions as is done in Greenland.

7. Make a report to the class on reading you have done on any of the polar regions.

READING FOR UNIT XI

Textbooks

Bodley, G.R., and Thurston, E.L., North America and South America, New York: Iroquois Publishing Company, 1946, pp.115-32.

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Wilson Company, 1947.