

Glencoe

The World and Its People

Graphic Organizer Transparencies, Strategies, and Activities





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Graphic Organizer Transparencies

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TO THE TEACHER

Graphic organizers are visual representations of written material. Charts, graphs, diagrams, and maps are all examples of graphic organizers. The use of graphic organizers promotes reading and thinking. In addition, writing information in a visual or an illustrated way helps students to clarify and categorize it for easier recall. It also helps students see connections among parallel or related facts. Finally, many teachers believe that having students list information in a graphic organizer makes learning more fun than just taking notes in the traditional way.

This booklet provides you with more than 80 Graphic Organizer Teaching Strategies—at least one for every section of *The World and Its People*. In addition, a reproducible Student Activity—utilizing a graphic organizer—is provided for each chapter. The activities are designed to help students efficiently organize their study of each chapter in particular, and to organize and improve their note-taking skills and study habits in general.

About the Teaching Strategies

Each Graphic Organizer Teaching Strategy follows the same basic format:

- A listed objective explains what the student is expected to do.
- The number of the Graphic Organizer Transparency or reproducible graphic organizer (from the Graphic Organizer Library) that corresponds to the Teaching Strategy is given. You are to project or photocopy that particular graphic organizer and distribute copies of it to students before they begin the activity.
- A list of steps is then provided, as well as page numbers from *The World and Its People* from which students will gather information to complete the steps.
- A summary statement or discussion idea may be used as a review for students.

Presenting the Student Activity

Although a Teaching Strategy is provided for each section of the textbook, one Teaching Strategy is directly tied to the Student Activity page that follows the Teaching Strategy page. Answers to the Student Activity are provided.

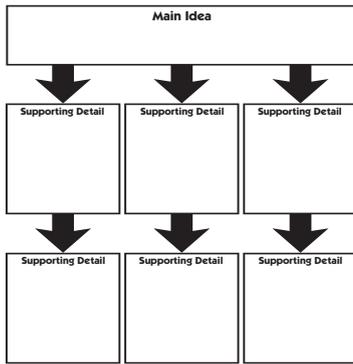
Before requiring students to complete a Student Activity, describe the purpose of the particular graphic organizer. Demonstrate how to use the textbook and prior knowledge to fill in information in the various parts of the graphic organizer. Provide opportunities for students to work in groups as well as individually when completing the graphic organizers, which will teach students to analyze the graphic more closely. Finally, after students have completed the Student Activity, discuss their responses as a class. This will help students learn to revise their thought processes and better clarify the organization of their graphic organizers.

Graphic Organizer Library

In addition to Teaching Strategies and Student Activities, this booklet contains 15 reproducible graphic organizers on pages 1–15. They correspond directly to the Graphic Organizer Transparencies at the back of the booklet and are utilized throughout the Graphic Organizer Teaching Strategies.

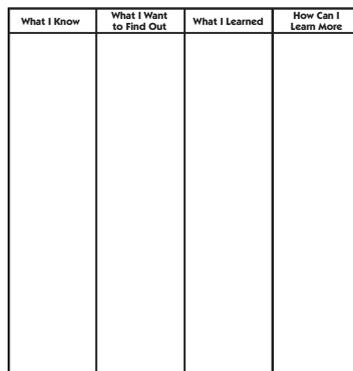
TO THE TEACHER, CONTINUED

Each type of graphic organizer is best suited for a specific kind or purpose of visual presentation. For example, one type of graphic organizer may be better suited to categorize information sequentially; another to compare and/or contrast; a third to describe, support, or exemplify a main idea; and so on. The following information will explain for what purpose each of the graphic organizers in the Graphic Organizer Library is best suited.



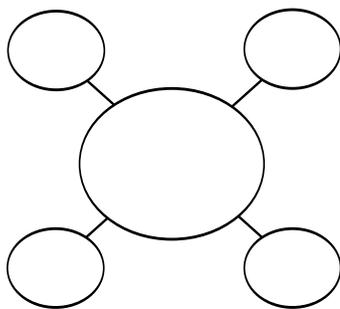
Graphic Organizer 1: Main Idea Chart

This type of graphic organizer is helpful when you want students to find the main idea of a paragraph or section, and then to analyze the reading further for information that exemplifies and/or supports that main idea.



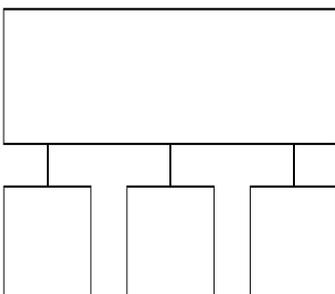
Graphic Organizer 2: K-W-L-H Chart

The K-W-L-H chart is used to activate students' prior knowledge and interest before they read as well as to set a purpose for reading. This chart asks for student feedback on what they *Know* already, what they *Want* to find out, what they *Learned*, and *How* they can learn more.



Graphic Organizer 3: Web Diagram

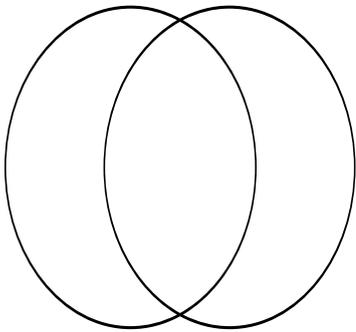
Web diagrams are often used to help students identify one central idea and organize related information around it. Students must determine the broad categories that should be listed in the outer parts of the web. Then students must determine what is relevant factual material and group this data into the appropriate related categories.



Graphic Organizer 4: Tree Diagram

A tree diagram is based upon the traditional "family tree" organizational graphic. Students are required to record how subordinate facts or statements are related to one another and to a larger, unifying statement. Tree diagrams may also be utilized as a main idea/supporting details type of graphic organizer.

TO THE TEACHER, CONTINUED

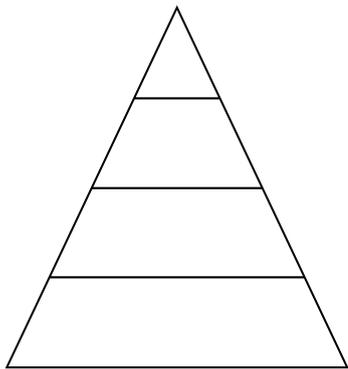


Graphic Organizer 5: Venn Diagram

Venn diagrams are used to compare and contrast information or to show similarities and differences among various objects or subjects. The Venn diagram consists of two or more overlapping circles. Differences are listed in the outer parts of the circles. Similarities are described where the circles overlap. Venn diagrams are especially helpful in displaying similarities and differences at a glance.

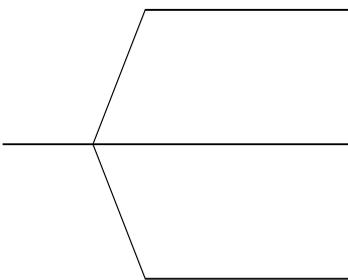
Graphic Organizers 6 and 7: Table or Matrix

Tables and matrices are used to organize or categorize information or make comparisons among categories. The items to be compared are listed along the left side of the table's rows, and the general features are listed across the top of the table's columns. Students are required to understand the organizational structure of the table before filling in the cells with facts or supporting information. Graphic Organizer 7 may also be used as a storyboard.



Graphic Organizer 8: Table: Pyramid

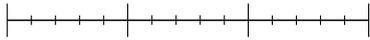
A pyramid table is very effective for organizing information in a majority/minority or general-to-specific manner. A pyramid table can also be used to list details or facts leading up to a climax or culminating event.



Graphic Organizer 9: Fishbone Diagram

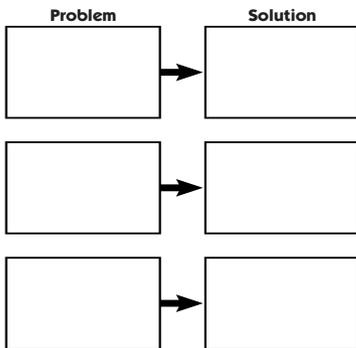
The purpose of a fishbone diagram is very similar to that of a main idea/supporting details chart. A main idea statement or category is written on the single line to the left. Supporting facts, examples, or subcategories are written on the lines to the right. In many cases, a third set of lines can be generated and attached to the subcategories with additional information or facts.

TO THE TEACHER, CONTINUED



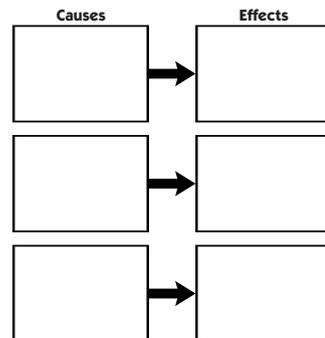
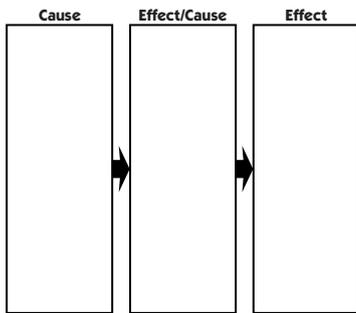
Graphic Organizers 10 and 11: Horizontal and Vertical Time Lines

Time lines are used to list important dates in chronological order. Horizontal and vertical time lines require students to analyze information by sequencing events. Time lines also require students to determine base-line dates and to be cognizant of the “backward” nature of B.C. chronology. In addition, the horizontal time line may be used as a rating scale continuum on which students may rate low and high points.



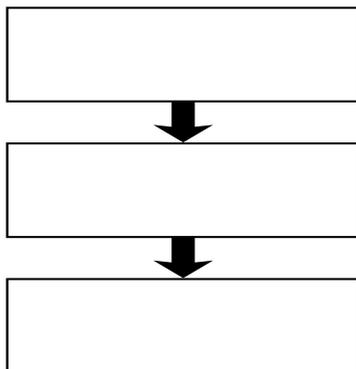
Graphic Organizer 12: Problem-Solution Chart

The purpose of this type of graphic organizer is to help students streamline the steps involved in recognizing a problem and utilizing problem-solving skills. The problem-solution chart may be best suited for group discussion after the teacher has explained an event or action. Students may then describe or predict the problem, after which they may brainstorm multiple solutions and possible results of those solutions.



Graphic Organizers 13 and 14: Cause-Effect Charts

This type of organizer helps students analyze information by identifying cause-and-effect relationships. In some cases, students will identify separate causes and their effects. In other instances, students may be required to identify a sequence of a cause and its effect, which becomes the cause of yet another effect.



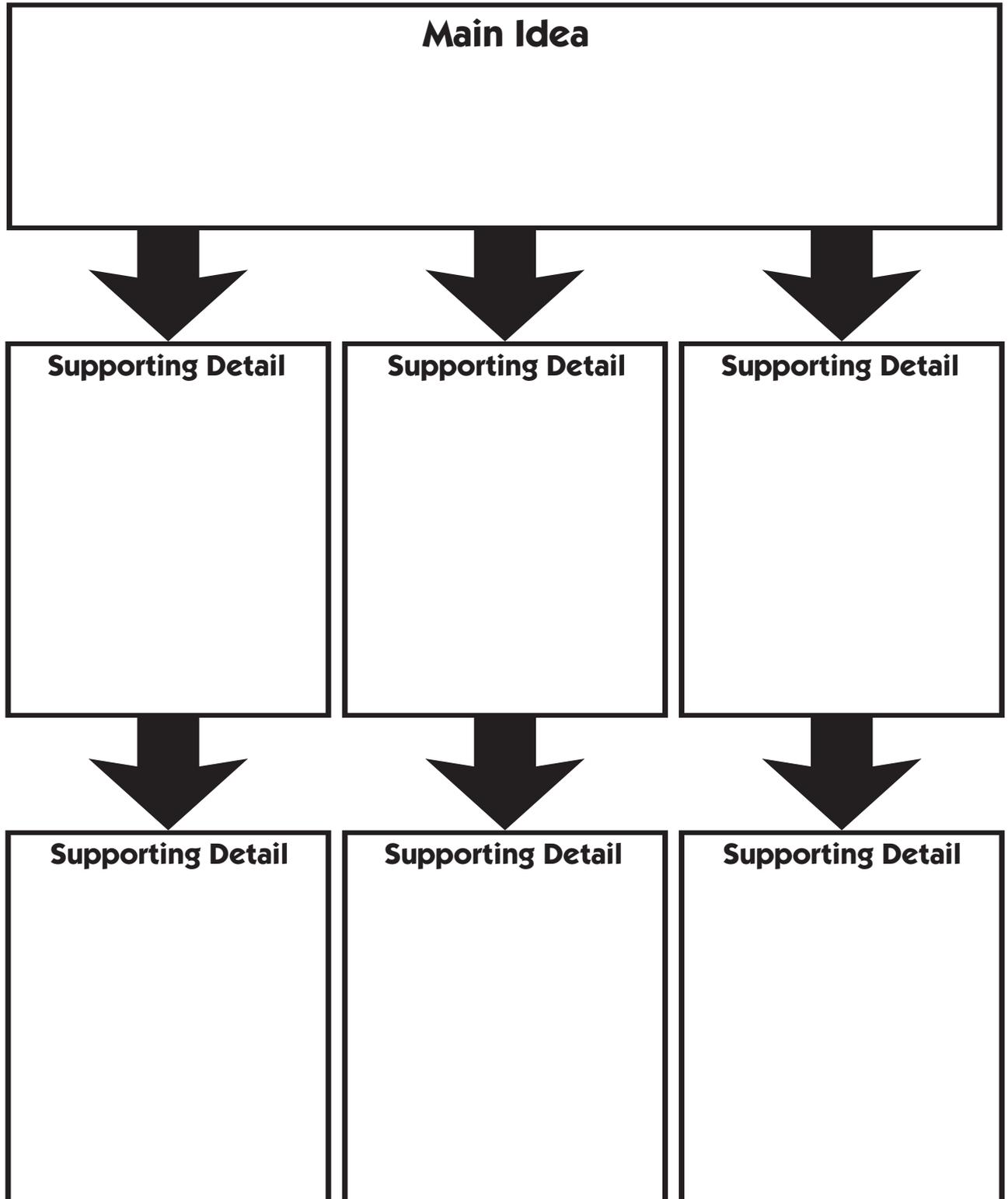
Graphic Organizer 15: Chain-of-Events Diagram or Flowchart

A chain-of-events diagram or flowchart asks students to organize and interpret information by sequencing the stages of an event. This type of graphic organizer is also used to describe the actions of a character or group, or the steps to be followed in a procedure.



Graphic Organizer 1

Main Idea Chart



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Graphic Organizer 2

K-W-L-H Chart

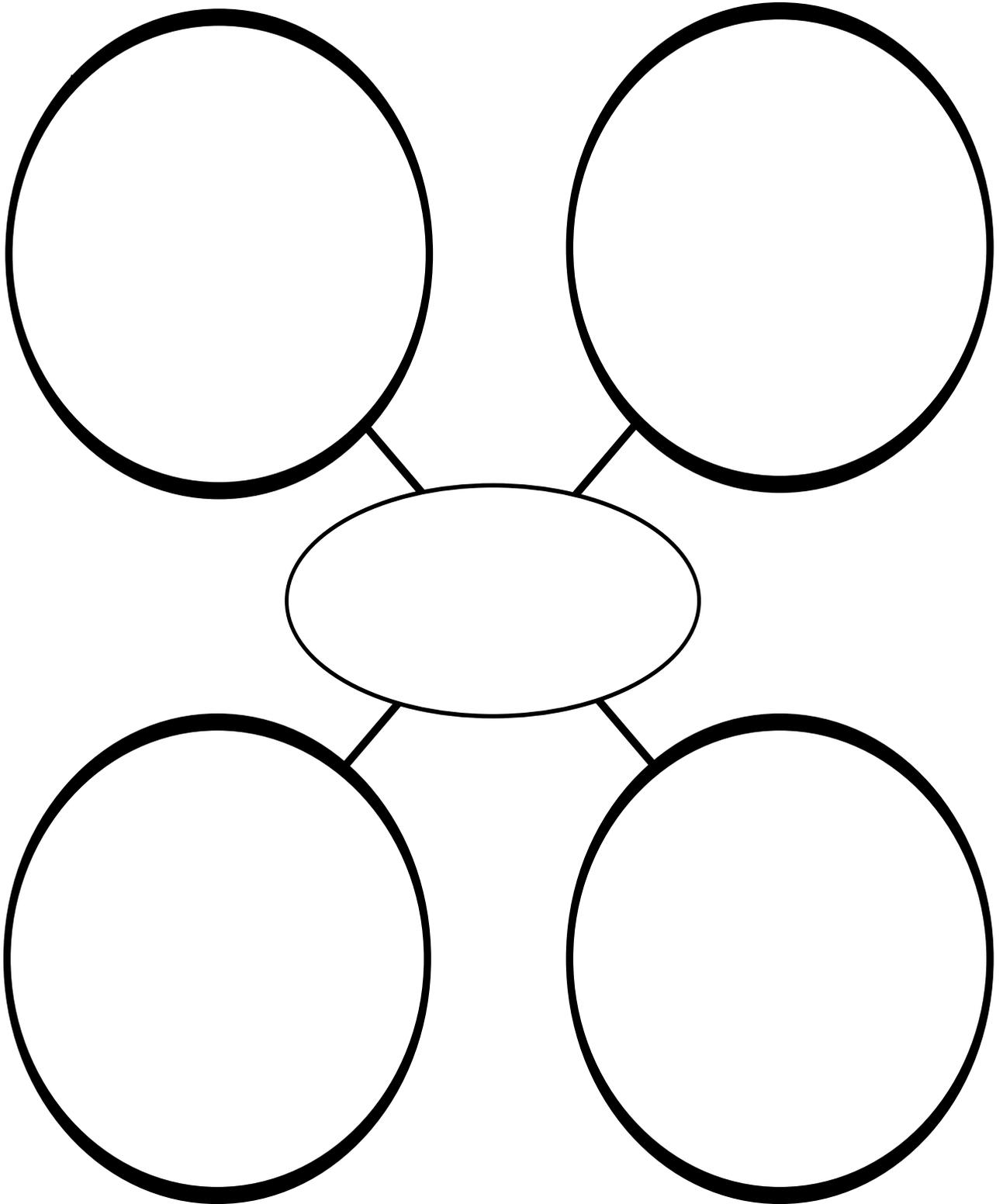
What I Know	What I Want to Find Out	What I Learned	How Can I Learn More

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Graphic Organizer 3

Web Diagram

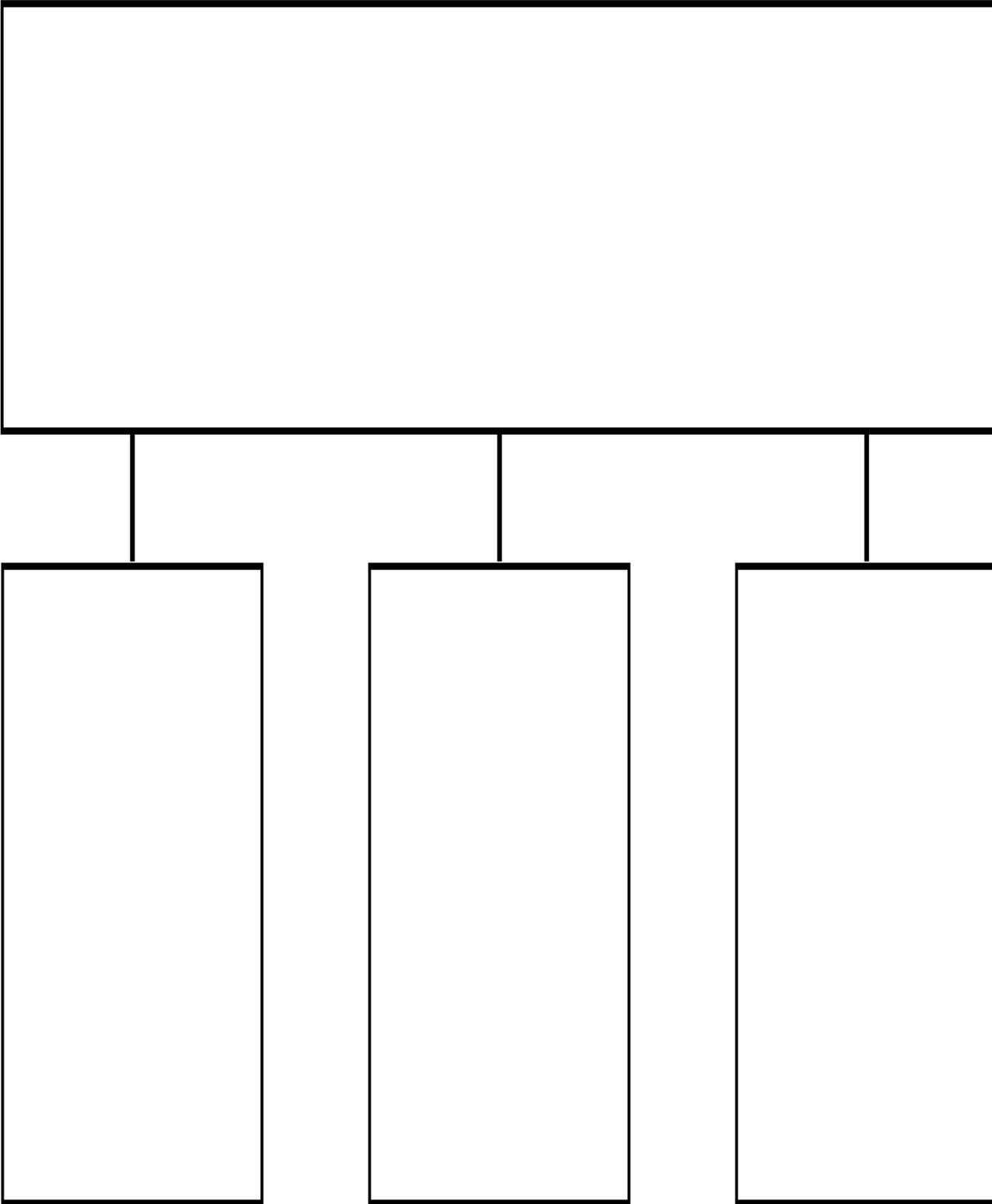


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Graphic Organizer 4

Tree Diagram

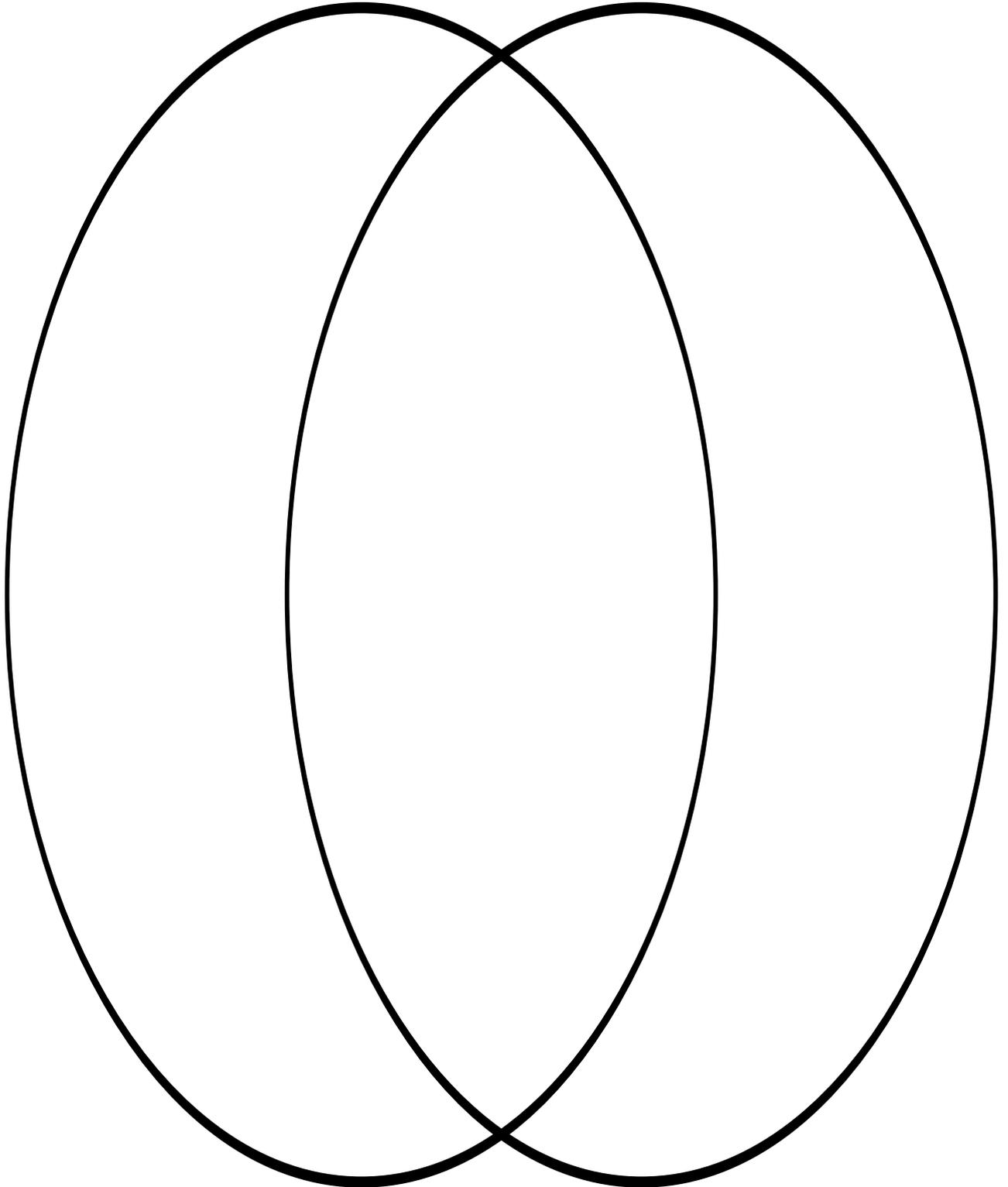


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Graphic Organizer 5

Venn Diagram



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Graphic Organizer 6

Table or Matrix

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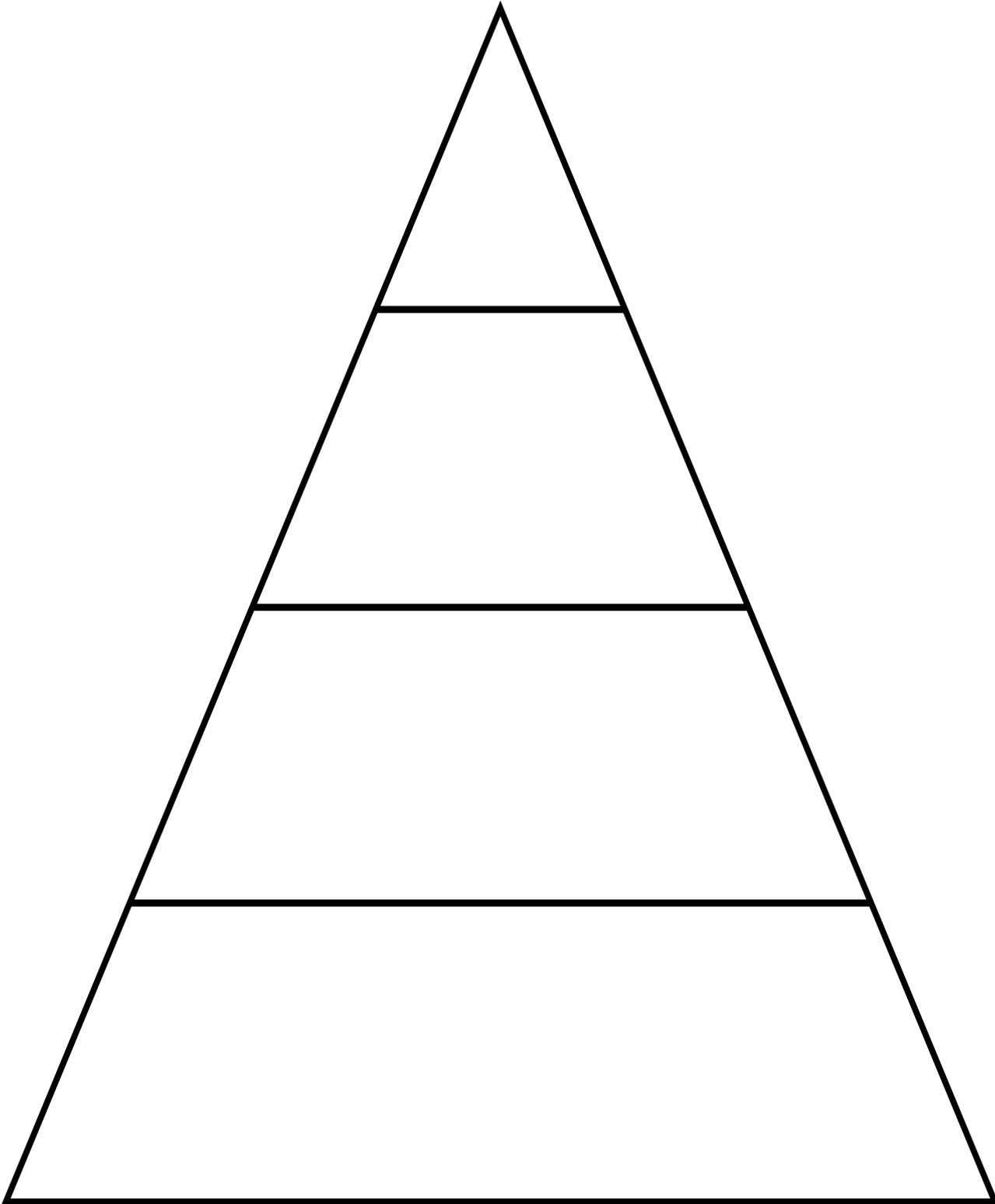
Graphic Organizer 7

Table

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Graphic Organizer 8

Table: Pyramid

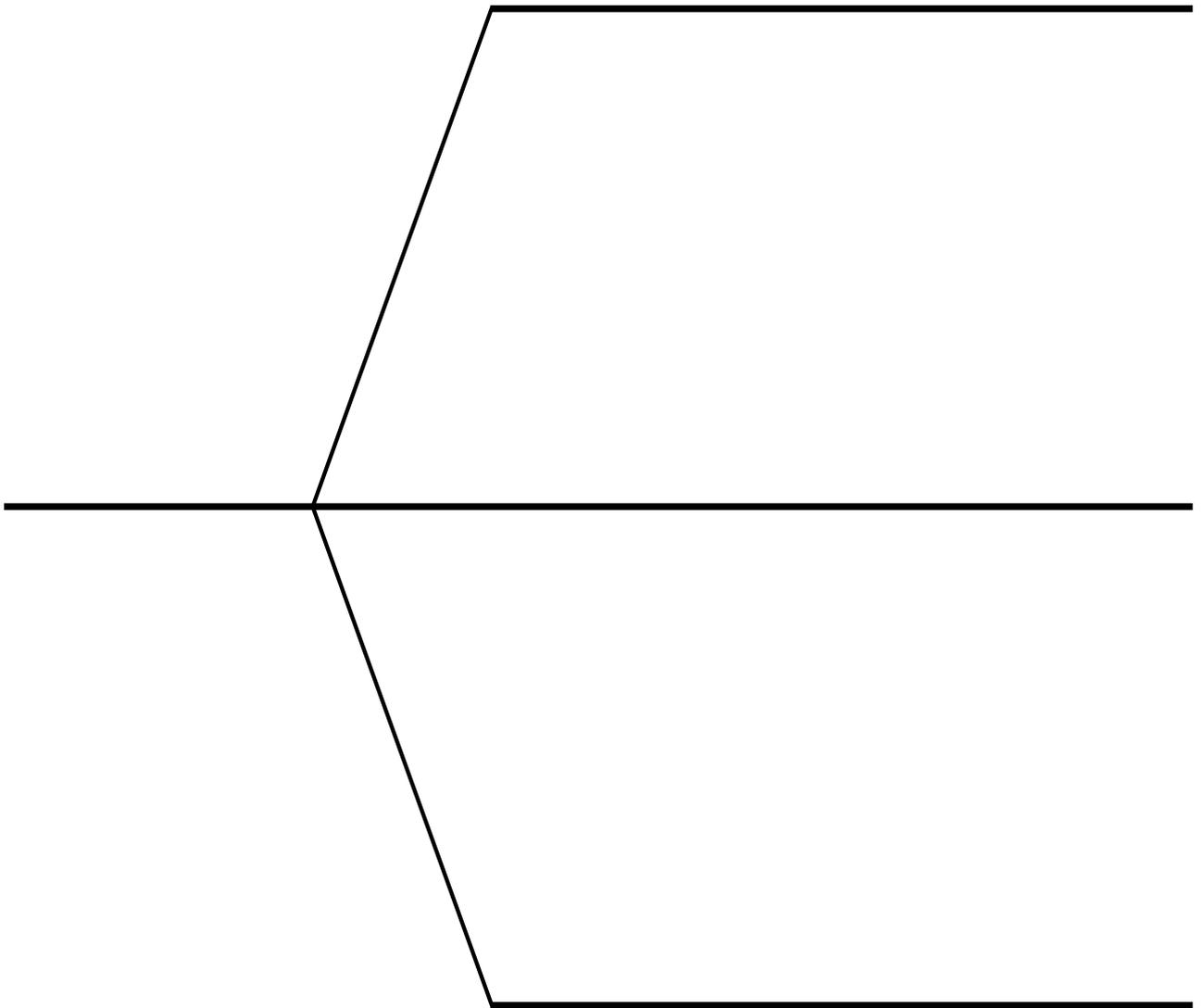


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Graphic Organizer 9

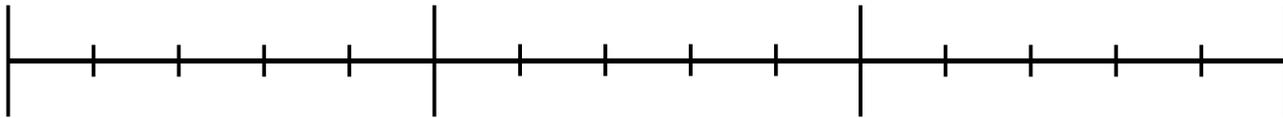
Fishbone Diagram



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Graphic Organizer 10

Horizontal Time Line

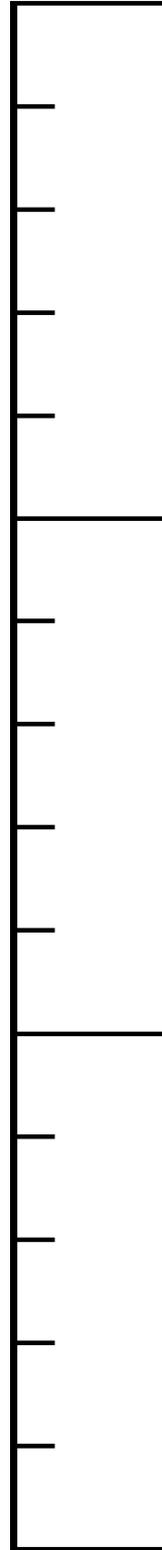


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Graphic Organizer 11

Vertical Time Line



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Graphic Organizer 12

Problem-Solution Chart

Problem

Solution



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Graphic Organizer 13

Cause-Effect Chart

Cause

Effect/Cause

Effect



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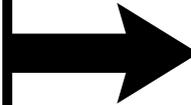


Graphic Organizer 14

Cause-Effect Chart

Causes

Effects

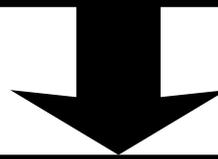
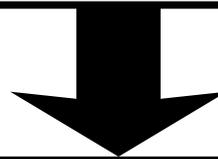


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Graphic Organizer 15

Chain-of-Events or Flowchart



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Graphic Organizer Strategies for CHAPTER 16

PRESENTING STUDENT ACTIVITY 16

Vertical Time Line Teaching Strategy and Student Activity *(Use with Section 1)*

▶ Please note: The Vertical Time Line Teaching Strategy corresponds with Graphic Organizer 11, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information by sequencing events.

Reproduce and distribute Student Activity 16. Tell students that this type of time line will help them analyze information by ordering events in the development of ancient civilizations. Ask students to read Section 1, pages 466–471. Tell students to place events and developments described in their text on the time line in chronological order. Discuss the developments of each civilization with students.

Answers to Student Activity 16

- 4500 B.C. Wandering peoples settled along banks of Tigris and Euphrates Rivers.
- 3100 B.C. Kingdoms of Upper and Lower Egypt united.
- 2300 B.C. City-state of Akkad conquers several city-states to become the first empire.
- 1800 B.C. Akkadian Empire gives way to Babylon.
- 1700s B.C. The Hyskos conquer Egypt.
- 1200 B.C. Phoenicians sail as far as southern Europe and around the southern tip of Africa.
- 500s B.C. Babylonian empire of the Chaldeans rises and falls.

Using a Venn Diagram Teaching Strategy *(Use with Section 2)*

OBJECTIVE: The student will compare and contrast information by identifying similarities and differences.

▶ Use Graphic Organizer 5—Venn diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 5 or reproduce Graphic Organizer 5. Tell students that Venn diagrams are used to compare and contrast information.

- Tell students to read about the three world religions discussed in Section 2, pages 473–477. Have students select two of the religions to compare and contrast.
- Ask students to title each circle in the diagram with one of the religions they have chosen. Tell students to write unique aspects of each religion in the outer circles and to write similar or shared aspects in the overlapping circle.
- Discuss with students the similarities and differences they found. What potential for conflict do they see? What evidence of this conflict do they see in the world today?

Using a Table Teaching Strategy *(Use with Section 2)*

OBJECTIVE: The student will organize and categorize information.

▶ Use Graphic Organizer 6—table or matrix—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 6 or reproduce Graphic Organizer 6. Tell students that tables are used to organize and categorize information.
- Have students write the headings **Judaism**, **Christianity**, and **Islam** in the three boxes across the top of the table. Tell students to read about the three world religions discussed in Section 2, pages 473–477. As students read, ask them to list four facts about each religion in the columns beneath each heading.
- Discuss with students the similarities and differences they see among the religions.

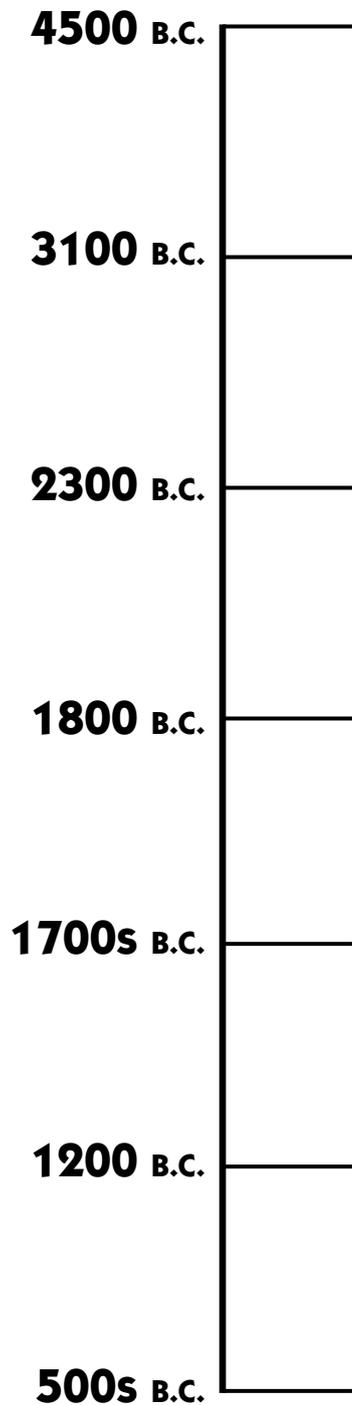
BIRTHPLACE OF CIVILIZATION



Graphic Organizer Activity 16

History of Early Civilizations

Directions: Place events and developments from early civilizations on the time line below in chronological order. Use brackets to indicate a period of time.



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Graphic Organizer Strategies for CHAPTER 17

Using a Table Teaching Strategy

(Use with Section 1)

OBJECTIVE: The student will organize information on a table.

■■■■► Use Graphic Organizer 7—table—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 7 or reproduce Graphic Organizer 7. Tell students that they will use this table to show natural and human-made features unique to the Egyptian culture.
- Tell students to label the two columns on their table **natural** and **human-made**. At the bottom of their table or on the board, list the following terms: **Nile River, pyramids, silt, petroleum, fellahin, bazaars, Aswan High Dam, Sinai Peninsula, Suez Canal, Eastern Desert, phosphates, mosques.**
- Students are to read Section 1 on pages 484–488. As they read, students are to write each term under the proper heading on the table, and write a brief explanation of how these features contribute to Egypt's economy and the lives of its people.
- Discuss the table with students after completion.

Using a Venn Diagram Teaching Strategy

(Use with Sections 1 and 2)

OBJECTIVE: The student will analyze information by comparing and contrasting.

■■■■► Use Graphic Organizer 5—Venn diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 5 or reproduce Graphic Organizer 5. Tell students that Venn diagrams are used to compare and contrast two items. In this activity, students will use the diagram to show differences and similarities between two countries of North Africa.

- First have each student select two countries from Chapter 17. Then have them read the information in the textbook that pertains to the countries selected.
- Students are to label each outer circle as the name of a country. They are to list facts unique to each country in the outer circles. Then students should list any similarities between the two countries in the center circle.
- Have students divide into small groups and explain or summarize their completed Venn diagrams to group members.

PRESENTING STUDENT ACTIVITY 17

Horizontal Time Line Teaching Strategy and Student Activity (Use with Section 2)

■■■■► Please note: The Horizontal Time Line Teaching Strategy corresponds with Graphic Organizer 10, found in the Graphic Organizer Library.

OBJECTIVE: The student will organize and interpret information on a time line.

Reproduce and distribute Student Activity 17. Tell students that they will use this time line to show important events in the move toward independence of the countries of Libya and the Maghreb. Remind students that Tunisia, Algeria, and Morocco form the region known as the Maghreb.

As students read Section 2 on pages 490–493, they are to list the importance of each date shown on the time line. Review the time line with students after completion.

Answers to Student Activity 17

1951—Libya became independent under the leadership of a king.

1956—Tunisia became independent from France.

Morocco became independent from France and Spain.

1962—Algeria won its independence from France.

1969—A military officer named Muammar al-Qaddafi gained power and overthrew the king. A dictatorship was set up in Libya.

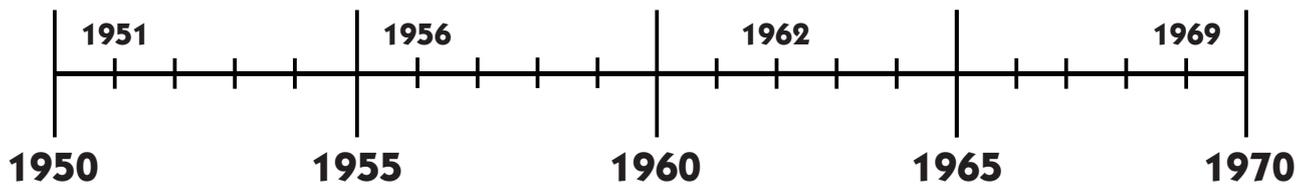
NORTH AFRICA TODAY



Graphic Organizer Activity 17

Libya and Maghreb Independence

Directions: Read Section 2 on pages 490–493 in your textbook. As you read, write the importance of each date listed on the top portion of the time line as it related to the move toward independence for the countries of Libya, Morocco, Tunisia, and Algeria.





Graphic Organizer Strategies for CHAPTER 18

PRESENTING STUDENT ACTIVITY 18

Web Teaching Strategy and Student Activity (Use with Section 1)

- ▶ Please note: The Web Diagram Teaching Strategy corresponds with Graphic Organizer 3, found in the Graphic Organizer Library.

OBJECTIVE: The student will identify one central idea and organize related information around it.

Reproduce and distribute Student Activity 18. As students read pages 502–504 in Section 1, they are to complete the web.

Possible answers to Student Activity 18

1. Turkey bridges the continents of Asia and Europe so it is a popular tourist destination.
2. Istanbul is the only city located on two continents.
3. Istanbul is a major trading center due to its location.
4. Turkey's people consider themselves European as well as Asian.

Using a Table or Matrix Teaching Strategy (Use with Section 1)

OBJECTIVE: The student will categorize information on a table.

- ▶ Use Graphic Organizer 6—table or matrix—from the Graphic Organizer Library for this teaching strategy.
- Present Graphic Organizer Transparency 6 or reproduce Graphic Organizer 6. Tell students that they will use this table to describe the areas of **Syria, Lebanon, and Jordan**.
 - Students are to list these countries under each column heading on their table. On the left side of their table, outside of the table, they are to label the rows: **Land, Water, Agriculture, and Manufacturing/Production**.
 - As students read pages 504–506, they are to locate the corresponding information about each country and list that information under the proper heading.

Using a Table: Pyramid Teaching Strategy (Use with Section 2)

OBJECTIVE: The student will identify important details that lead to a culminating event.

- ▶ Use Graphic Organizer 8—table: pyramid—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 8 or reproduce Graphic Organizer 8. Tell students that they will use this pyramid to list facts from the text that will describe **The Birth of Israel**. Students should write this head at the top of the pyramid.
- Students are to read Section 2 on pages 508–512. After students have completed Section 2, they are to list four facts from the text that led to the birth of Israel.

Using a Chain-of-Events or Flowchart Teaching Strategy

(Use with Section 3)

OBJECTIVE: The student will identify events or steps leading up to a final outcome.

- ▶ Use Graphic Organizer 15—chain-of-events or flowchart—from the Graphic Organizer Library for this teaching strategy.
- Present Graphic Organizer Transparency 15 or reproduce Graphic Organizer 15. Tell students that they will use this chain-of-events chart to show the possible events that could occur if the oil supply in the Arabian Peninsula runs out.
 - After students have read Section 3 on pages 513–516, tell them to list events that *could* happen in the Arab countries as well as in the United States if the oil supply would run out.
 - Encourage students to develop a possible chain-of-events based on their own inferences and predictions.

Using a Venn Diagram Teaching Strategy (Use with Section 4)

OBJECTIVE: The student will analyze information by comparing and contrasting facts.

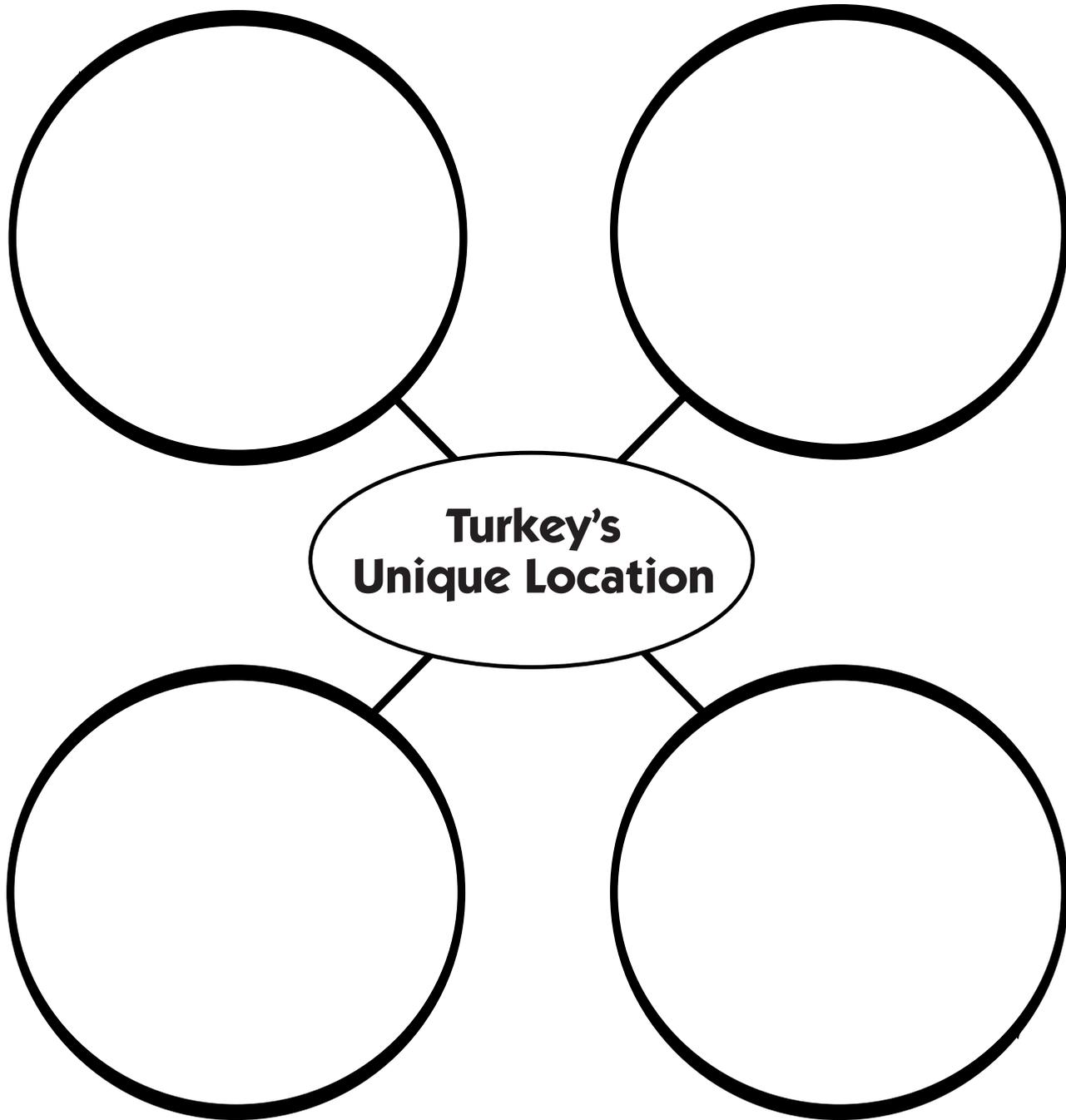
- ▶ Use Graphic Organizer 5—Venn diagram—from the Graphic Organizer Library for this teaching strategy.
- Present Graphic Organizer Transparency 5 or reproduce Graphic Organizer 5. Have students label the left circle **Iraq** and the right circle **Iran**.
 - As students read Section 4 on pages 517–520, they are to list how each country is unique in the outer circles. They should list any similarities in the center circle.
 - After students have completed their diagrams, discuss how Afghanistan compares to Iran and Iraq.



Graphic Organizer Activity 18

Turkey's Location

Directions: Read pages 502–504 in Section 1 of your textbook. List four ways that Turkey's location has influenced its economy and culture.





Graphic Organizer Strategies for CHAPTER 19

Using a Web Diagram Teaching Strategy

(Use with Section 1)

OBJECTIVE: The student will identify relevant information and group factual data in appropriate categories.

||||► Use Graphic Organizer 3—web diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 3 or reproduce Graphic Organizer 3. Tell students that they will use this web diagram to show the different land areas in Nigeria and give a brief description or definition of each area.
- Students are to read “From Tropics to Savannas” in Section 1 on pages 550–551. As they read the material, they are to list the three land areas of Nigeria, the location of each, and a brief description of each. In the fourth circle, students should describe Nigeria’s climate.
- After students have completed the graphic organizer, they should write an appropriate title for it.

Using a Vertical Time Line Teaching Strategy *(Use with Section 2)*

OBJECTIVE: The student will analyze information by sequencing events on a time line.

||||► Use Graphic Organizer 11—vertical time line—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 11 or reproduce Graphic Organizer 11. Tell students that they will use this vertical time line to show important dates and events in West Africa’s Sahel and coastal countries.
- Have students list the following dates on their time line: **700s–1100s, 1200s, 1400, 1500s, 1800s, 1822, 1957, 1960, late 1970s, 1787–1961, and 1989–2003.**
- Tell students to place the extended dates (for example, 1787–1961) as single dates and then draw a line connecting those two dates (covering the length of the time span between the dates).
- As students read Section 2 on pages 556–561, they are to describe the significance of the dates listed on their time lines.
- After students have completed the graphic organizer, they should write an appropriate title for it.

PRESENTING STUDENT ACTIVITY 19

Chain-of-Events Diagram Teaching Strategy and Student Activity *(Use with Section 2)*

||||► Please note: The Chain-of-Events Diagram or Flowchart Teaching Strategy corresponds with Graphic Organizer 15, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information to identify events following an occurrence.

Reproduce and distribute Student Activity 19. Tell students that they will use the chain-of-events flowchart to identify events following a drought in the 1980s. As students read “Land and History of the Sahel” in Section 2 on pages 556–557, they should list three events resulting from a drought in the Sahel region in the 1980s.

Answers to Student Activity 19

Rivers dried up, crops failed, and millions of animals died.

Thousands of people died of starvation.

Millions of people fled to more productive southern areas.

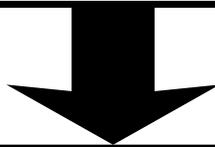
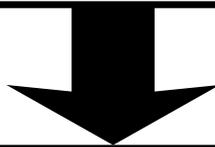


Graphic Organizer Activity 19

How Droughts Affect the Sahel Region

Directions: The term *drought* means a long period of extreme dryness and water shortages. As you read “Land and History of the Sahel” in Section 2 on pages 556–557 in your textbook, list the events caused by a drought in the 1980s in the Sahel region.

A drought occurred in the Sahel region in the 1980s.



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Graphic Organizer Strategies for CHAPTER 20

Using a Table: Pyramid Teaching Strategy *(Use with Section 1)*

OBJECTIVE: The student will identify and compare factual material.

IIII► Use Graphic Organizer 8—table: pyramid—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 8 or reproduce Graphic Organizer 8. Tell students that a pyramid can be used to compare and rank factual data.
- Have students review the information in Section 1 on pages 570–575, concerning the population sizes of the Democratic Republic of the Congo, Congo, Gabon, Equatorial Guinea, and São Tomé and Príncipe.
- Students should rank these countries by filling in the rows of the pyramid with the name and population size of each country in correct order, starting with the largest population on the bottom, and working up so that the country with the smallest population is listed at the top of the pyramid.

PRESENTING STUDENT ACTIVITY 20

Main Idea Chart Teaching Strategy and Student Activity *(Use with Section 2)*

IIII► Please note: The Main Idea Chart Teaching Strategy corresponds with Graphic Organizer 1, found in the Graphic Organizer Library.

OBJECTIVE: The student will interpret information from the text by identifying the main idea and supporting details.

Reproduce and distribute Student Activity 20. Tell students that they will use this chart to locate significant supporting details of a main idea.

Students are to read “Tanzania” on pages 579–581. As they read about Tanzania, they are to list details that support the main idea.

Answers to Student Activity 20

1. More than 80 percent of all Tanzanians work in farming and herding.
2. Crops are exported from Tanzania.
3. Tanzania’s leaders are taking steps to preserve farmland.
4. Cutting trees can cause the land to become desert.
5. The government of Tanzania has a policy that for every tree that is cut down, five new trees should be planted.
6. Tourism is a fast-growing industry in Tanzania due mainly to the several national parks set aside to protect wildlife.

Using a Table or Matrix Teaching Strategy *(Use with Section 3)*

OBJECTIVE: The student will analyze information by identifying the main idea and supporting details of a reading.

IIII► Use Graphic Organizer 6—table or matrix—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 6 or reproduce Graphic Organizer 6. Tell students that they will use this table to describe the areas of **Uganda, Rwanda, and Burundi**.
- Students are to list these countries under each column heading on their table. On the left side of the table, outside of the table, they are to label the rows: **Land, Agriculture, People, and Challenges**.
- As students read Section 3, pages 582–585, they are to list facts under the appropriate heading.

Using a Cause-Effect Chart Teaching Strategy *(Use with Section 4)*

OBJECTIVE: The student will analyze information by identifying cause-and-effect relationships.

IIII► Use Graphic Organizer 14—cause-effect chart—from the Graphic Organizer Library for this teaching strategy.

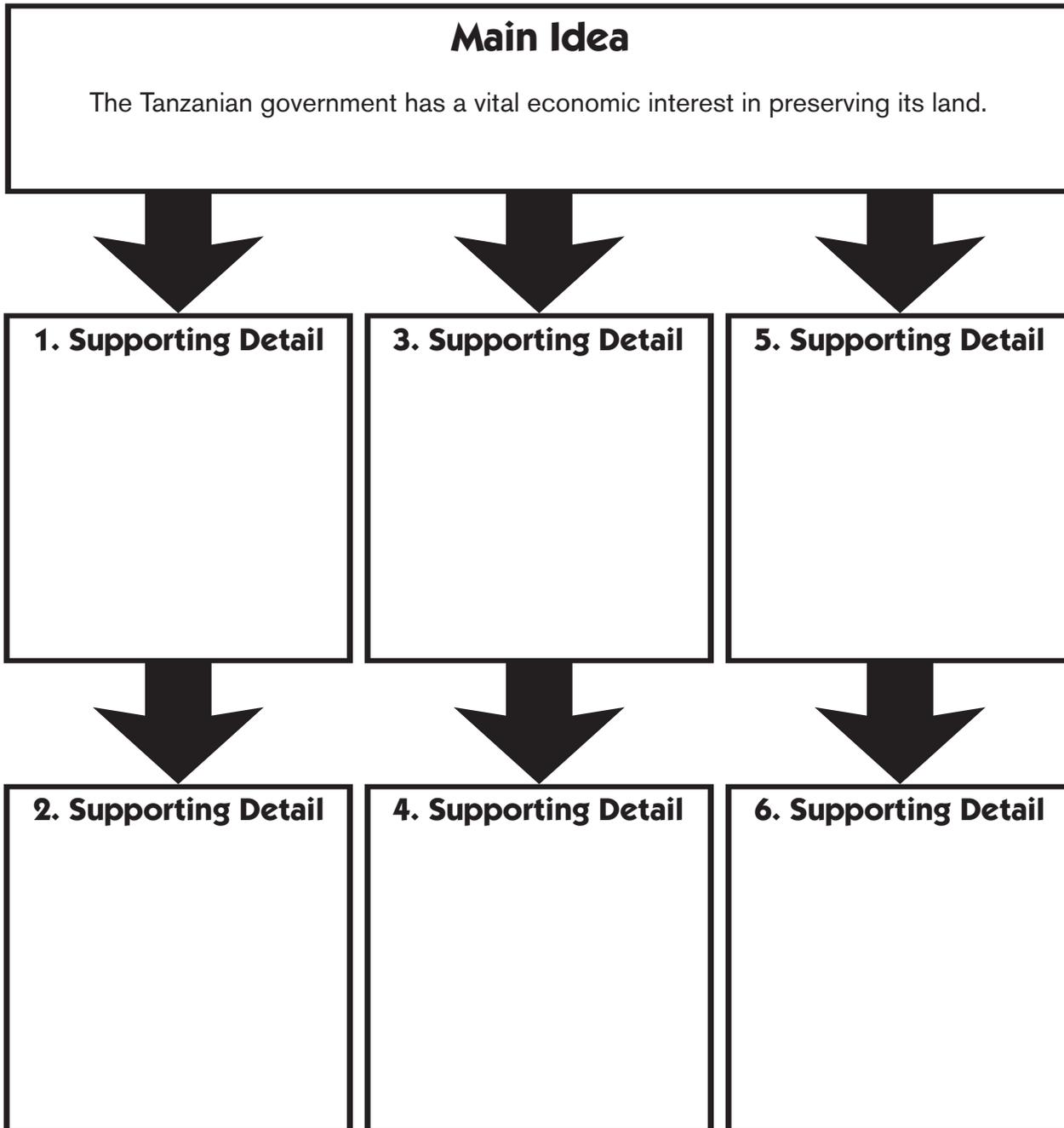
- Present Graphic Organizer Transparency 14 or reproduce Graphic Organizer 14. Tell students that they will use this chart to show the causes and effects of Somalia’s hardships.
- Tell students to list the following three causes inside the Cause boxes on their charts: **Disputes occurred between the different Somalian clans; A drought struck Somalia in the late 1980s; and Other countries tried to restore some order and distribute food.**
- Have students read about Somalia in Section 4 on page 590. As they read, they are to identify and list the effect of each cause.
- Discuss these effects with students after they have completed their charts.



Graphic Organizer Activity 20

Tanzania's Efforts to Preserve Its Land

Directions: Read "Tanzania" on pages 579–581 in Section 2 of your textbook. As you read about Tanzania, list details that support the main idea listed in the main idea box. List any factors that would show how the Tanzanian economy would benefit by preserving its land.



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Graphic Organizer Strategies for CHAPTER 21

PRESENTING STUDENT ACTIVITY 21

Tree Diagram Teaching Strategy and Student Activity (*Use with Section 1*)

▶ Please note: The Tree Diagram Teaching Strategy corresponds with Graphic Organizer 4, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information by listing the supporting details of a main idea.

Reproduce and distribute Student Activity 21. Tell students that they will use this diagram to show how the system of apartheid separated racial and ethnic groups and limited the rights of blacks in South Africa. Students are to read Section 1 on pages 604–607. As they read, they are to list three restrictions that occurred because of the practice of apartheid in South Africa.

Answers to Student Activity 21

1. Laws forced black South Africans to live in separate areas called “homelands.”
2. It was illegal for different ethnic groups and races to mix.
3. People of non-European background were not even allowed to vote.

Students may compare apartheid to slavery or discrimination policies that occurred in the history of the United States or other countries.

Using a Web Diagram Teaching Strategy (*Use with Section 2*)

OBJECTIVE: The student will identify a central idea and organize information around it.

▶ Use Graphic Organizer 3—web diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 3 or reproduce Graphic Organizer 3. Tell students that they will use this web diagram to show similarities among Zambia, Malawi, Zimbabwe, and Botswana.
- Students are to write an appropriate central idea or title inside the central oval.
- As they read Section 2 on pages 609–612, they are to list four details that the inland southern African countries have in common.
- After students have completed their webs, discuss how these similarities have played a part in the history and economy of the region.

Using a Table Teaching Strategy

(*Use with Section 3*)

OBJECTIVE: The student will compile and organize information on a table.

▶ Use Graphic Organizer 7—table—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 7 or reproduce Graphic Organizer 7. Tell students that they will use this table to show information about the Atlantic countries of Angola and Namibia.
- Instruct students to label the two headings: **Angola** and **Namibia**. Down the left-hand side of the table (outside of the chart), they are to write: **Land Features, Climate, Economy, and People**.
- As students read Section 3 on pages 614–616, they are to list details under the proper headings describing the four areas listed on their tables.
- After students have completed their tables, discuss the similarities and differences between Angola and Namibia.

Using a Cause-Effect Chart Teaching Strategy (*Use with Section 3*)

OBJECTIVE: The student will analyze information by identifying cause-and-effect relationships.

▶ Use Graphic Organizer 13—cause-effect chart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 13 or reproduce Graphic Organizer 13. Tell students that they will use this cause-effect chart to show the effect of the slash-and-burn farming method used by farmers in Mozambique.
- Students are to read Section 3 on pages 616–617. As they read about the practice of slash-and-burn farming, they are to complete the Effect/Cause and Effect boxes on their charts.
- Discuss the charts with students after completion.

SOUTHERN AFRICA—A VARIED REGION



Graphic Organizer Activity 21

Apartheid System in South Africa

Directions: Read about the policy of apartheid in South Africa in Section 1 on pages 604–607 in your textbook. As you read, list three restrictions that occurred because of the practice of apartheid, and how this system separated racial and ethnic groups and limited the rights of blacks. Then answer the question that follows.

The system of apartheid in South Africa separated racial and ethnic groups and limited the rights of blacks.

1.	2.	3.
----	----	----

Does this system sound like any other system you have heard about in history? Explain.



Graphic Organizer Strategies for CHAPTER 22

Using a Chain-of-Events Diagram or Flowchart Teaching Strategy

(Use with Section 1)

OBJECTIVE: The student will identify events or steps, leading up to a final destination, conclusion, outcome, or result.

||||► Use Graphic Organizer 15—chain-of-events diagram or flowchart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 15 or reproduce Graphic Organizer 15. Tell students that they will use this chain-of-events diagram or flowchart to show the events that led to India's damaged environment.
- Have students read Section 1 on pages 638–642. As they read, they are to list events in India that have damaged the environment.
- Ask students to consider if the United States has any environmental challenges.

PRESENTING STUDENT ACTIVITY 22

Problem-Solution Chart Teaching Strategy and Student Activity (Use with Sections 2 and 3)

||||► Please note: The Problem-Solution Chart Teaching Strategy corresponds with Graphic Organizer 12, found in the Graphic Organizer Library.

OBJECTIVE: The student will recognize the problem and the written or implied solution to that problem.

Reproduce and distribute Student Activity 22. Tell students that they will use this problem-solution chart to show problems that occurred in Bangladesh and Bhutan, and the solutions to these problems. Have students review the problems listed on the chart and then read Section 2, pages 646–647, and Section 3, pages 651–652. As they read, they are to list the solutions to each of the problems.

Answers to Student Activity 22

1. People in Bangladesh have built their houses on platforms.
2. Many people have moved to the crowded cities to find work in the factories.
3. Bhutan has built hydroelectric plants to create electricity from rushing mountain waters. It now exports electricity to India.

Using a K-W-L-H Chart Teaching Strategy (Use with Section 3)

OBJECTIVE: Students will list information they know, discover what information they do not know, and then learn that new information.

||||► Use Graphic Organizer 2—K-W-L-H chart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 2 or reproduce Graphic Organizer 2. Tell students that they will use this K-W-L-H chart to show what they already know about the Buddhist religion. On their charts, have students list anything they already know about the Buddhist religion under the **What I Know** column, and then continue with items or questions in the second column that they may want to find out about.
- After students have read Section 3 on pages 649–654, they are to complete the **What I Learned** column.
- Discuss with students how they can learn more about the Buddhist religion.

SOUTH ASIA



Graphic Organizer Activity 22

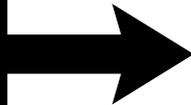
Problems and Solutions in Bangladesh and Bhutan

Directions: Read pages 646–647 and pages 651–652 in your textbook. As you read about Bangladesh and Bhutan’s problems, list solutions to the problems.

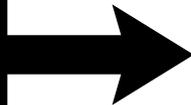
Problem

Solution

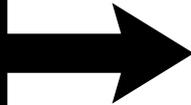
1. Floods often occur in rural Bangladesh.



2. It is very difficult for the people of Bangladesh to find jobs in the rural areas.



3. Mountains have slowed Bhutan's economic progress and made building roads difficult.



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Graphic Organizer Strategies for CHAPTER 23

PRESENTING STUDENT ACTIVITY 23

Table Teaching Strategy and Student Activity
(Use with Section 1)

▶ Please note: The Table Teaching Strategy corresponds with Graphic Organizer 7, found in the Graphic Organizer Library.

OBJECTIVE: The student will compile and organize information on a table.

Reproduce and distribute Student Activity 23. Tell students that they will use this table to describe problems created by China's communist system and the benefits of China's new free enterprise economy. As students read Section 1 on pages 660–664, they are to complete the table. Discuss the table with students after completion.

Answers to Student Activity 23

Problems of a Communist State:

- China fell behind other countries in technology.
- Chinese manufactured goods were of poor quality.

Benefits of a Free Enterprise System:

- Individuals can choose what jobs they want.
- Individuals can choose where to start their own businesses.
- Farmers can grow and sell what they want.
- Workers can keep the profits they make.

Using a Fishbone Diagram Teaching Strategy (Use with Section 1)

OBJECTIVE: The student will analyze information by identifying a main idea and supporting details of a reading.

▶ Use Graphic Organizer 9—fishbone diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 9 or reproduce Graphic Organizer 9. Tell students that they will use this diagram to show the negative results of economic growth in China.
- Students are to read pages 663–664 in Section 1. As they read, students are to determine three ways that economic growth has harmed the land and people of China.
- After students have listed these results of growth on their diagrams, they are to briefly describe the effects of each result on China's land and people.
- Students should title their diagrams appropriately.

Using a Horizontal Time Line Teaching Strategy (Use with Section 2)

OBJECTIVE: The student will organize and interpret information on a time line.

▶ Use Graphic Organizer 10—horizontal time line—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 10 or reproduce Graphic Organizer 10. Tell students that they will use this time line to list important dates in China's history.
- Inform students that foreign influences increasingly entered China during the 1700s and 1800s, but beginning in the 1900s things began to change.
- Have students list the following dates on their time lines: **1911, 1949, 1950, 1976, and 1989.**
- As they read Section 2 on pages 666–670, they are to list the significance of each date on their time line.

Using a Table: Pyramid Teaching Strategy (Use with Section 3)

OBJECTIVE: The student will identify important facts and details from the text that have an impact on a climax, culminating, or important event.

▶ Use Graphic Organizer 8—table: pyramid—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 8 or reproduce Graphic Organizer 8. Tell students that they will use this pyramid to show how different aspects of the economy have contributed to Taiwan becoming one of the world's most prosperous economies.
- Students are to read Section 3 on pages 678–679. As they read, they are to list four different aspects of Taiwan's economy on their pyramid, listing the number one source of wealth for Taiwan at the top of the pyramid.

CHINA AND ITS NEIGHBORS



Graphic Organizer Activity 23

China's Past and Present Economy

Directions: Read Section 1 on pages 660–664 in your textbook. As you read, list information under the proper headings describing the problems or benefits of each economic system in China.

Problems of a Communist State	Benefits of a Free Enterprise System

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Graphic Organizer Strategies for CHAPTER 24

Using a Main Idea Chart Teaching Strategy *(Use with Section 1)*

OBJECTIVE: The student will interpret information from the text by identifying the main idea and supporting details.

▶ Use Graphic Organizer 1—main idea chart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 1 or reproduce Graphic Organizer 1. Tell students that on this chart, they will list significant details that support the following main idea: **Japan is an industrial giant known around the world for the variety and quality of its manufactured goods.**
- Have students read Section 1 on pages 690–696. As they read, students are to list significant details from the text that support the main idea.
- Discuss students' main idea charts after they have completed the activity.

Using a Venn Diagram Teaching Strategy *(Use with Sections 1 and 2)*

OBJECTIVE: The student will analyze information by comparing and contrasting.

▶ Use Graphic Organizer 5—Venn diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 5 or reproduce Graphic Organizer 5. Tell students that they will use this diagram to compare and contrast Japan and the Koreas.
- Explain to students how they are to fill in the Venn diagram. They should first read Chapter 24. After reading the chapter, they should choose an area in which to compare and contrast Japan and the Koreas. Students may choose to compare and contrast the landforms, histories, economies, cultures, or people of the countries.
- Students should title their diagrams, and then fill in the heads: **Japan** and **The Koreas** in the outside circles. Under these heads, students should list details that are unique to the countries. Then, in the inner circle, students should list facts that Japan and the Koreas have in common.
- After students have completed their diagrams, ask them to briefly explain to the class how Japan and the Koreas are alike and different using only their completed diagrams as notes.

PRESENTING STUDENT ACTIVITY 24

Vertical Time Line Teaching Strategy and Student Activity *(Use with Section 2)*

▶ Please note: The Vertical Time Line Teaching Strategy corresponds with Graphic Organizer 11, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information by sequencing events on a time line.

Reproduce and distribute Student Activity 24. Tell students that they will use this time line to list important dates in Korea's history after World War II. Students are to read Section 2 on pages 698–701. As they read, they are to list the significance of each date listed on the vertical time line. Students are to highlight or underline dates that relate to North Korea in one color and dates that relate to South Korea in another color. Dates that apply to both North Korea and South Korea are to be highlighted or underlined with both colors. Remind students to create a key that explains the different colors and what those colors represent. They should write the key directly onto the activity page. Discuss the similarities and differences in the histories of North Korea and South Korea after the time lines are completed.

Answers to Student Activity 24

1945—World War II ended.

Late 1940s—Communist Kim Il Sung became North Korea's first ruler.

1950—The armies of North Korea attacked South Korea.

1953—The Korean War ended (without a peace treaty or victory for either side).

1960s—Two separate countries with their own ways of life had developed in the Korean Peninsula.

1990s—The two Koreas began to develop closer relations. South Korea experienced economic difficulties.

1994—Kim Il Sung's son Kim Jong Il became North Korea's ruler after his father's death.

2000—The leaders of North Korea and South Korea held a meeting for the first time since the original division.

2002—North Korea stated it would make nuclear weapons.

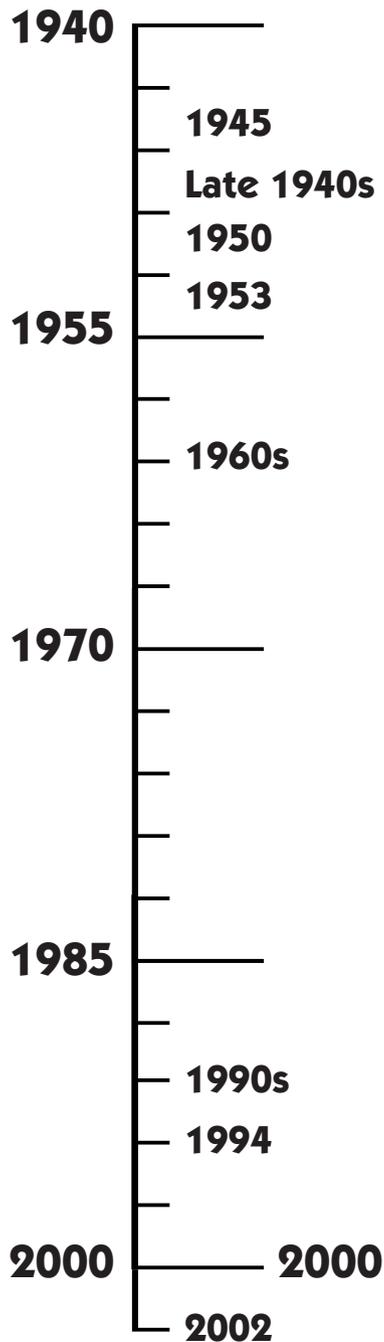
JAPAN AND THE KOREAS



Graphic Organizer Activity 24

Korea's History After World War II

Directions: Read Section 2 on pages 698–701 in your textbook. As you read, write the significance of each date listed on the time line. Highlight dates that relate to North Korea in one color and dates that relate to South Korea in a different color. Some dates will be highlighted or underlined by two colors. Remember to create a key that explains what the colors represent.



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Graphic Organizer Strategies for CHAPTER 25

PRESENTING STUDENT ACTIVITY 25

Cause-Effect Chart Teaching Strategy and Student Activity *(Use with Section 1)*

▶ Please note: The Cause-Effect Chart Teaching Strategy corresponds with Graphic Organizer 13, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information by identifying cause-and-effect relationships.

Reproduce and distribute Student Activity 25. Tell students that they will use this chart to analyze cause-and-effect relationships. Students are to read “Vietnam” in Section 1 on pages 711–712. As students read, they are to complete the Effect/Cause and Effect boxes. Discuss with students what other facts they know about the Vietnam War.

Answers to Student Activity 25

Effect/Cause: The Communist government controlled northern Vietnam, while an American-supported government ruled the south.

Effect: In the 1960s, fighting between these two groups led to the Vietnam War. During this 10-year conflict, more than 2.5 million Americans helped fight the Communists.

Students’ answers to the question will vary. Students may mention knowing about Vietnamese refugees in the United States, the violent war in Vietnam, television shows or movies about the Vietnam War, or recent trips by government leaders and military personnel back to Vietnam.

Using a Chain-of-Events Diagram Teaching Strategy *(Use with Section 2)*

OBJECTIVE: The student will organize and interpret information by sequencing the stages of an event.

▶ Use Graphic Organizer 15—chain-of-events diagram or flowchart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 15 or reproduce Graphic Organizer 15. Tell students that they will list the events resulting from deforestation in Indonesia. Have students write **Deforestation of Indonesia** in the top box of their diagram.

- Students are to read “Economic Activities” in Section 2 on page 715. As they read, they are to list the chain of events following deforestation in the boxes of their diagram.
- Discuss with students the economic implications of changes to the environment.

Using a Fishbone Diagram Teaching Strategy *(Use with Section 2)*

OBJECTIVE: The student will analyze information by identifying the main idea and supporting details of a reading.

▶ Use Graphic Organizer 9—fishbone diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 9 or reproduce Graphic Organizer 9. Tell students that they will use this diagram to show what features are unique to Malaysia, Singapore, and the Philippines.
- Have students read Section 2 on pages 716–717. After reading the section, students are to list one key feature of each country that is unique to that country, and not a feature of other countries in Southeast Asia. Students should list the country name and the unique feature on each of the three lines to the right.
- After students have listed the unique features of Malaysia, Singapore, and the Philippines, they should review the diagram and then write a title that summarizes the information they have written on the single line to the left.
- Discuss the unique features and the titles that students created after they have completed the diagram.

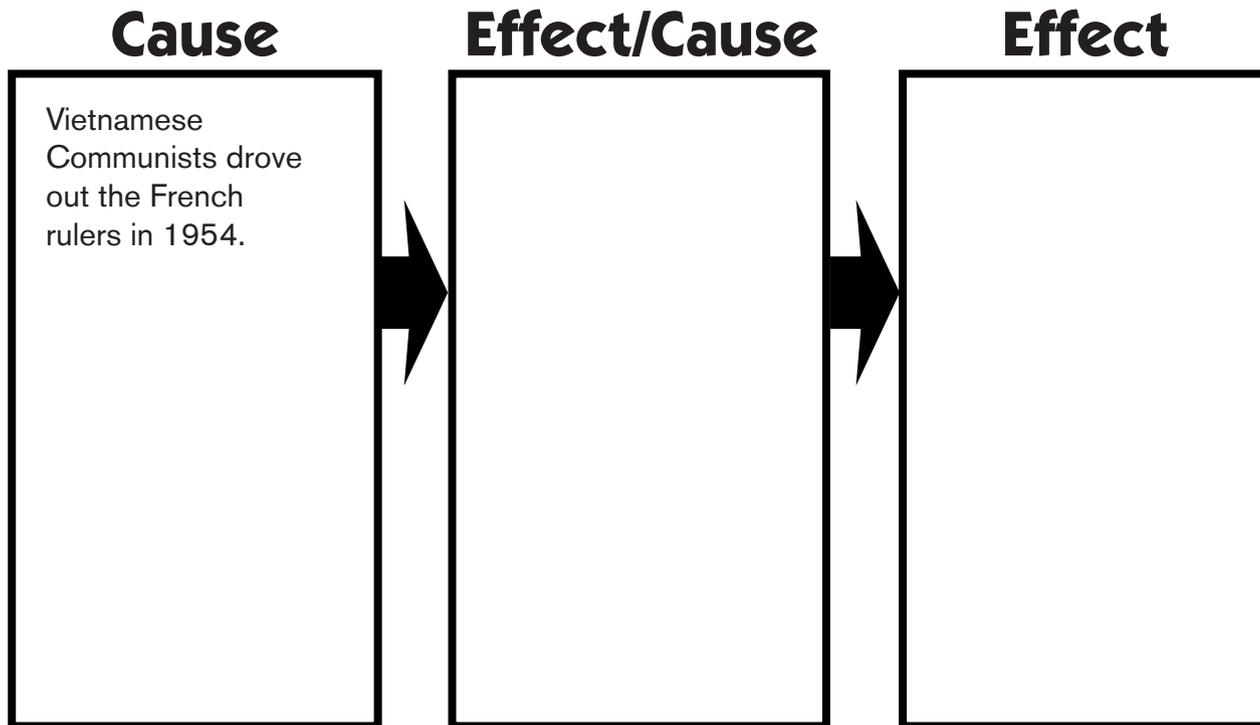
SOUTHEAST ASIA



Graphic Organizer Activity 25

The Vietnam War

Directions: Read “Vietnam” in Section 1 on pages 711–712 in your textbook. After reading, complete the two boxes on the chart below. Then answer the question below the chart.



What other facts do you know about the Vietnam War?



Graphic Organizer Strategies for CHAPTER 26

Using a Main Idea Chart Teaching Strategy *(Use with Section 1)*

OBJECTIVE: The student will interpret information from the text by identifying the main idea and supporting details.

||||► Use Graphic Organizer 1—main idea chart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 1 or reproduce Graphic Organizer 1. Tell students that they will use this chart to list significant details that support the main idea.
- Students are to write the following main idea inside the main idea box: **Australia has many features that are unique.**
- Students are to read Section 1 on pages 736–739. As they read, students should fill in details on their charts that describe unique Australian features.
- Discuss these features with students after they have completed their charts.

Using a Web Diagram Teaching Strategy *(Use with Section 1 or 2)*

OBJECTIVE: Students will identify relevant factual material and group data in appropriate categories.

||||► Use Graphic Organizer 3—web diagram—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 3 or reproduce Graphic Organizer 3. Tell students that they will choose a country—either Australia or New Zealand—and fill in facts about that country on the web diagram.
- Have students review or read Chapter 26. After their reading or review, have each student choose one country, and then fill in four facts or details about that country in the four outside circles of the web diagram. Emphasize to students that they are to leave the inner circle blank, and that they should not mention the country name in any of the four boxes.

- Students should then find a partner and exchange their webs with that partner. Students should read the details on the web and fill in the appropriate country's name in the inner circle. Partners should determine if the correct answer was given.
- You may wish to present this activity as a class challenge, with students who filled in correct answers winning bonus points.

PRESENTING STUDENT ACTIVITY 26

Venn Diagram Teaching Strategy and Student Activity *(Use with Section 2)*

||||► Please note: The Venn Diagram Teaching Strategy corresponds with Graphic Organizer 5, found in the Graphic Organizer Library.

OBJECTIVE: The student will analyze information from the text by comparing and contrasting.

Reproduce and distribute Student Activity 26. Tell students that they will use this diagram to show how the North Island and the South Island of New Zealand are similar and different. As they read Section 2 on pages 741–744, students are to write any term listed below the diagram on their chart in the correct oval. Any terms that apply to both parts of New Zealand are to be listed in the center of the diagram. Discuss these terms with students after their diagrams are completed.

Answers to Student Activity 26

North Island—Mount Egmont, volcanoes, geysers, *manuka*

South Island—Southern Alps, Canterbury Plains, glaciers, fjords, Mount Cook

Both—geothermal energy, kiwifruit, kiwi bird, sheep

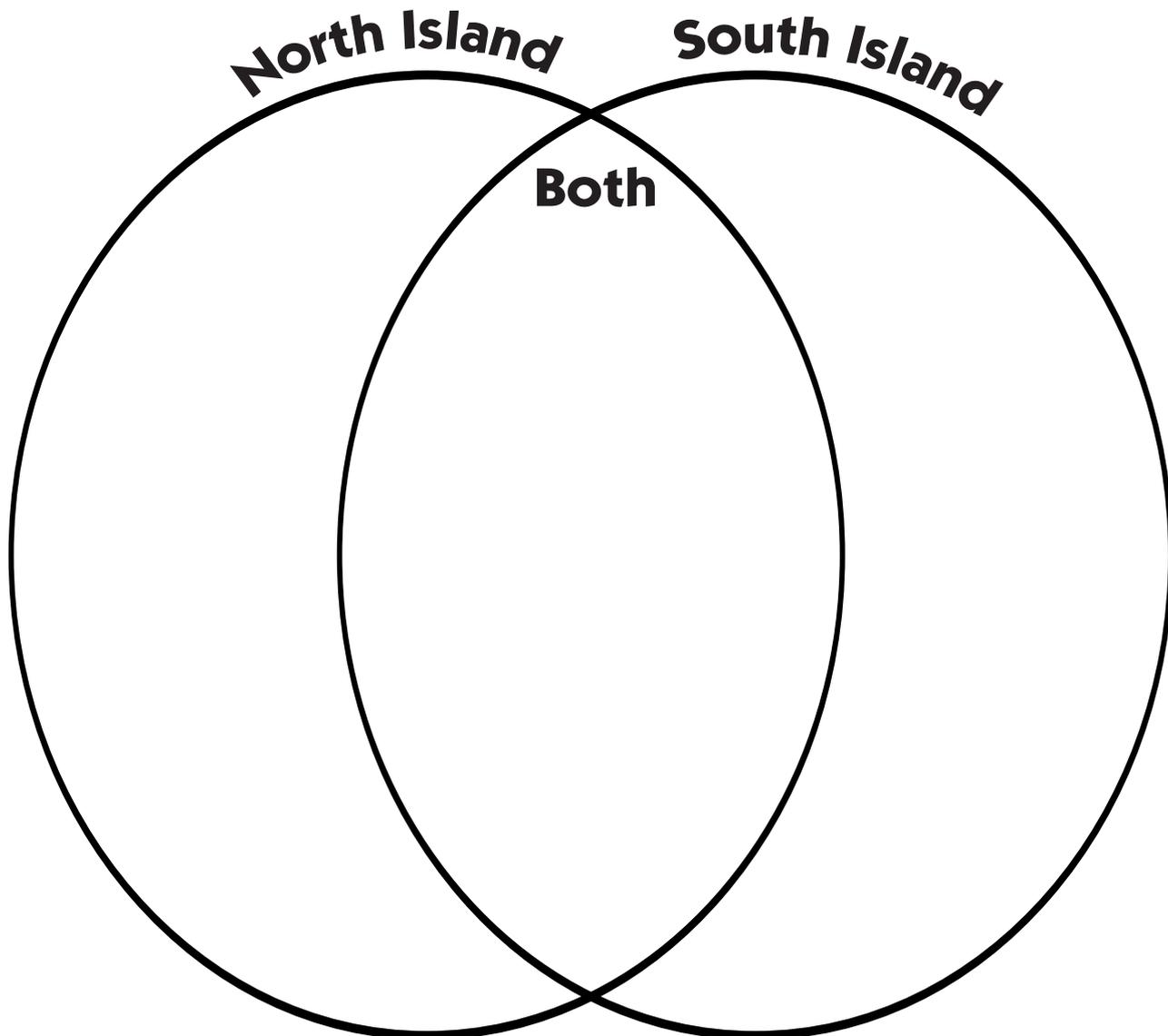
AUSTRALIA AND NEW ZEALAND



Graphic Organizer Activity 26

New Zealand's Islands

Directions: Read Section 2 on pages 741–744 in your textbook. As you read, write the correct terms inside the ovals marked **North Island** and **South Island**. Use the terms listed below the diagram. Place any terms that apply to both North and South Islands in the center.



TERMS

Mount Egmont
Mount Cook
sheep
volcanoes

Southern Alps
Canterbury Plains
geothermal energy

glaciers
kiwifruit
geysers

kiwi bird
manuka
fjords

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Graphic Organizer Strategies for CHAPTER 27

Using a Table or Matrix Teaching Strategy *(Use with Section 1)*

OBJECTIVE: The student will categorize information in a table or matrix.

||||► Use Graphic Organizer 6—table or matrix—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 6 or reproduce Graphic Organizer 6. Tell students that they will use this table to categorize information about Oceania.
- Students are to write the heads **Land, Climate, Economy, and People** along the left sides of their table or matrix outside of the boxes. Inside each heading box at the top of their chart, they are to list **Melanesia, Micronesia, and Polynesia**.
- Students are to read Section 1 on pages 758–762. As they read, they are to write one key fact inside each box under the proper heading.
- Discuss the information on the matrix with students after completion.

Using a Cause-Effect Chart Teaching Strategy

(Use with Sections 1 and 2)

OBJECTIVE: The student will analyze information by identifying cause-and-effect relationships from the text.

||||► Use Graphic Organizer 14—cause-effect chart—from the Graphic Organizer Library for this teaching strategy.

- Present Graphic Organizer Transparency 14 or reproduce Graphic Organizer 14 for this teaching strategy. Tell students that after their study of Chapter 27, they will review the text and identify three cause-and-effect relationships. They should fill in the boxes on their cause-effect charts with these three relationships.
- Remind students that a *cause* is the action or situation that produces an event. An *effect* is the result or consequence of an action or situation. The connection between what happens and what makes it happen is known as a *cause-and-effect relationship*.
- Discuss the relationships that students found. This is an activity that requires critical thinking and a careful review of the text.

PRESENTING STUDENT ACTIVITY 27

Web Diagram Teaching Strategy and Student Activity *(Use with Section 2)*

||||► Please note: The Web Diagram Teaching Strategy corresponds with Graphic Organizer 3, found in the Graphic Organizer Library.

OBJECTIVE: The student will organize related information around a central idea.

Reproduce and distribute Student Activity 27. Tell students that they will use this web diagram to locate and organize information related to the continent of Antarctica. As students read Section 2 on pages 764–767, they are to list key facts on their web in each area listed on the diagram. After their webs are completed, students are to write one sentence using the key facts on their web to explain why Antarctica is the only continent in the world that has no permanent human settlement.

Answers to Student Activity 27

Answers may vary. The answers below are possible answers.

Land—A huge ice cap buries nearly 98 percent of Antarctica and holds about 70 percent of all freshwater in the world. Beneath the ice caps are highlands, valleys, and mountains.

Climate—The climate ranges from -100°F to a high of only 32°F . It is the coldest and largest desert in the world.

Plant and animal life—The largest inland animal is an insect that reaches only one-tenth of an inch long. Penguins, fish, whales, and many kinds of flying birds live on or near Antarctica, and many of them eat tiny shrimplike creatures called krill.

Resources—Coal, copper, gold, iron ore, manganese, and zinc have been found but have not been removed because of the difficult process and cost involved. Petroleum might lie offshore.

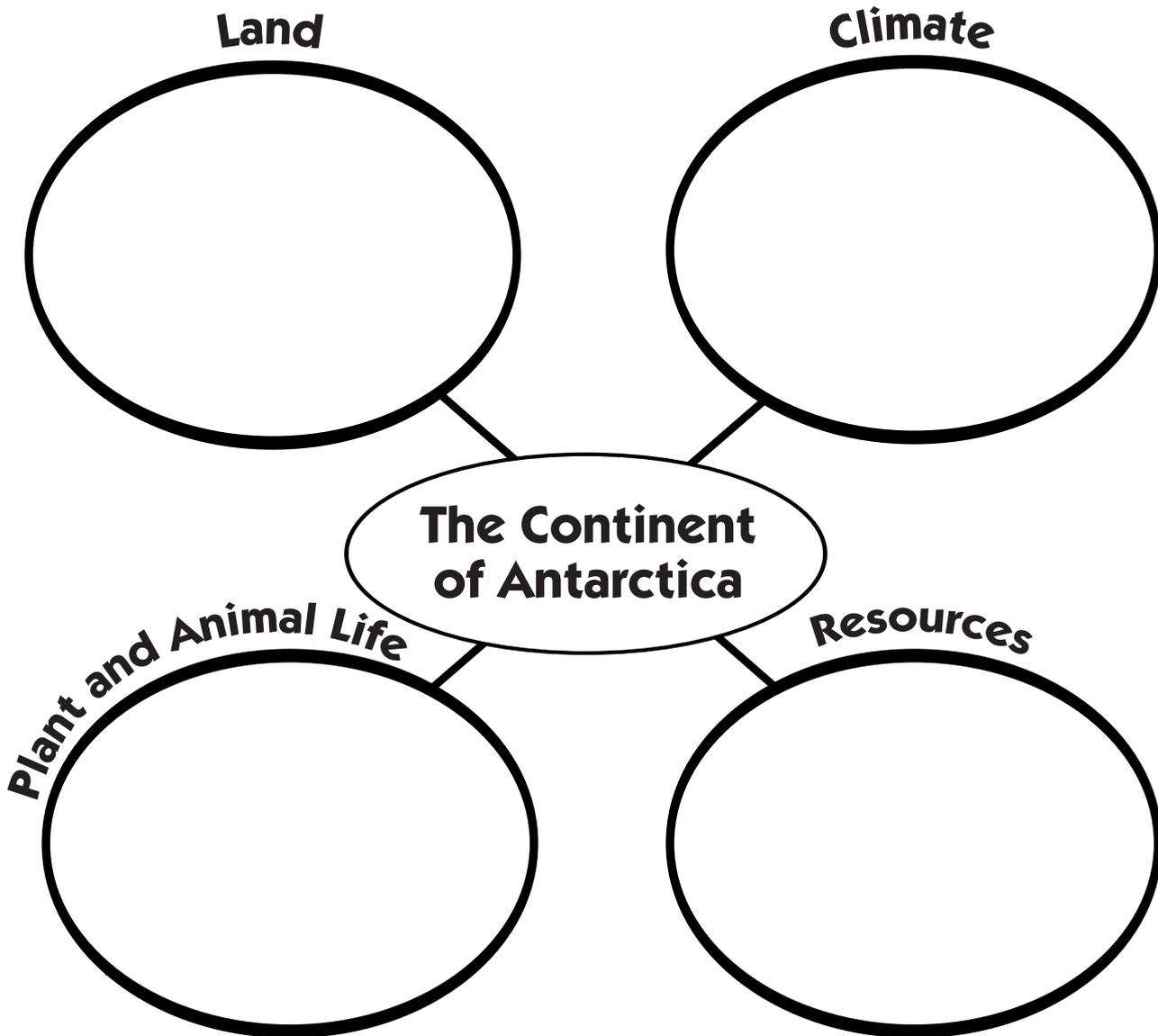
Students' sentences should summarize why Antarctica is a harsh environment with no permanent human residents.



Graphic Organizer Activity 27

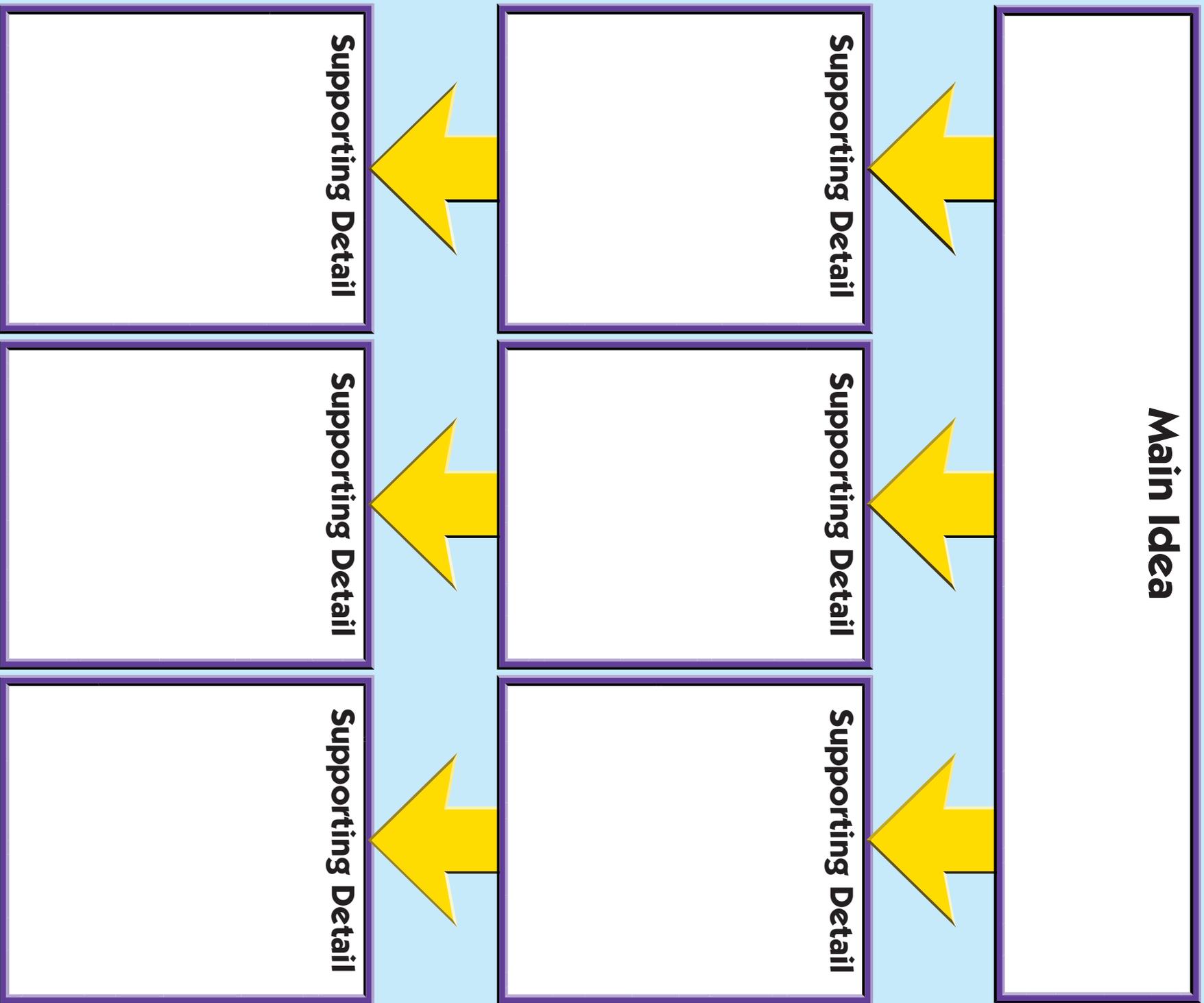
Antarctica

Directions: Read Section 2 on pages 764–767 in your textbook. As you read, write key facts about each area listed on the web below. At the bottom of the page, write one sentence using the facts you have listed on the web that explains why Antarctica is the only continent in the world that has no permanent human settlement.



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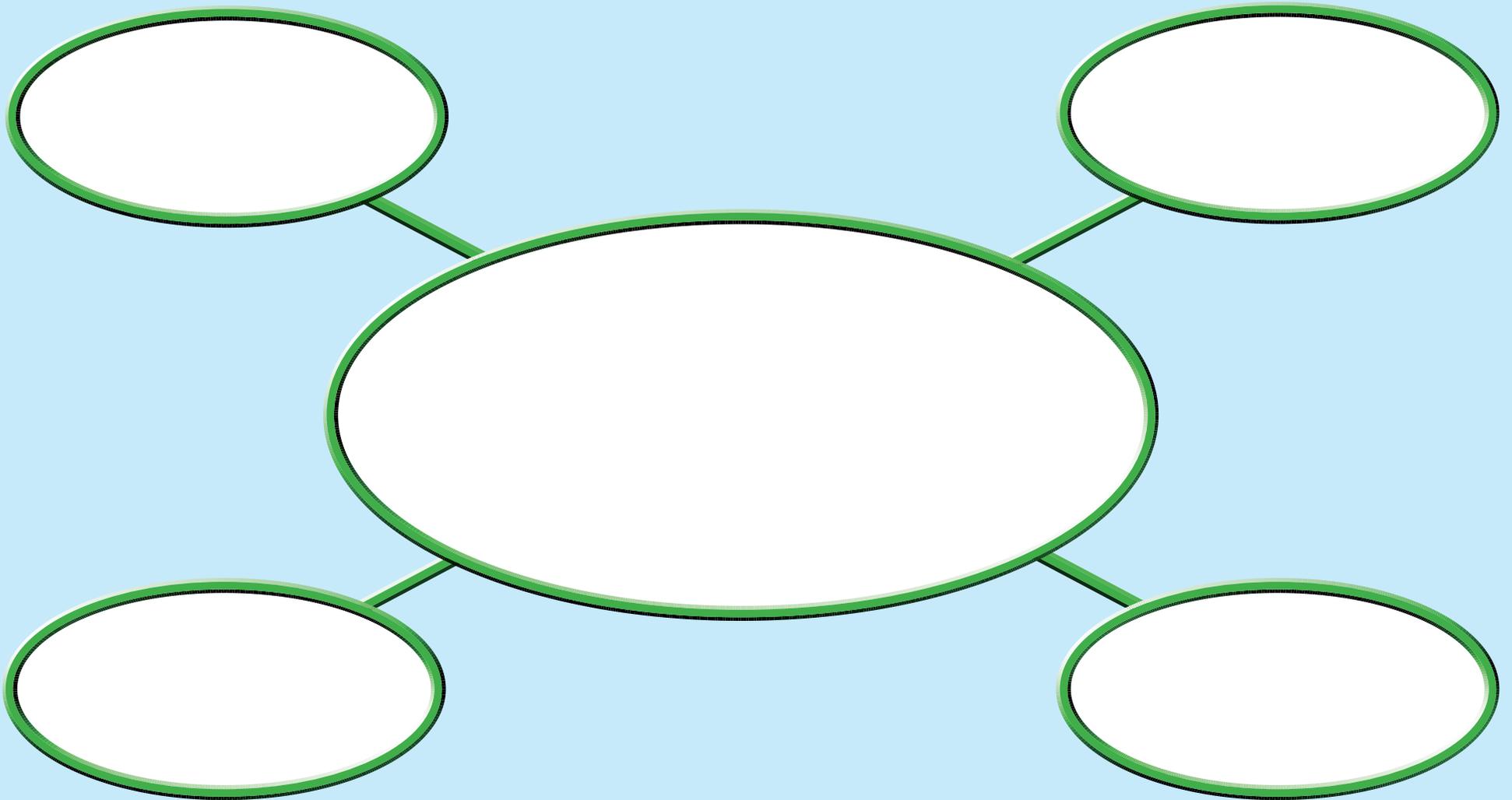
Graphic Organizer 1: Main Idea Chart



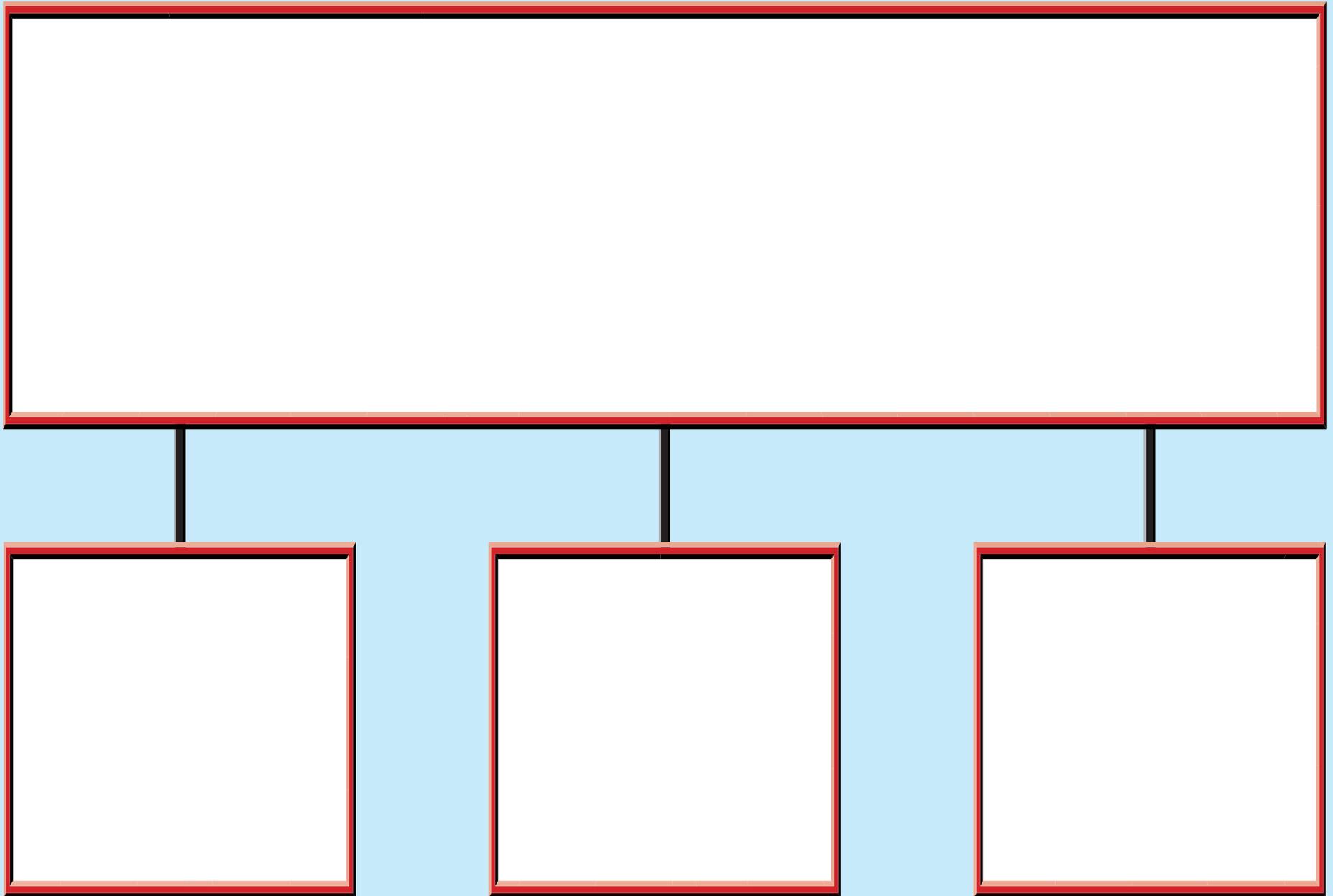
Graphic Organizer 2: K-W-L-H Chart

What I Know	What I Want to Find Out	What I Learned	How Can I Learn More

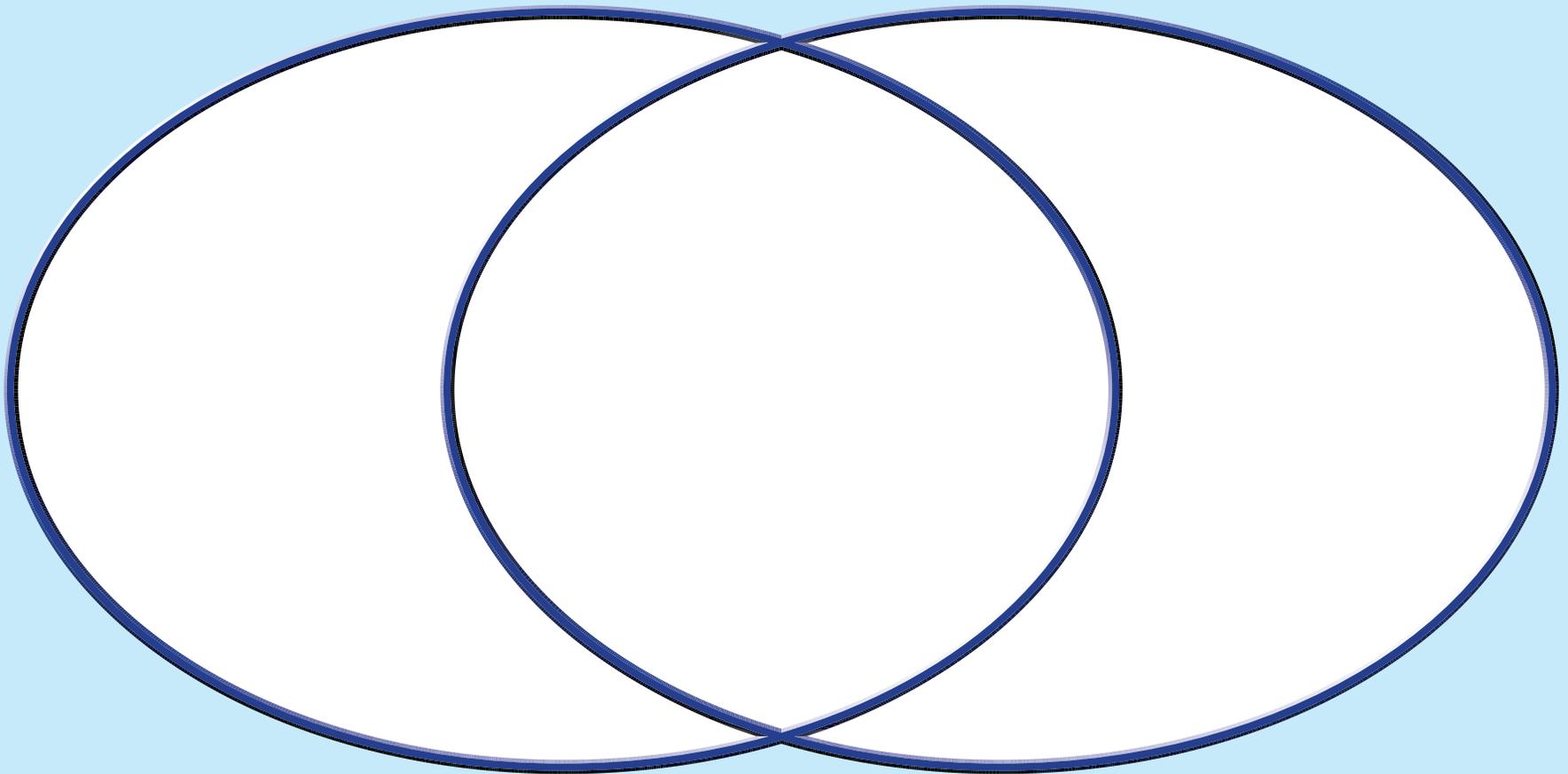
Graphic Organizer 3: Web Diagram



Graphic Organizer 4: Tree Diagram



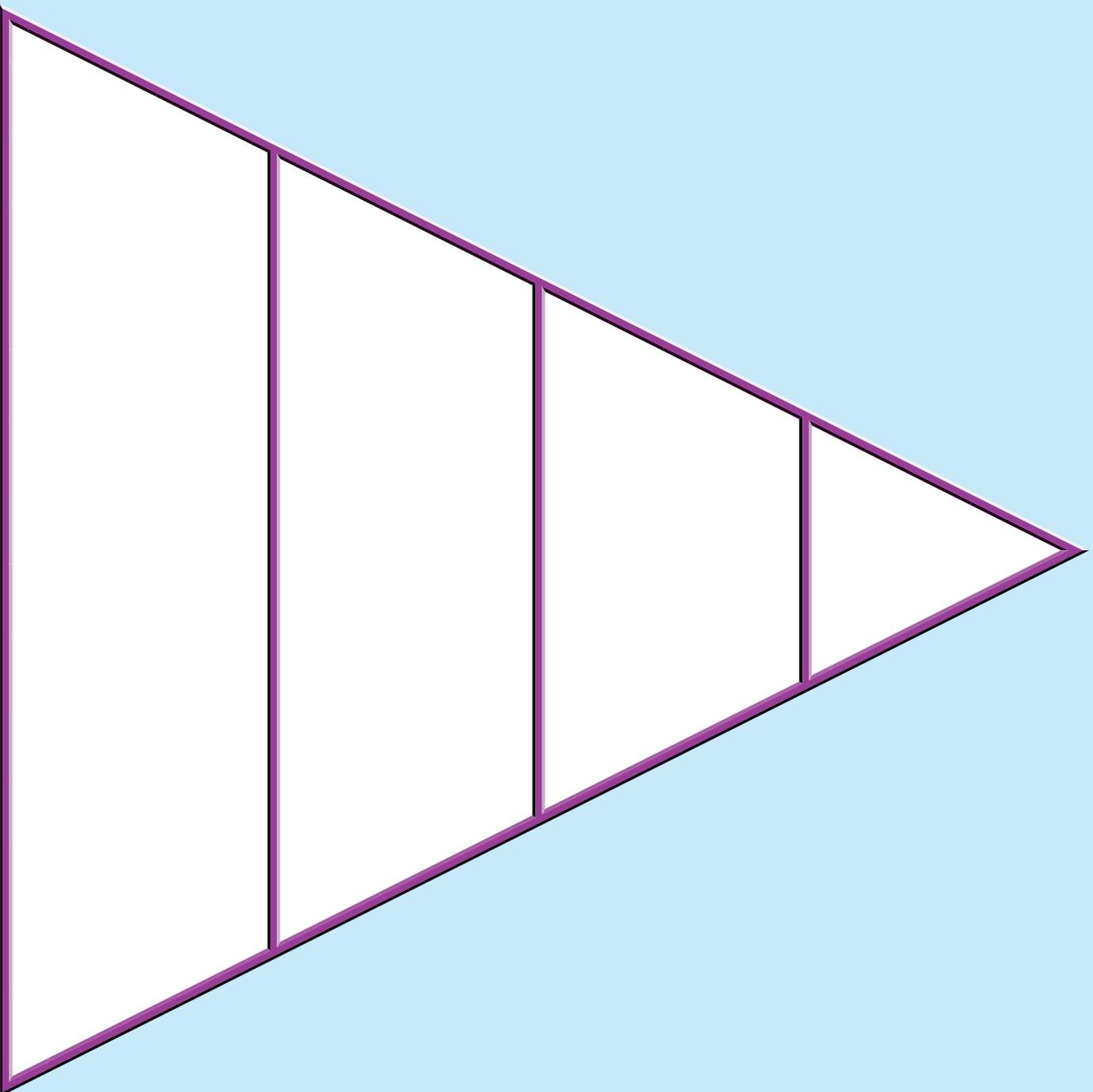
Graphic Organizer 5: Venn Diagram



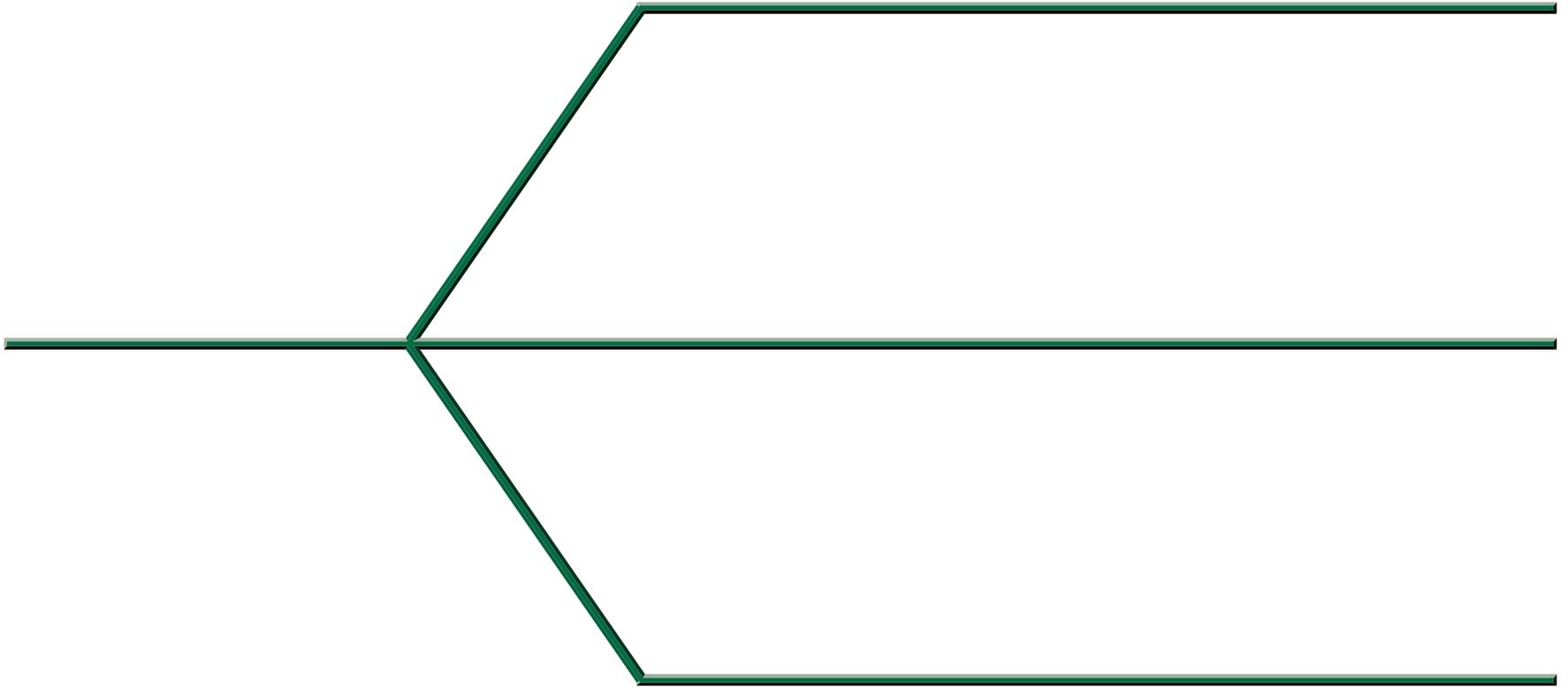
Graphic Organizer 6: Table or Matrix

Graphic Organizer 7: Table

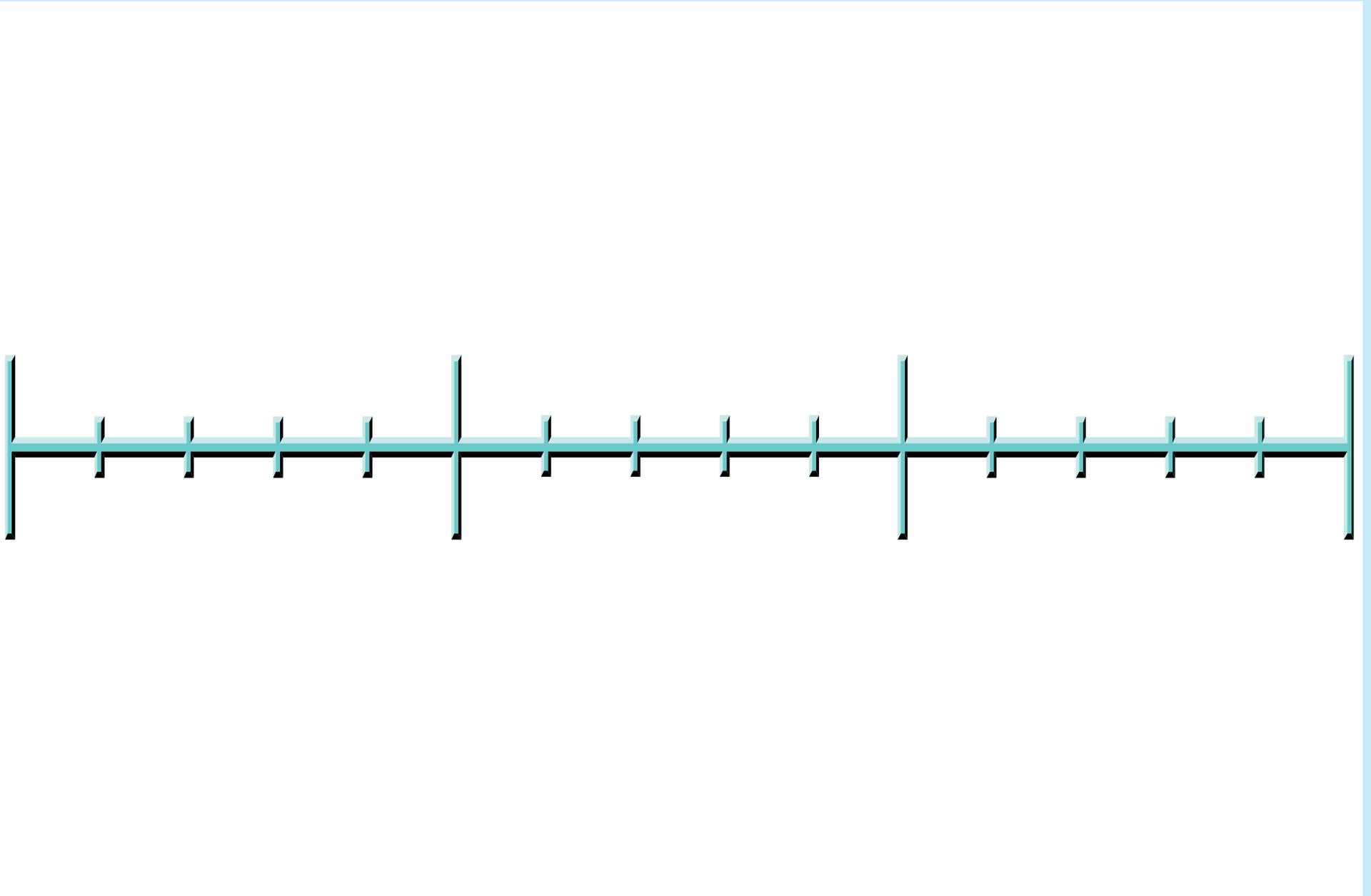
Graphic Organizer 8: Table: Pyramid



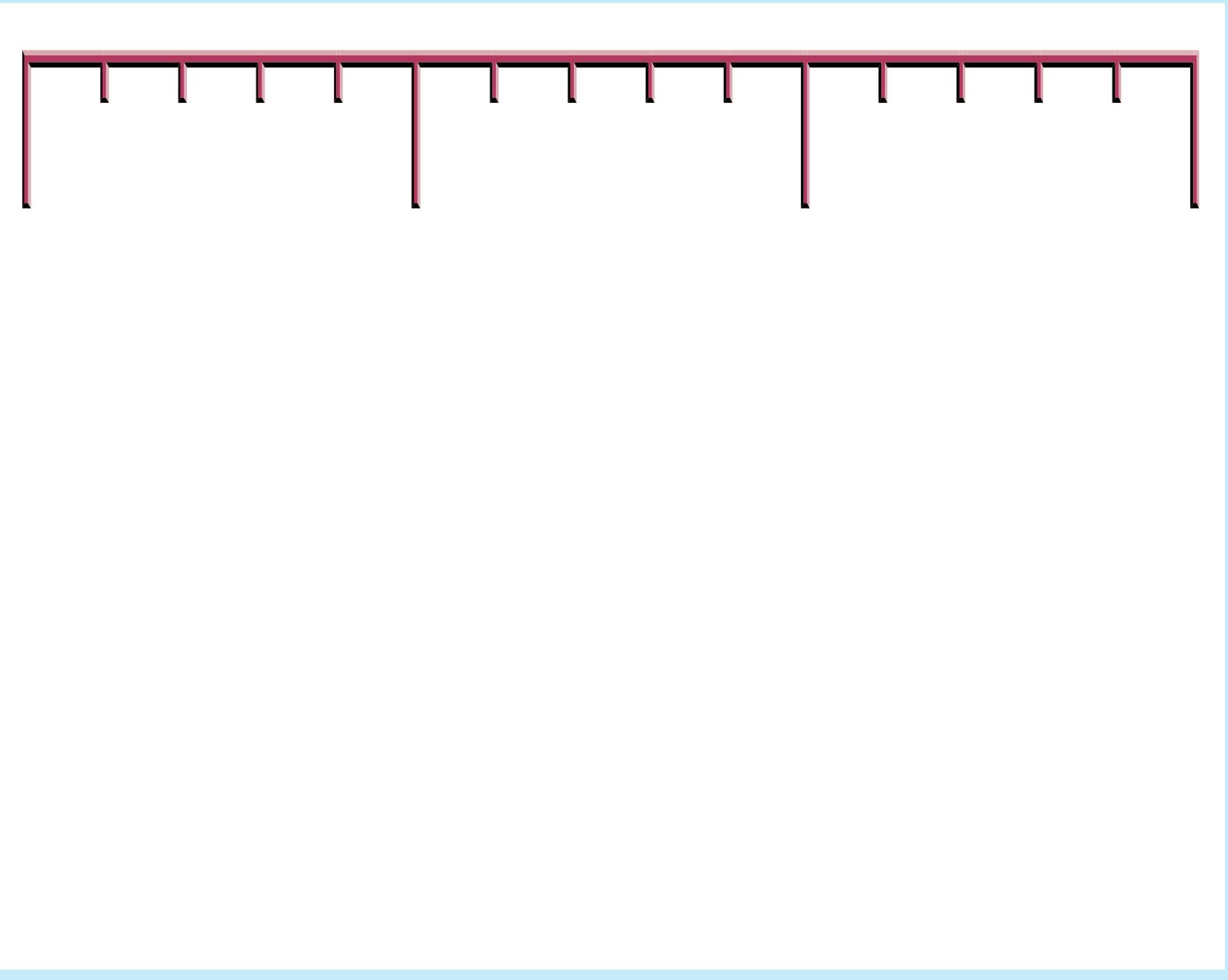
Graphic Organizer 9: Fishbone Diagram



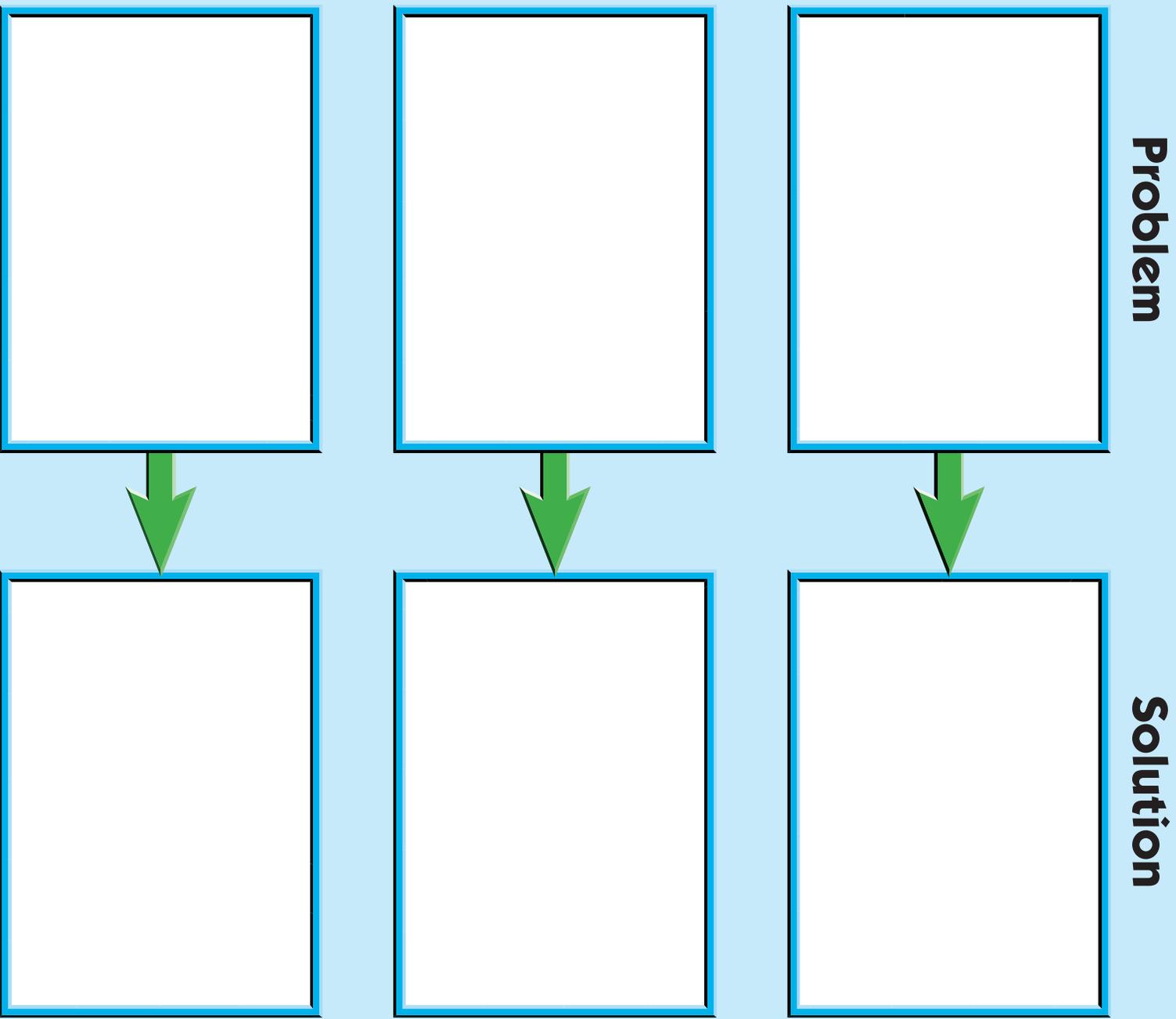
Graphic Organizer 10: Horizontal Time Line



Graphic Organizer 11: Vertical Time Line



Graphic Organizer 12: Problem-Solution Chart

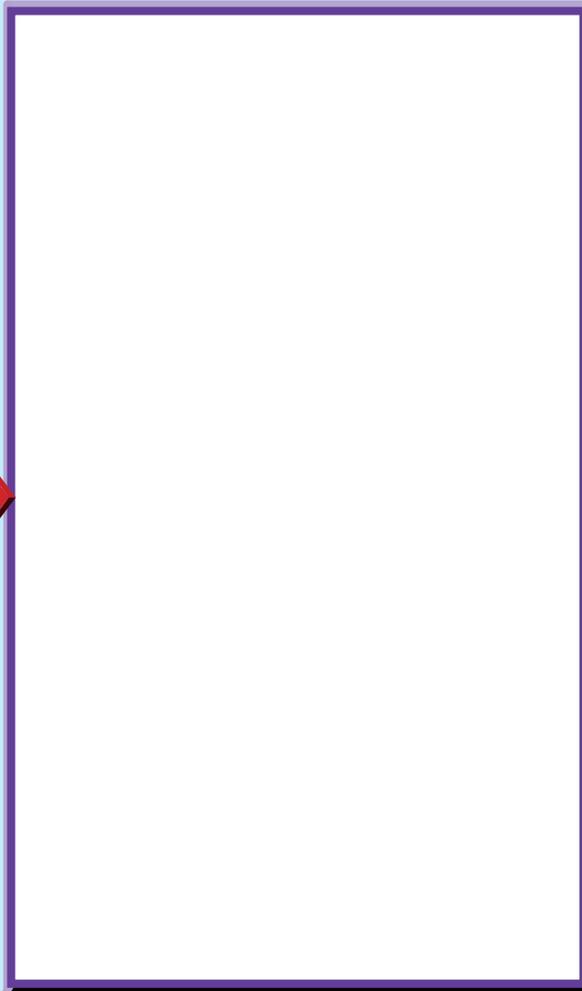
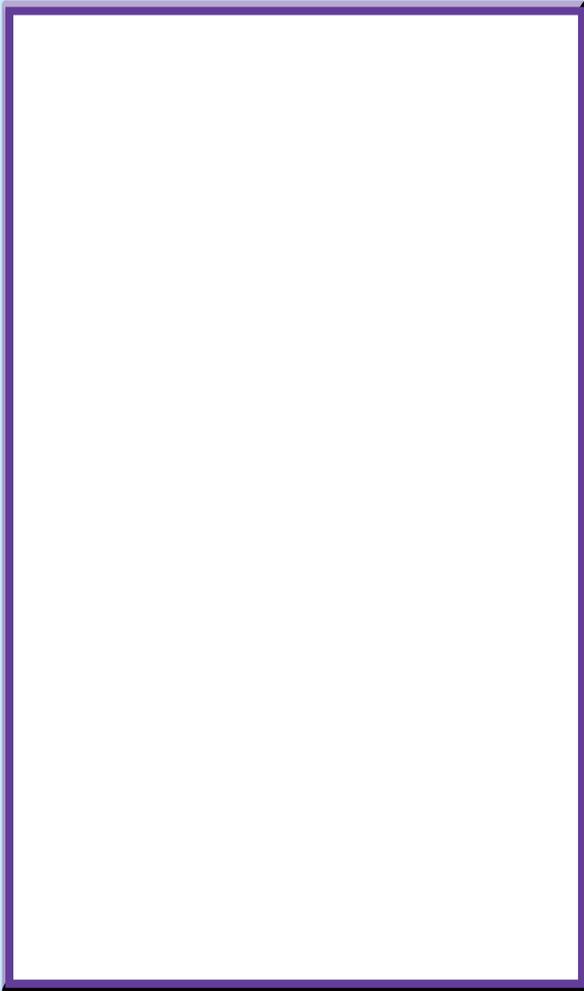


Graphic Organizer 13: Cause–Effect Chart

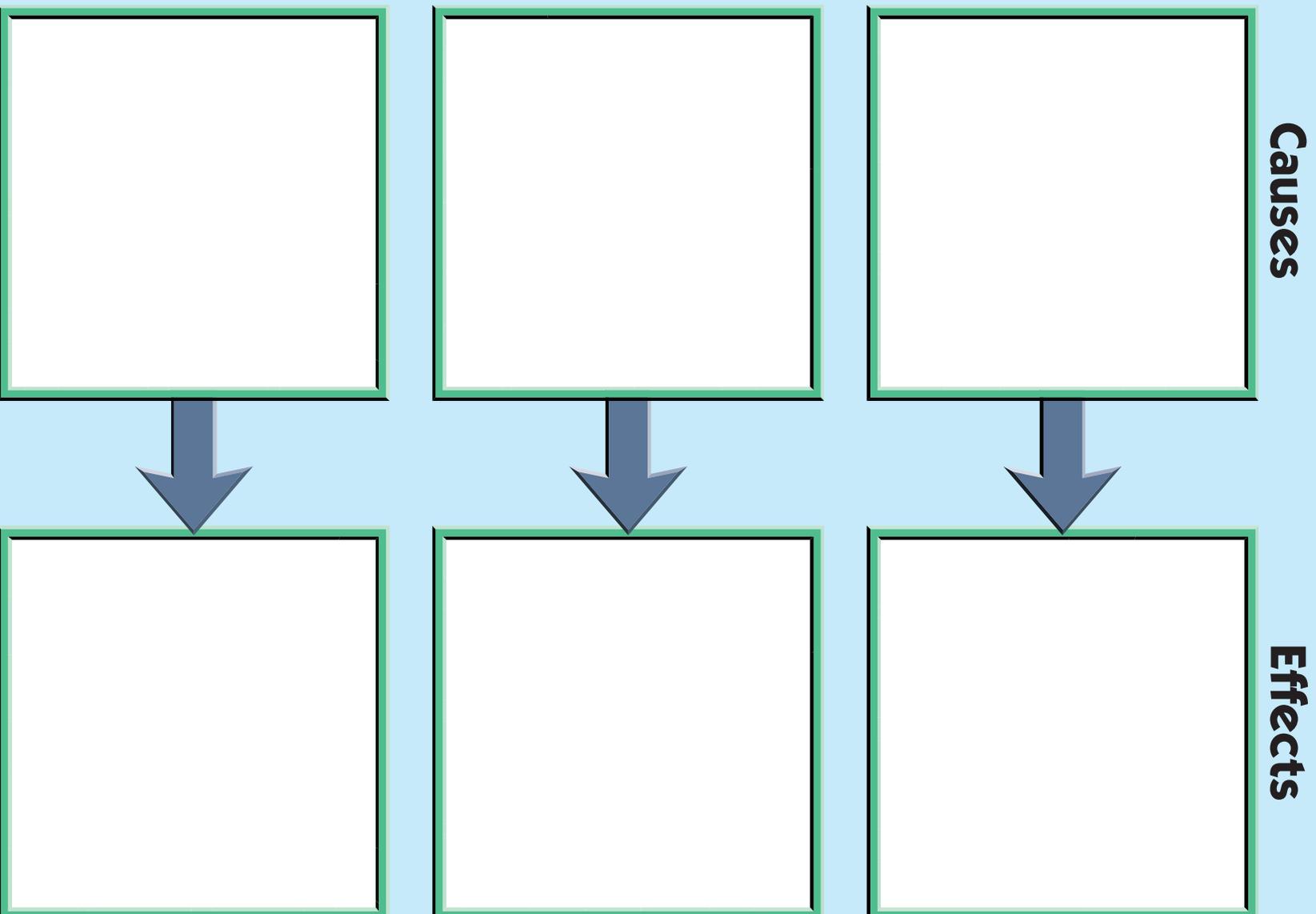
Cause

Effect/Cause

Effect



Graphic Organizer 14: Cause–Effect Chart



Graphic Organizer 15: Chain-of-Events or Flowchart

