

Glencoe

The World and Its People

Active Reading Note-Taking Guide

Student Workbook

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Table of Contents

Letter to the Student	vii
Chapter 1 Looking at the Earth	
Section 1 Thinking Like a Geographer	1
Section 2 The Earth in Space	7
Section 3 Forces Shaping the Earth	12
Section 4 Landforms and Waterways	18
Chapter 2 Water, Climate, and Vegetation	
Section 1 The Water Planet	23
Section 2 Climate	28
Section 3 Climate Zones and Vegetation	35
Section 4 An Environmental Balance	41
Chapter 3 The World's People	
Section 1 Understanding Culture	46
Section 2 Population Patterns	50
Section 3 Resources and World Trade	55
Section 4 Technology "Shrinks" the World.....	61
Chapter 4 The United States	
Section 1 From Sea to Shining Sea.....	65
Section 2 An Economic Leader	70
Section 3 The Americans	75
Chapter 5 Canada	
Section 1 A Resource-Rich Country.....	80
Section 2 The Canadians	85
Chapter 6 Mexico	
Section 1 Mexico's Land and Economy	90
Section 2 Mexico's History.....	97
Section 3 Mexico Today	102
Chapter 7 Central America and the Caribbean Islands	
Section 1 Central America	107
Section 2 Cultures of the Caribbean	113

Table of Contents

Chapter 8 Brazil and Its Neighbors

- Section 1** Brazil—Emerging Giant119
- Section 2** Argentina to Venezuela.....124

Chapter 9 The Andean Countries

- Section 1** Colombia’s Cultures and Challenges131
- Section 2** Land and People of Peru and Ecuador.....136
- Section 3** The Bolivians and Chileans141

Chapter 10 Europe—Early History

- Section 1** Classical Greece and Rome146
- Section 2** Medieval Europe.....151
- Section 3** From Renaissance to Revolution157

Chapter 11 Europe—Modern History

- Section 1** The Modern Era Emerges.....162
- Section 2** A Divided Continent167
- Section 3** Moving Toward Unity175

Chapter 12 Western Europe Today

- Section 1** The British Isles178
- Section 2** France and the Benelux Countries.....183
- Section 3** Germany and the Alpine Countries188
- Section 4** The Nordic Nations193
- Section 5** Southern Europe199

Chapter 13 The New Eastern Europe

- Section 1** Poland and the Baltic Republics.....205
- Section 2** Hungarians, Czechs, and Slovaks210
- Section 3** Rebuilding the Balkan Countries216
- Section 4** Ukraine, Belarus, and Moldova222

Chapter 14 Russia’s Landscape and History

- Section 1** A Vast Land226
- Section 2** A Troubled History231

Table of Contents

Chapter 15	The New Russia and Independent Republics	
Section 1	From Communism to Free Enterprise	236
Section 2	Russia's People and Culture	241
Section 3	The Republics Emerge	247
Chapter 16	Birthplace of Civilization	
Section 1	Mesopotamia and Ancient Egypt	251
Section 2	Three World Religions	256
Chapter 17	North Africa Today	
Section 1	Egypt	261
Section 2	Libya and the Maghreb.....	266
Chapter 18	Southwest Asia	
Section 1	Turkey, Syria, Lebanon, Jordan	272
Section 2	Israel and the Palestinian Territories	278
Section 3	The Arabian Peninsula	283
Section 4	Iraq, Iran, and Afghanistan	287
Chapter 19	West Africa	
Section 1	Nigeria—African Giant.....	292
Section 2	The Sahel and Coastal West Africa	297
Chapter 20	Central and East Africa	
Section 1	Central Africa	302
Section 2	People of Kenya and Tanzania	308
Section 3	Uganda, Rwanda, and Burundi	312
Section 4	The Horn of Africa	316
Chapter 21	Southern Africa—A Varied Region	
Section 1	The New South Africa	322
Section 2	Zambia, Malawi, Zimbabwe, Botswana	326
Section 3	Coastal and Island Countries	331

Table of Contents

Chapter 22 South Asia

- Section 1** India—Past and Present337
- Section 2** Pakistan and Bangladesh342
- Section 3** Mountain Kingdoms, Island Republics346

Chapter 23 China and Its Neighbors

- Section 1** China’s Land and New Economy352
- Section 2** Dynasties to Communism356
- Section 3** China’s Neighbors361

Chapter 24 Japan and the Koreas

- Section 1** Japan—Past and Present.....365
- Section 2** The Two Koreas371

Chapter 25 Southeast Asia

- Section 1** Life on the Mainland376
- Section 2** Diverse Island Cultures381

Chapter 26 Australia and New Zealand

- Section 1** Australia—Land Down Under386
- Section 2** New Zealand391

Chapter 27 Oceania and Antarctica

- Section 1** Pacific Island Cultures and Economies395
- Section 2** The Frozen Continent400

Dear Social Studies Student,

Can you believe it? The start of another school year is upon you. How exciting to be learning about different cultures, historical events, and unique places in your social studies class! I believe that this Active Reading Note-Taking Guide will help you as you learn about your community, nation, and world.

Note-Taking and Student Success

Did you know that the ability to take notes helps you become a better student? Research suggests that good notes help you become more successful on tests because the act of taking notes helps you remember and understand content. This *Active Reading Note-Taking Guide* is a tool that you can use to achieve this goal. I'd like to share some of the features of this *Active Reading Note-Taking Guide* with you before you begin your studies.

The Cornell Note-Taking System

First, you will notice that the pages in the *Active Reading Note-Taking Guide* are arranged in two columns, which will help you organize your thinking. This two-column design is based on the **Cornell Note-Taking System**, developed at Cornell University. The column on the left side of the page highlights the main ideas and vocabulary of the lesson. This column will help you find information and locate the references in your textbook quickly. You can also use this column to sketch drawings that further help you visually remember the lesson's information. In the column on the right side of the page, you will write detailed notes about the main ideas and vocabulary. The notes you take in this column

will help you focus on the important information in the lesson. As you become more comfortable using the **Cornell Note-Taking System**, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

Second, there are many graphic organizers in this *Active Reading Note-Taking Guide*. Graphic organizers allow you to see the lesson's important information in a visual format. In addition, graphic organizers help you understand and summarize information, as well as remember the content.

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the *Active Reading Note-Taking Guide*. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The *Active Reading Note-Taking Guide* focuses

on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

Writing Prompts and Note-Taking

Finally, there are a number of writing exercises included in this *Active Reading Note-Taking Guide*. Did you know that writing helps you to think more clearly? It's true. Writing is a useful tool that helps you know if you understand the information in your textbook. It helps you assess what you have learned.

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers *make connections*

between their lives and the text and *predict* what will happen next in the reading. They *question* the information and the author of the text, *clarify* information and ideas, and *visualize* what the text is saying. Good readers also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas.

I wish you well as you begin another school year. This *Active Reading Note-Taking Guide* is designed to help you understand the information in your social studies class. The guide will be a valuable tool that will also provide you with skills you can use throughout your life.

I hope you have a successful school year.

Sincerely,

Douglas Fisher

Chapter 16, Section 1

Mesopotamia and Ancient Egypt

(Pages 466–471)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- When did the people of Mesopotamia begin building their civilization?
- Why were Egyptians among the first people to build a civilization?

Main Idea

As you read pages 466–471 in your textbook, complete the chart by writing facts about Mesopotamia and Egypt in the appropriate column.

	Mesopotamia	Egypt
Religion		
Trade		
Achievements		

Mesopotamia (pages 466–469)

Interpreting

As you read, note that Mesopotamia had all the elements that a society needs to be a civilization. Under each heading in this chart, identify a specific achievement in Mesopotamia that made it a civilization.

Cities	Organized Government	Organized Religion
System of Writing	Specialized Workers	Technology and Metals

Terms To Know

Match each of these key terms from the lesson with the correct definition.

- | | |
|------------------|---|
| ___ civilization | a. government controlled by religious leaders |
| ___ city-state | b. form of writing made up of wedge-shaped markings |
| ___ polytheism | c. nation made up of a city and the farmland around it |
| ___ theocracy | d. group of states under one ruler |
| ___ cuneiform | e. highly developed culture |
| ___ empire | f. worship of many gods and goddesses |
| | g. large, steplike tower |

Places To Locate

Briefly describe these places and physical features from the lesson.

Tigris River

Euphrates River

Sumer

Lebanon

Academic Vocabulary

Define these academic vocabulary words from this lesson.

phases

predict

code

aspect

Terms To Review

Use these terms that you studied earlier to complete the sentences.

irrigation (Chapter 2, Section 4)

channel (Chapter 1, Section 4)

military (Chapter 8, Section 2)

emerged (Chapter 2, Section 4)

layered (Chapter 1, Section 3)

symbols (Chapter 6, Section 2)

1. Bars and clusters are _____ of _____ rank.

2. _____ ditches _____ water to the fields.

3. Nebuchadnezzar built tiered, or _____ ,
flowerbeds at the royal palace in Babylon.

Egypt—Gift of the Nile (pages 469–471)

Inferring

As you read, place a checkmark next to the statements that you can infer, or guess to be true, from clues in the lesson.

- ___ The desert around Egypt had several rivers running through it.
- ___ Invading armies could not move across waterfalls.
- ___ Mesopotamians did not believe that their ruler was a god.
- ___ Poor Egyptians expected to find wealth in the afterlife.
- ___ Egyptians introduced weapons of bronze and iron to the people of Punt.

Terms To Know

Define these key terms from the lesson.

delta

pharaoh

pyramid

hieroglyphics

papyrus

Places To Locate

Match each of these places and this physical feature from the lesson with the correct description.

- | | |
|-----------------|---|
| ___ Nile River | a. along the coast of East Africa |
| ___ Upper Egypt | b. near the sight of the ancient kingdom of Kush |
| ___ Lower Egypt | c. along the southern Nile |
| ___ Sudan | d. 4,160 miles (6,693 km) long |
| ___ Somalia | e. around the Nile delta |
| | f. between the Tigris and Euphrates Rivers |

Academic Vocabulary

Circle the letter of the definition that best fits the use of this academic vocabulary word in this lesson.

cycle

- | | |
|-----------------------------------|----------------------------|
| a. vehicle with two wheels | b. recurring events |
| c. collection of songs | d. ride a bicycle |

Terms To Review

Use this term that you studied earlier in a sentence that shows that you understand its meaning.

technology
(Chapter 3, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

When did the people of Mesopotamia begin building their civilization?

Why were Egyptians among the first people to build a civilization?

Chapter 16, Section 2

Three World Religions

(Pages 473–477)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Where did Judaism, Christianity, and Islam develop?
- What belief do Judaism, Christianity, and Islam share?

Main Idea

As you read pages 473–477 in your textbook, complete this chart by listing the most important beliefs of each religion.

Religion	Beliefs
Judaism	
Christianity	
Islam	

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Judaism (pages 473–474)

Drawing Conclusions

As you read, draw a conclusion about the Jews and find details to support it. Write your conclusion and the supporting details.

Conclusion: _____

Details: _____

Terms To Know

Define these key terms from the lesson.

monotheism

covenant

prophet

Places To Locate

Briefly describe these places from the lesson.

Israel

Jerusalem

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

revealed
(Chapter 6, Section 3)

images
(Chapter 10, Section 3)

Christianity (pages 475–476)

Summarizing

After you have read the paragraphs about Christianity, write one sentence that summarizes the information.

Terms To Know

Define these key terms from the lesson.

messiah

disciple

Terms To Review

Use these terms that you studied earlier to complete the sentences.

traditions (Chapter 6, Section 3) emperor (Chapter 10, Section 1)
pope (Chapter 10, Section 2)

1. The _____ made Christianity legal in the Roman Empire.
2. Christian _____ include the celebrations of Christmas and Easter.

Islam (pages 476–477)

Questioning

As you read, write three questions to help you remember the main ideas about Islam.

Terms To Know

Define these key terms from the lesson.

five pillars of faith

hajj

Academic Vocabulary

Use this academic vocabulary word and its noun form from the lesson to complete the sentences.

institute

institution

1. The orphanage is a charitable _____ .
2. The Aga Khan plans to _____ a fund for water treatment projects.

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand the meaning of each.

series

(Chapter 1, Section 2)

community

(Chapter 4, Section 2)

involved
(Chapter 5, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that are included in Setting a Purpose for Reading at the beginning of the lesson.

Where did Judaism, Christianity, and Islam develop?

What belief do Judaism, Christianity, and Islam share?

Chapter 17, Section 1

Egypt

(Pages 484–488)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How has the Nile River shaped the lives of Egyptians for hundreds of years?
- What role does the desert landscape play in the lives of Egyptians?

Main Idea

As you read pages 484–488 in your textbook, complete this chart by listing five physical features of Egypt and their effects on Egyptians.

Physical Feature	Effect on Egyptians
→	
→	
→	
→	
→	

Egypt's Land and Climate (pages 484–486)

Evaluating

As you read, think about the importance of the Suez Canal for the shipping industry. Draw a conclusion about the canal's importance and list facts that support it.

Conclusion: _____

Supporting Facts: _____

Terms To Know

Define these key terms from the lesson.

silt

oasis

Places To Locate

Match each of these places and physical features from the lesson with the correct description.

- | | |
|---------------------------------|--|
| ___ 1. Nile River | a. body of water that the Nile empties into |
| ___ 2. Egypt | b. North African country on the Mediterranean Sea |
| ___ 3. Mediterranean Sea | c. capital of Egypt |
| ___ 4. Sinai Peninsula | d. largest desert in the world |
| ___ 5. Suez Canal | e. forms a delta at the Mediterranean Sea |
| ___ 6. Red Sea | f. Arabian Desert |
| ___ 7. Eastern Desert | g. covers two-thirds of Egypt |
| ___ 8. Libyan Desert | h. human-made waterway |
| ___ 9. Sahara | i. located southeast of the Nile delta |
| ___ 10. Cairo | j. accessed through the Suez Canal |
| | k. fertile area in a desert |

Terms To Review

Use these terms that you studied earlier to complete the sentences.

area (Chapter 2, Section 3)

delta (Chapter 1, Section 4)

generating (Chapter 3, Section 3)

climate (Chapter 2, Section 2)

1. Water from the Nile is used in _____ hydroelectric power.

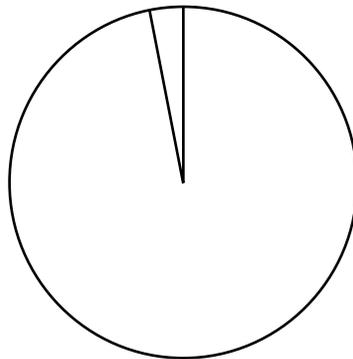
2. The fan-shaped _____ at the river's mouth is a(n) _____.

Egypt's Economy (page 486)

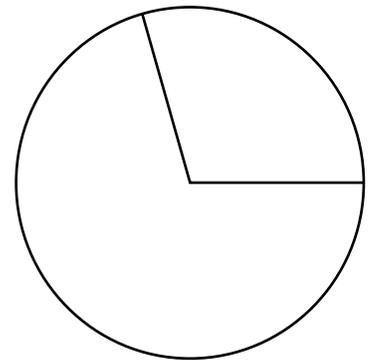
Visualizing

Use statistics from the lesson to label the circle graphs.

Land Use in Egypt



People Who Work in Agriculture



Terms To Know

Define this key term from the lesson.

phosphate

Places To Locate

Briefly describe these places from the lesson.

Aswan High Dam

Alexandria

Terms To Review

Use each of these terms that you studied earlier in a sentence shows that you understand its meaning.

rely

(Chapter 12, Section 5)

release

(Chapter 2, Section 2)

chemical

(Chapter 1, Section 3)

consumer goods

(Chapter 13, Section 3)

The Egyptians (pages 487–488)

Sequencing

Number the events below in the order that they occurred.

- ___ a. Gamal Abdel Nasser was Egypt’s president.
- ___ b. Arabs from Southwest Asia took control of Egypt.
- ___ c. Army officers overthrew the British-supported king.
- ___ d. Egypt was under the influence of Greece and Rome.
- ___ e. Egypt became part of the British Empire.

Terms To Know

Match each of these key terms from the lesson with the correct definition.

- | | |
|---------------------------|---|
| ___ 1. republic | a. place of worship |
| ___ 2. fellahin | b. government headed by a president |
| ___ 3. bazaar | c. marketplace |
| ___ 4. service industries | d. provide services rather than goods |
| ___ 5. mosque | e. peasant farmers |
| | f. smaller areas surrounding a larger city |

Academic Vocabulary

Use this academic vocabulary word and its noun form from this lesson to complete the sentences.

legislate

legislature

1. The _____ passed a law that gave the governor broad powers.
2. Conservationists want lawmakers to _____ protections for the environment.

Terms To Review

Define these terms that you studied earlier.

pharaohs
(Chapter 16, Section 1)

birthrate
(Chapter 3, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How has the Nile River shaped the lives of Egyptians for hundreds of years?

What role does the desert landscape play in the lives of Egyptians?

Chapter 17, Section 2

Libya and the Maghreb

(Pages 490–493)

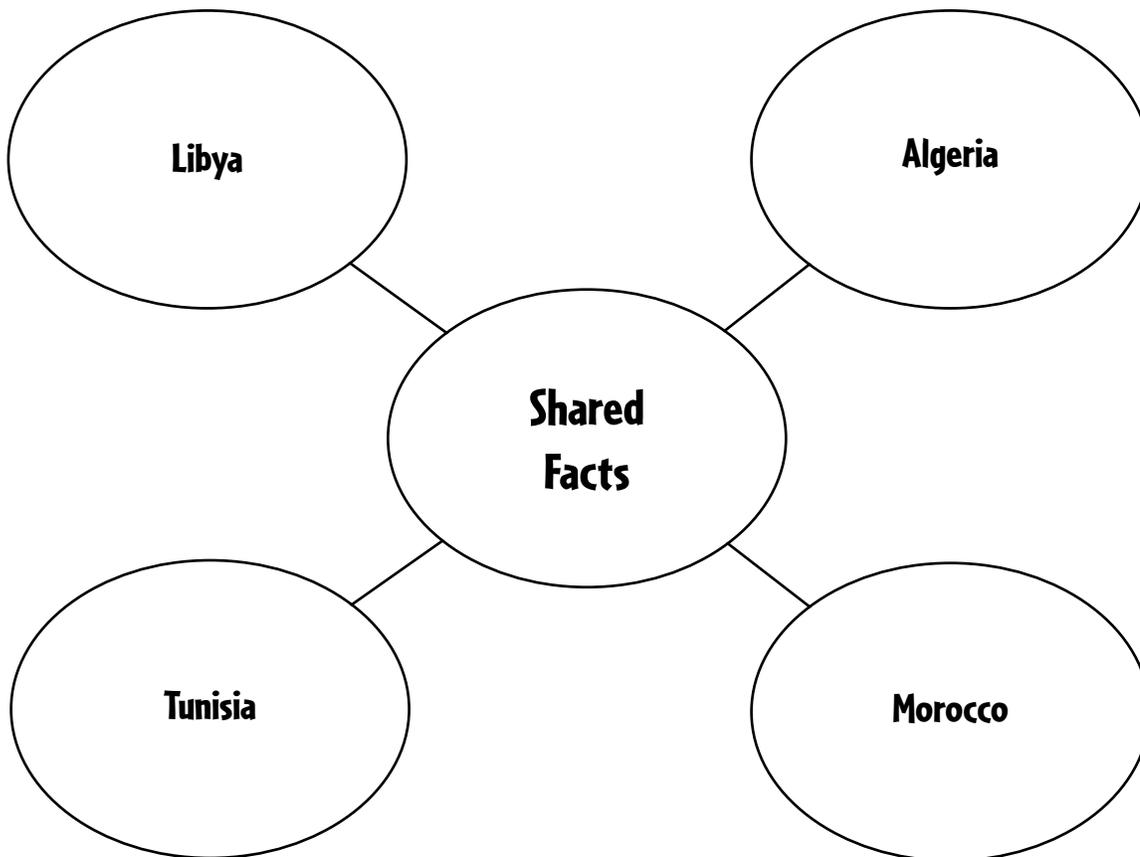
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What do Libya and Algeria have in common?
- How are Tunisia and Morocco similar?

Main Idea

As you read pages 490–493 in your textbook, complete this diagram by listing facts about each country in the outer ovals. Write two facts that all four countries have in common in the center oval.



Libya (pages 490–491)

Clarifying

As you read, list unfamiliar words that are NOT defined in the lesson. Find the definition of each word in the dictionary and write the definition next to the word. Then refer to the list as you reread the lesson to make its meaning clearer.

Unfamiliar Word

Definition

_____	_____
_____	_____
_____	_____
_____	_____

Terms To Know

Define these key terms from the lesson.

aquifer

dictatorship

Places To Locate

Briefly describe this place from the lesson.

Libya

Terms To Review

Use these terms that you studied earlier to complete the sentences.

benefits (Chapter 3, Section 4)

oases (Chapter 15, Section 3)

layers (Chapter 1, Section 3)

percent (Chapter 2, Section 1)

- Libyans enjoy the _____ of water stored in _____ of rock under the desert.
- _____ are rare in the desert of Libya.

Tunisia (page 491)

Questioning

As you read the first paragraph, ask yourself the questions below and write the answers in the spaces provided. Then ask yourself the same questions after you have read the lesson.

1. Is this idea important? Why? _____

2. Do I understand what this is about? _____
3. Might this information be on a test later? _____

Places To Locate

Briefly describe this place from the lesson.

Maghreb

Terms To Review

Use each of terms that you studied earlier in a sentence that shows that you understand its meaning.

steppe

(Chapter 2, Section 3)

textiles

(Chapter 11, Section 1)

urban

(Chapter 4, Section 3)

Algeria (pages 491–492)

Monitoring Comprehension

After you read the first paragraph, ask yourself the following question.

What lies between the mountain ranges in Algeria?

Terms To Know

Match each of these key terms from the lesson with the correct definition.

- | | |
|------------------|---|
| ___ 1. erg | a. nonreligious |
| ___ 2. civil war | b. huge, shifting sand dune |
| ___ 3. secular | c. conflict between different groups within a country |
| ___ 4. casbah | d. older section of Algiers |
| | e. marketplace |

Academic Vocabulary

Use these academic vocabulary words from the lesson to complete the sentences.

widespread policy rejected ongoing

1. The _____ civil war lasted for decades.
2. Conflicts among several nations cause _____ suffering.
3. Many Algerians _____ French rule.

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

shifting
(Chapter 6, Section 1)

colony
(Chapter 4, Section 3)

bazaar
(Chapter 17, Section 1)

Morocco (pages 492–493)

Determining the Main Idea

After you read the last four paragraphs of the lesson, ask yourself the following question.

What is the main idea?

Terms To Know

Define this key term from the lesson.

constitutional monarchy

Places To Locate

Match each of these places and physical features with the best description.

- | | |
|----------------------------|--|
| ___ 1. Morocco | a. separates Africa and Europe |
| ___ 2. Strait of Gibraltar | b. desert region that Morocco and a rebel group fought over |
| ___ 3. Western Sahara | c. borders the Mediterranean and Atlantic |
| ___ 4. Rabat | d. ruled by the Moors |
| | e. capital of Morocco |

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

phosphate

(Chapter 17, Section 1)

strait

(Chapter 1, Section 4)

tradition

(Chapter 6, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that are included in Setting a Purpose for Reading at the beginning of the lesson.

What do Libya and Algeria have in common?

How are Tunisia and Morocco similar?

Chapter 18, Section 1

Turkey, Syria, Lebanon, Jordan

(Pages 502–506)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why is Turkey's location unique?
- What European countries have ruled Lebanon and Jordan?

Main Idea

As you read pages 502–506 in your textbook, complete this chart by filling in two key facts about each country.

Country	Fact #1	Fact #2
Turkey		
Syria		
Lebanon		
Jordan		

Turkey (pages 502–504)

Responding

As you read, check the things from this lesson that you would like to know more about.

- | | | |
|-------------------------|-----------------------|---------------------|
| ___ earthquakes | ___ Turkish factories | ___ Turkish carpets |
| ___ Mediterranean coast | ___ Istanbul | ___ Turkish books |
| ___ Turkish farms | ___ Ankara | ___ Turkish films |

Terms To Know

Define the following key term from this lesson.

migrate

Places To Locate

Match each of these places and physical features from the lesson with the correct description.

- | | |
|--------------------------------|--|
| ___ 1. Turkey | a. range south of Turkey's central plateau |
| ___ 2. Anatolia | b. Turkey's central plateau |
| ___ 3. Pontic Mountains | c. largest city in Turkey |
| ___ 4. Taurus Mountains | d. separates the Asian and European parts of Turkey |
| ___ 5. Istanbul | e. Turkey's capital |
| ___ 6. Black Sea | f. country that bridges Asia and Europe |
| ___ 7. Ankara | g. range north of Turkey's central plateau |
| | h. borders Turkey's major trading center |

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

earthquake

(Chapter 1, Section 3)

Mediterranean climate

(Chapter 2, Section 3)

mosque
(Chapter 13, Section 3)

secular
(Chapter 17, Section 2)

Syria (pages 504–505)

Outlining

As you read, complete the outline below.

I. The Land

A. Landforms

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

B. Agriculture

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

C. Dams

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

II. The People

A. Ways of life

- 1. _____
- 2. _____

B. Foods

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

Terms To Know

Define the following key term from this lesson.

bedouins

Places To Locate

Briefly describe the following place.

Syria

Terms To Review

Match each of these terms that you studied earlier with the correct description.

- | | |
|---|---|
| ___ 1. irrigation
(Chapter 2, Section 4) | a. electricity generated using moving water |
| ___ 2. hydroelectric power
(Chapter 13, Section 1) | b. important |
| ___ 3. conflict
(Chapter 3, Section 3) | c. struggle |
| ___ 4. export
(Chapter 3, Section 3) | d. watering system |
| ___ 5. major
(Chapter 2, Section 1) | e. mineral source |
| | f. send away |

Lebanon (pages 505–506)

Synthesizing

As you read the lesson, list several factors that you think make Lebanon unique in the region on the lines below.

Places To Locate *Briefly describe the following places.*

Lebanon

Beirut

Terms To Review

Use these terms that you studied earlier to complete the sentences below.

- survive (Chapter 2, Section 1)
- chemicals (Chapter 1, Section 3)
- service industries (Chapter 17, Section 1)
- civil war (Chapter 17, Section 2)
- refugees (Chapter 3, Section 2)

1. Many Lebanese became _____ during the _____.
2. Some _____ fail to _____ during hard economic times.

Jordan (page 506)

Skimming

Read the title and quickly look over the entire lesson. Then write three topics that the lesson covers in following spaces.

Places To Locate *Briefly describe the following places.*

Jordan

Amman

Academic Vocabulary

Choose the definition that best fits the use of the academic vocabulary word in this lesson.

site

- a. location
- b. quote a source
- c. ability to see
- d. tourist attraction

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

contrast

(Chapter 1, Section 4)

occupy

(Chapter 5, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why is Turkey's location unique?

What European countries have ruled Lebanon and Jordan?

Chapter 18, Section 2

Israel and the Palestinian Territories

(Pages 508–512)

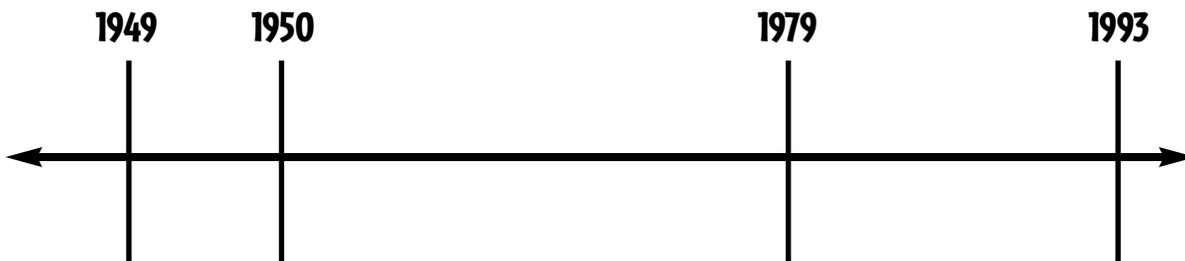
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why have Israel and its Arab neighbors experienced years of conflict?
- How are Israel and its Arab neighbors trying to achieve peace?

Main Idea

As you read pages 508–512 in your textbook, complete this time line by writing four key events that have occurred in Israel since 1948.



Israel's Land and Climate (pages 508–509)

Monitoring Comprehension

Answer the following questions as you read the lesson.

- 1. Why is the Dead Sea unique? _____

- 2. What is the Negev? _____

Places To Locate

Match each place or physical feature from the lesson with the correct description.

- | | |
|----------------------|---|
| ___ 1. Israel | a. earth's saltiest body of water |
| ___ 2. Golan Heights | b. country on the Mediterranean Sea |
| ___ 3. Dead Sea | c. fertile plain along the Mediterranean |
| ___ 4. Negev | d. plateau east of the mountains of Galilee |
| ___ 5. Jordan River | e. flows into the Dead Sea |
| | f. covers almost half of Israel |

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

- plateau**
(Chapter 1, Section 4)
- locate**
(Chapter 6, Section 1)
- climate**
(Chapter 2, Section 2)

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Israel's Economy (pages 509–510)

Predicting

Look at the title, picture, caption, and Reading Check question for this subsection. Then check all of the following predictions about the lesson's content that you think apply.

- ___ 1. The lesson is about Israeli jobs.
- ___ 2. The lesson is about Israeli customs.
- ___ 3. The lesson is about Israeli beliefs.
- ___ 4. The lesson describes Israel's agricultural successes in the desert.
- ___ 5. The lesson discusses Israel's manufacturing center.
- ___ 6. The lesson is about Israel's neighbors.

Terms To Know

Define or describe the following key terms from the lesson.

kibbutz

moshav

Places To Locate

Briefly describe the following place.

Tel Aviv-Yafo

Academic Vocabulary

Choose the correct definition for this academic vocabulary word from this lesson.

specific

- a. type b. unusual c. detail d. particular

Terms To Review

Use these terms that you studied earlier to complete the sentences.

method (Chapter 11, Section 1)

release (Chapter 2, Section 2)

aid (Chapter 8, Section 2)

phosphate (Chapter 17, Section 1)

1. Some factories use a special _____ to turn _____ into fertilizer.

2. Both the United States and some European nations provide _____ to Israel.

The Israeli People (pages 510–512)

Summarizing

As you read, list verbs you might use in summarizing the history of each group.

Ancient Jews

Twentieth-Century Jews

Palestinians

Terms To Know

Define or describe the following key term from this lesson.

Holocaust

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

achieve

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|--|-------------------------------|
| ___ 1. migrate (Chapter 5, Section 2) | a. cause |
| ___ 2. refugee (Chapter 3, Section 2) | b. move |
| ___ 3. issue (Chapter 1, Section 1) | c. a matter in dispute |
| ___ 4. resolve (Chapter 15, Section 2) | d. reject |
| ___ 5. factor (Chapter 5, Section 1) | e. decide |
| | f. escapee |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why have Israel and its Arab neighbors experienced years of conflict?

How are Israel and its Arab neighbors trying to achieve peace?

Chapter 18, Section 3

The Arabian Peninsula

(Pages 513–516)

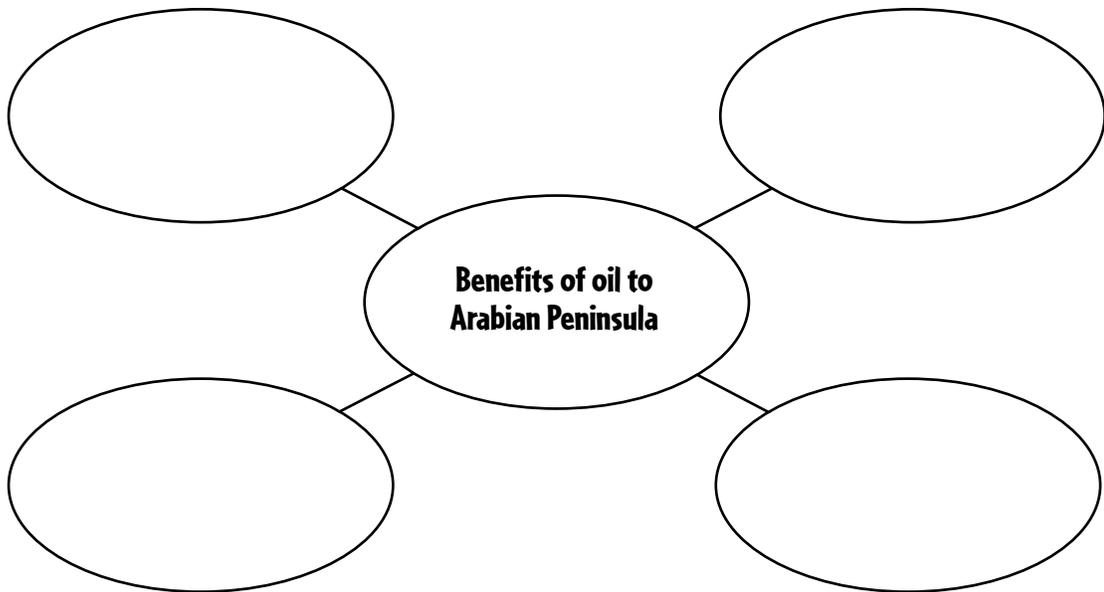
Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- Why has the standard of living improved in most countries of the Arabian Peninsula?

Main Idea

As you read pages 513–516 in your textbook, complete this diagram by providing four examples of how oil has benefited the Arabian Peninsula.



Saudi Arabia (pages 513–515)

Connecting

As you read, consider the importance of Saudi Arabian oil to the world today. Write a paragraph describing how your daily life, and life in the United States, would have to change if oil from Saudi Arabia and the rest of Southwest Asia were to suddenly disappear.

Terms To Know

Define or describe the following key terms from this lesson.

wadi

desalinization

caliph

Academic Vocabulary

Match each of these academic vocabulary words from this lesson with the correct definition.

- | | |
|------------------|---------------------|
| ___ 1. aware | a. one who follows |
| ___ 2. emphasis | b. compares amounts |
| ___ 3. successor | c. timetable |
| ___ 4. unify | d. function |
| ___ 5. schedule | e. bring together |
| ___ 6. role | f. knowing |
| | g. importance |

Terms To Review

Use these terms that you studied earlier to complete the sentences.

- dominate (Chapter 9, Section 3) income (Chapter 8, Section 2)
- oasis (Chapter 15, Section 3) job (Chapter 13, Section 1)

1. The merchant earns a small _____ by selling dates raised on a(n) _____ .
2. A Saudi woman may take a(n) _____ that does not involve close contact with men.

The Persian Gulf States (page 515)

Reviewing

As you read, fill the chart with details about the Persian Gulf States. Then use the chart to review the lesson.

Past Jobs	Present Jobs	Services Provided by Governments

Academic Vocabulary

Define this academic vocabulary word from this lesson.

revenue

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

goal
(Chapter 11, Section 2)

benefit
(Chapter 3, Section 4)

Oman and Yemen (page 516)

Interpreting

As you read, decide which of the following sayings describes the meaning of the lesson. Then write a detail that supports your choice in the space below.

- ___ **1.** There is no need to teach a fish to swim.
- ___ **2.** The people's safety is the highest law.
- ___ **3.** Times change and we change with them.

Supporting detail: _____

Terms To Review

Define these terms that you studied earlier.

strait
(Chapter 1, Section 4)

peninsula
(Chapter 1, Section 4)

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

Why has the standard of living improved in most countries of the Arabian Peninsula?

Chapter 18, Section 4

Iraq, Iran, and Afghanistan

(Pages 517-520)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What recent conflicts have Iraq, Iran, and Afghanistan been involved in?
- What sweeping political changes have the countries gone through?

Main Idea

As you read pages 517-520 in your textbook, complete this chart by listing one fact about the people in each country.

Country	People
Iraq	
Iran	
Afghanistan	

Iraq (pages 517–518)

Sequencing

Number the following events according to the order in which they occurred.

- ___ a. Iraq invades Kuwait.
- ___ b. Iraq's last king is overthrown in a revolt.
- ___ c. Saddam Hussein is forced from power.
- ___ d. Modern Iraq gains its independence.
- ___ e. The Persian Gulf War is fought.
- ___ f. Iraq fights a bloody war with Iran.

Terms To Know

Define or describe the following key terms from this lesson.

alluvial plain

embargo

Places To Locate

Briefly describe the following places.

Iraq

Baghdad

Academic Vocabulary

Choose the definition that most closely matches the use of this academic vocabulary word in the lesson.

restrict

- a. limit b. confine c. hem in d. bind

expert

- a. product sold to a foreign country
- b. specialist
- c. amateur
- d. leader

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

military

(Chapter 8, Section 2)

dictatorship

(Chapter 17, Section 2)

cooperate

(Chapter 11, Section 2)

Iran (page 519)

Inferring

Infer, or draw a conclusion based on the reading, how living under a government run by religious leaders, such as that in Iran, might be different from living under our present government. Write your answer on the lines below.

Terms To Know

Define or describe the following key terms from this lesson.

shah

Islamic Republic

Places To Locate

Match each of these places or features from the lesson with the correct description. You may use some descriptions more than once or not at all.

- | | |
|-------------------------|---|
| ___ 1. Iran | a. largest city and capital |
| ___ 2. Elburz Mountains | b. vast range in Iran |
| ___ 3. Zagros Mountains | c. central plateau |
| ___ 4. Tehran | d. oil-rich country once known as Persia |

Terms To Review

Use these terms that you studied earlier to complete the sentences.

- | | |
|--------------------------------|--------------------------------|
| range (Chapter 14, Section 1) | channel (Chapter 1, Section 4) |
| migrate (Chapter 5, Section 2) | locate (Chapter 11, Section 2) |
| empire (Chapter 16, Section 1) | |

1. A group wanting to _____ into central Iran would have to cross the Elburz Mountain _____.
2. An underground irrigation _____ could be difficult to _____.

Afghanistan (page 520)

Analyzing

As you read, analyze the lesson for a reason why Afghanistan may have collapsed into civil war following the end of the Soviet invasion. Write the reason in the space below.

Places To Locate

Briefly describe the following places and features.

Afghanistan

Hindu Kush

Kabul

Terms To Review

Define these terms that you studied earlier.

landlocked
(Chapter 9, Section 3)

route
(Chapter 10, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What recent conflicts have Iraq, Iran, and Afghanistan been involved in?

What sweeping political changes have the countries gone through?

Chapter 19, Section 1

Nigeria—African Giant

(Pages 550–554)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- On what resource does Nigeria depend?
- How many people live in Nigeria?

Main Idea

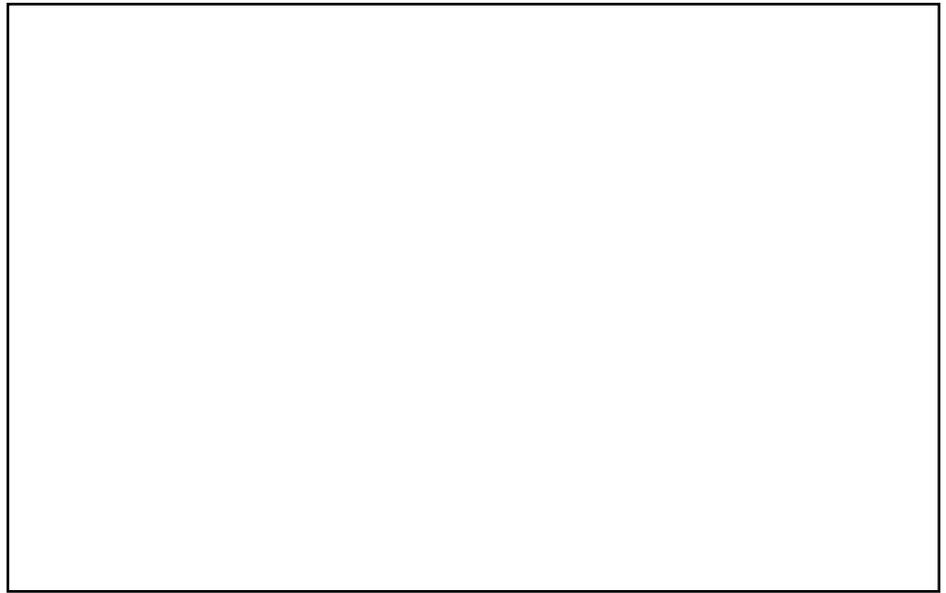
As you read pages 550–554 in your textbook, complete this chart by listing two facts about Nigeria in each category.

Nigeria	Fact #1	Fact #2
Land		
Economy		
People		

From Tropics to Savannas (pages 550–551)

Synthesizing

Draw an outline map of Nigeria using the map on 551 as a model. As you read, use colors and symbols to show the location of vegetation and landforms. Make a key to show the meaning of the colors and symbols.



Terms To Know

Define these key terms from the lesson.

mangrove

savanna

harmattan

Places To Locate

Describe this place and these physical features from the lesson.

Nigeria

Niger River

Terms To Review

Use these terms that you studied earlier to complete the sentences.

rain forests (Chapter 2, Section 2) plateaus (Chapter 1, Section 4)
steppe (Chapter 2, Section 3) climate (Chapter 2, Section 2)

1. A _____ climate is too dry for _____ .
2. _____ have higher elevations than the surrounding land.

Economic Challenges (pages 551–552)

Evaluating

As you read, evaluate the lesson's explanation of Nigeria's economic troubles by checking yes or no after each of the following questions.

	Yes	No
1. Does the lesson explain why oil prices fell in the 1980s?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the lesson explain why farmers left their farms?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the lesson explain why growing cash crops does not provide better-paying jobs for farmers?	<input type="checkbox"/>	<input type="checkbox"/>

Terms To Know

Define these key terms from the lesson.

subsistence farm

cacao

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

vehicle
(Chapter 9, Section 3)

job
(Chapter 13, Section 1)

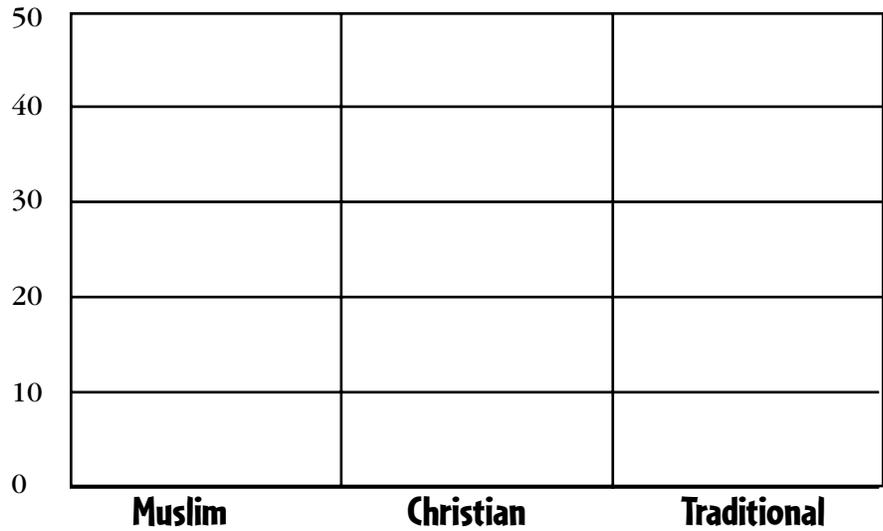
cash crop
(Chapter 9, Section 1)

Nigeria's People (pages 552–554)

Clarifying

As you read, create a bar graph to show clearly the distribution of religious followers in Nigeria.

Religions in Nigeria



Terms To Know

Define these key terms from the lesson.

compound

civil war

Academic Vocabulary

Use these academic vocabulary words in sentences that reflect the words' meaning.

bonds

features

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|--|--|
| ___ 1. ethnic group (Chapter 3, Section 1) | a. large |
| ___ 2. rural (Chapter 4, Section 3) | b. related to the countryside |
| ___ 3. culture (Chapter 3, Section 1) | c. region |
| ___ 4. generation (Chapter 3, Section 3) | d. way of life |
| ___ 5. stable (Chapter 12, Section 3) | e. people who share history, language, religion, and physical characteristics |
| ___ 6. enormous (Chapter 11, Section 2) | f. enduring |
| | g. step in a line of descent |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in *Setting a Purpose for Reading* at the beginning of the lesson.

On what resource does Nigeria depend?

How many people live in Nigeria?

Chapter 19, Section 2

The Sahel and Coastal West Africa

(Pages 556–561)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why have grasslands in the Sahel turned to desert?
- What kind of climate do the coastal West African countries have?

Main Idea

As you read pages 556–561 in your textbook, create a chart like this one for each of the five West African countries. For each category, write in one fact about each country.

Country	
Land	
Economy	
Culture	

Land and History of the Sahel (pages 556–558)

Questioning

As you read, complete the following question and write the answer on the lines below it.

What is important about _____ ?

Terms To Know

Define these key terms from the lesson.

overgraze

drought

desertification

Terms To Review

Use these terms that you studied earlier to complete the sentences.

occurred (Chapter 1, Section 2)

routes (Chapter 12, Section 3)

empire (Chapter 9, Section 2)

colonies (Chapter 4, Section 3)

created (Chapter 3, Section 3)

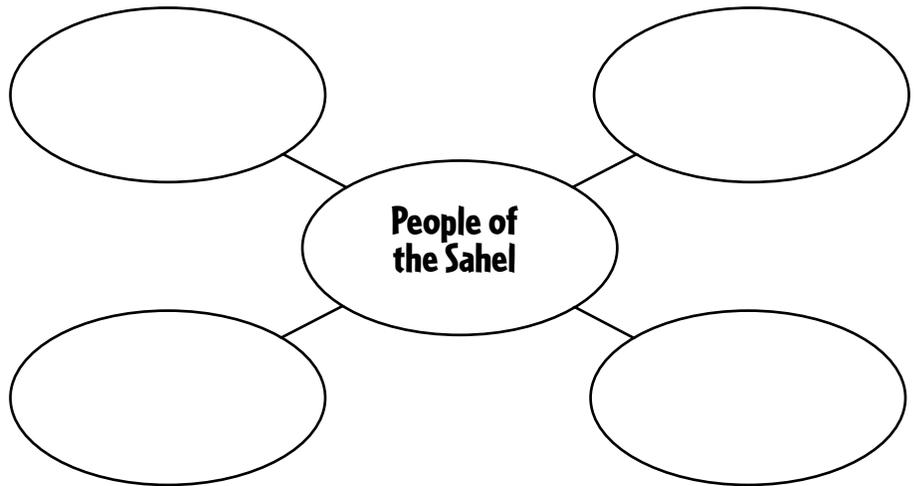
1. Merchants _____ trade _____ connecting the gold mines of Ghana to copper and salt mines.

2. Desertification has _____ in parts of the former French _____ in the Sahel.

The People of the Sahel (page 558)

Visualizing

As you read, complete the diagram below with facts about the people of the Sahel.



Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

nomads
(Chapter 13, Section 2)

landlocked
(Chapter 9, Section 3)

West Africa's Coastal Countries (pages 558–559)

Monitoring Comprehension

As you read, ask questions about the countries' landscape, history, and involvement in the slave trade. Write your questions and answers on the lines below.

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Academic Vocabulary

Define this academic vocabulary word from this lesson.

obtain

Terms To Review

Use these terms that you studied earlier to complete the sentences.

deforestation (Chapter 2, Section 4) plantations (Chapter 6, Section 1)
concentrated (Chapter 2, Section 4) cacao (Chapter 19, Section 1)

1. Coffee _____ on the edge of the rain forest help fight _____ .
2. American chocolate companies import _____ from West Africa.

People of Coastal West Africa (pages 560–561)

Sequencing

As you read, identify the significance of the following years.

1787: _____

1822: _____

1989: _____

Terms To Know

Define these key terms from the lesson.

bauxite

phosphate

Places To Locate

Match each place from the lesson with the correct location.

- | | |
|---------------------|-----------------------|
| ___ 1. Dakar | a. Liberia |
| ___ 2. Monrovia | b. Ghana |
| ___ 3. Yamoussoukro | c. Cape Verde Islands |
| ___ 4. Accra | d. Cote d'Ivoire |
| | e. Senegal |

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

whereas

Terms To Review

Use these terms that you studied earlier to complete the sentences.

founded (Chapter 5, Section 2) colony (Chapter 4, Section 3)
urban (Chapter 4, Section 3) hydroelectric power (Chapter 8, Section 2)

1. _____ is used in many _____ areas for heat and lighting.
2. Most traditions were _____ many generations ago.

Section Wrap-up

Now that you have read the section, write the answers to the questions that are included in Setting a Purpose for Reading at the beginning of the lesson.

Why have grasslands in the Sahel turned to desert?

What kind of climate do the coastal West African countries have?

Chapter 20, Section 1

Central Africa

(Pages 570–575)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What are some of Central Africa’s natural resources?
- How have civil war and poor government decisions affected the economy of the Democratic Republic of the Congo?

Main Idea

As you read pages 570–575 in your textbook, complete this chart by choosing two countries of Central Africa and listing two facts about the people in each country.

Country	Fact #1	Fact #2

Democratic Republic of the Congo (pages 570–573)

Determining the Main Idea

As you read, determine the main idea in the part of the lesson about the resources and industry of the Democratic Republic of the Congo. Write the main idea in the space below.

Terms To Know

Define or describe the following key terms from this lesson.

canopy

hydroelectric power

Places To Locate

Briefly describe the following places and features.

Democratic Republic of the Congo

Congo River

Lake Tanganyika

Kinshasa

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|---|--------------------------|
| ___ 1. savanna (Chapter 2, Section 3) | a. carry |
| ___ 2. rain forest (Chapter 2, Section 2) | b. grasslands |
| ___ 3. generate (Chapter 3, Section 3) | c. large farms |
| ___ 4. transport (Chapter 3, Section 4) | d. tropical woods |
| | e. produced |

Cameroon and the Central African Republic (pages 573–574)

Evaluating

For both Cameroon and the Central African Republic, make a list of the country's resources and any other assets, such as location. Then, based on those lists, explain which country you believe has a better chance of improving its economy in the future. Write your answer on the lines below.

Terms To Know

Define or describe the following key term from this lesson.

tsetse fly

Places To Locate

Briefly describe the following places.

Cameroon

Central African Republic

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

plantation (Chapter 6, Section 1) cacao (Chapter 19, Section 1)
colony (Chapter 4, Section 3) ethnic group (Chapter 3, Section 1)

1. _____ is one crop grown in the Central African Republic and Cameroon.

2. A(n) _____ can lose its traditions when it becomes a(n) _____ of another nation.

Congo and Gabon (page 574)

Outlining

As you read, complete the following outline with main ideas and details about Congo.

I. Rivers

A. _____

1. supports farmland and industries
2. provides hydroelectric power

B. _____

1. supports thickets and trees
2. provides hydroelectric power

II. Economy

A. _____

B. Exports

1. _____
2. _____
3. _____

III. People

A. _____

B. Live near Brazzaville

Terms To Know

Define the following key term from this lesson.

deforestation

Places To Locate

Match each of these places from the lesson with the correct description. You may use some options more than once or not at all.

- | | |
|--------------------|---------------------------------|
| ___ 1. Congo | a. capital of Gabon |
| ___ 2. Gabon | b. won independence from France |
| ___ 3. Libreville | c. capital of Congo |
| ___ 4. Brazzaville | d. exports mainly bauxite |

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

- range (Chapter 4, Section 1) plateau (Chapter 1, Section 4)
rely (Chapter 8, Section 2) widespread (Chapter 17, Section 2)
1. A _____ will generally have a lower elevation than a mountain _____ .
2. Doctors _____ on vaccinations to prevent disease.

Island Countries (page 575)

Scanning

Scan this lesson to find the main exports of Equatorial Guinea and list them on the lines below.

Places To Locate *Briefly describe the following places.*

Equatorial Guinea

São Tomé and Príncipe

Terms To Review

Use this term that you studied earlier in a sentence that shows that you understand the term's meaning.

export
(Chapter 3, Section 3)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What are some of Central Africa's natural resources?

How have civil war and poor government decisions affected the economy of the Democratic Republic of the Congo?

Chapter 20, Section 2

People of Kenya and Tanzania

(Pages 577–581)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What kinds of landscapes are found in Kenya?
- Why is Tanzania’s population especially diverse?

Main Idea

As you read pages 577–581 in your textbook, complete this chart by listing facts about the land, economy, and people of Kenya and Tanzania.

Fact	Kenya	Tanzania
Land		
Economy		
People		

Kenya (pages 577–579)

Previewing

Look at the pictures and captions in the lesson and briefly describe them in the following spaces.

1. Page 577: _____
2. Page 578: _____
3. Page 579: _____

Terms To Know

Define or describe the following key terms from this lesson.

coral reef

poaching

free enterprise system

cassava

Places To Locate

Match each physical feature or place from the lesson with the correct description.

- | | |
|--------------------------|------------------------------------|
| ___ 1. Kenya | a. capital city |
| ___ 2. Great Rift Valley | b. slightly larger than New Jersey |
| ___ 3. Mount Kenya | c. fault |
| ___ 4. Nairobi | d. two times the size of Nevada |
| | e. volcano |

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

whereas

(Chapter 19, Section 2)

fossil

(Chapter 1, Section 1)

feature

(Chapter 19, Section 1)

site

(Chapter 18, Section 1)

Tanzania (pages 579–581)

Skimming

Read the title, subheadings, captions, terms in bold print, and the first two sentences of the lesson. Then write a general statement about the topics covered in the lesson.

Terms To Know

Define or describe the following key terms from this lesson.

sisal

habitat

ecotourist

Places To Locate

Match each of these places from the lesson with the correct description.

- | | |
|------------------------|---------------------------------------|
| ___ 1. Tanzania | a. highest point in Africa |
| ___ 2. Serengeti Plain | b. politically stable republic |
| ___ 3. Kilimanjaro | c. former British colony |
| ___ 4. Dar es Salaam | d. capital of Tanzania |
| | e. huge grasslands |

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

source (Chapter 1, Section 4) policy (Chapter 6, Section 3)
environment (Chapter 1, Section 1) colony (Chapter 4, Section 3)

1. Lake Victoria is a(n) _____ of the Nile River.
2. Government _____ helps protect the _____ in Tanzania.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What kinds of landscapes are found in Kenya?

Why is Tanzania's population especially diverse?

Chapter 20, Section 3

Uganda, Rwanda, and Burundi

(Pages 582–585)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- What conflicts have Uganda, Rwanda, and Burundi suffered in recent years?

Main Idea

As you read pages 582–585 in your textbook, complete this chart by writing the cause of the conflict in each country under the country’s name. Then write the effects of the conflict in the column to the right.

Cause of conflict in:	Effects of conflict
Uganda	
Rwanda	
Burundi	

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Uganda (pages 582–584)

Skimming

Quickly skim the lesson to find answers to the following questions.

- 1. In what profession are most of Uganda’s workers employed?

- 2. What is Uganda’s biggest export?

- 3. To what religion do most Ugandans belong?

- 4. What type of government does Uganda have?

Terms To Know

Define or describe the following key terms from this lesson.

plantains

autonomy

Places To Locate

Briefly describe the following places or features.

Uganda

Lake Victoria

Kampala

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that shows that you understand its meaning.

consist

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|--|-----------------------------------|
| ___ 1. landlocked (Chapter 9, Section 3) | a. kind of banana |
| ___ 2. elevation (Chapter 1, Section 4) | b. plant with edible roots |
| ___ 3. subsistence farm (Chapter 6, Section 1) | c. small plot |
| ___ 4. cassava (Chapter 20, Section 2) | d. height above sea level |
| | e. without a coast |

Rwanda and Burundi (pages 584–585)

Summarizing

As you read the lesson, list answers to the questions who, what, where, when, why, and how about the text.

Who?	What?	Where?	When?	Why?	How?

Terms To Know

Define or describe the following key terms from this lesson.

watershed

endangered species

genocide

refugee

Places To Locate

Briefly describe the following places.

Rwanda

Burundi

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

transport (Chapter 3, Section 4)
constant (Chapter 2, Section 2)

route (Chapter 10, Section 3)

1. A _____ flow of refugees fled Rwanda during the 1990s.
2. Boats _____ goods across Lake Tanganyika to other countries.

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

What conflicts have Uganda, Rwanda, and Burundi suffered in recent years?

Chapter 20, Section 4

The Horn of Africa

(Pages 586–590)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- How has conflict scarred the countries of the Horn of Africa?

Main Idea

As you read pages 586–590 in your textbook, complete this chart by filling in two facts that are true of each country.

Country	Fact #1	Fact #2
Sudan		
Ethiopia		
Eritrea		
Djibouti		
Somalia		

Sudan (pages 586–588)

Connecting

As you read, briefly describe what you already know about the following topics.

Nile River _____

Kush _____

Egyptians _____

Places To Locate

Briefly describe the following place.

Sudan

Academic Vocabulary

Circle the letter of the definition closest to the use of this academic vocabulary word in the lesson.

convert

- a. win over b. remodel c. reverse d. modify

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

nomad

(Chapter 13, Section 2)

period

(Chapter 2, Section 2)

refugee

(Chapter 3, Section 2)

Academic Vocabulary

Circle the letter of the definition closest to the use of this academic vocabulary word in this lesson.

positive

- a. precise
- b. definite
- c. good
- d. affirmed

Terms To Review

Use this term that you studied earlier in a sentence that reflects the term's meaning.

climate

(Chapter 2, Section 2)

Djibouti (pages 589–590)

Inferring

As you read, make an inference about why the city of Djibouti is an international seaport. Write your inference in the space below.

Terms To Know

Define or describe the following key term from this lesson.

plate

Places To Locate

Briefly describe the following place.

Djibouti

Academic Vocabulary

Circle the letter of the definition closest to the use of this academic vocabulary word in this lesson.

undergoing

- a. going through
- b. partaking
- c. undertaking
- d. submitting to

Terms To Review

Define this term that you studied earlier.

crust
(Chapter 1, Section 3)

Somalia (page 590)

Drawing Conclusions

As you read, draw a conclusion about the main reason that many people in Somalia starved in the 1990s. Write your conclusion in the space below.

Terms To Know

Define or describe the following key term from this lesson.

clan

Academic Vocabulary

Use the academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

restore

Terms To Review

Use these terms that you studied earlier to complete the following sentence.

irrigation (Chapter 2, Section 4)
distribute (Chapter 2, Section 4)

aid (Chapter 8, Section 2)

Farmers use _____ to _____
water to their crops.

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

How has conflict scarred the countries of the Horn of Africa?

Chapter 21, Section 1

The New South Africa

(Pages 604–607)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What are some of South Africa’s mineral resources?
- What social and political changes has South Africa undergone recently?

Main Idea

As you read pages 604–607 in your textbook, complete this time line by listing five key events and their dates in South Africa’s history.

A horizontal timeline consisting of a single horizontal line with four vertical tick marks extending above and below the line, creating four equal-width empty rectangular boxes for writing.

A Land Rich in Resources (pages 604–605)

Analyzing

As you read the lesson, consider the following questions: Why do you think that in a country as rich in resources as South Africa, poverty still exists? What should South Africa do to make its society more just? Write your analysis in the space below.

Terms To Know

Define or describe the following key term from this lesson.

industrialized country

Places To Locate

Briefly describe the following features.

Namib Desert

Cape of Good Hope

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|---------------------------------------|--------------------|
| ___ 1. locate (Chapter 2, Section 3) | a. happen |
| ___ 2. occur (Chapter 1, Section 2) | b. treat |
| ___ 3. export (Chapter 3, Section 3) | c. situate |
| ___ 4. process (Chapter 2, Section 1) | d. produce |
| | e. send out |

South Africa's History and People (pages 605–607)

Synthesizing

As you read, choose an event and create a political cartoon and caption that expresses an opinion about that event.

Caption: _____

Terms To Know

Match each of the key terms from the lesson with the correct definition.

- ___ **1.** Boer **a.** system that made it illegal for different races and ethnic groups to mix
- ___ **2.** apartheid **b.** Dutch person who settled in South Africa
- ___ **3.** township **c.** Bantu speaking person
- ___ **4.** enclave **d.** small country located inside a larger country
- e.** neighborhood outside a city

Places To Locate

Briefly describe the following places.

Lesotho

Swaziland

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

empire (Chapter 9, Section 2) area (Chapter 2, Section 3)
challenge (Chapter 3, Section 2)

1. One _____ South Africa must meet is improving basic services.
2. A(n) _____ where European South Africans live is likely to have a high standard of living.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What are some of South Africa's mineral resources?

What social and political changes has South Africa undergone recently?

Chapter 21, Section 2

Zambia, Malawi, Zimbabwe, Botswana

(Pages 609–612)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What resources are found in inland southern Africa?
- Who lives in inland southern Africa?

Main Idea

As you read pages 609–612 in your textbook, complete this chart by listing the main economic activities of each country.

Country	Economic Activities
Zambia	
Malawi	
Zimbabwe	
Botswana	

Zambia (pages 609–610)

Analyzing

After you have read about Zambia's economy, write a few sentences discussing the problems that can occur when a country is too dependent on a single product or resource for its income.

Terms To Know

Define or describe the following key term from this lesson.

copper belt

Places To Locate

Briefly describe the following places and feature.

Zambia

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

dominate
(Chapter 9, Section 3)

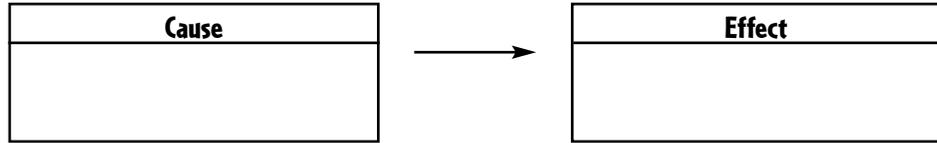
income
(Chapter 8, Section 2)

service industries
(Chapter 4, Section 2)

Malawi (page 610)

Clarifying

As you read, look for any cause-and-effect relationships that help you understand Malawi's history. Complete the diagram below by writing a cause and effect from the lesson.



Terms To Know

Define or describe the following key term from this lesson.

sorghum

Academic Vocabulary

Use each word—an academic vocabulary word and its noun form from this lesson—in a sentence that reflects the word's meaning.

assist

assistance

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

missionary (Chapter 10, Section 2) theme (Chapter 15, Section 2)
 job (Chapter 13, Section 1) seek (Chapter 10, Section 3)

1. David Livingstone was a Scottish _____ who arrived in Malawi in the mid-1800s.
2. The abuse of power is a popular _____ in the literature of Malawi.
3. Thousands from Malawi _____ work in other nations.

Zimbabwe (pages 610–611)

Questioning

As you read, ask yourself what ideas in the lesson are important. Write three questions related to those ideas on the lines below. Include answers to your questions.

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Places To Locate

Briefly describe the following place.

Zimbabwe

Academic Vocabulary

Use the academic vocabulary word from this lesson in a sentence that shows that you understand its meaning.

adult

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

___ 1. whereas
(Chapter 19, Section 2)

___ 2. widespread
(Chapter 17, Section 2)

___ 3. affect (Chapter 1, Section 3)

___ 4. expand (Chapter 1, Section 3)

a. influence

b. while

c. result

d. extensive

e. increase

Botswana (page 612)

Visualizing

As you read, choose an item important to the people of Botswana. Draw a picture of the item to create an ad for a Botswana product or service.

Places To Locate

Briefly describe the following feature.

Kalahari Desert

Terms To Review

Use this term that you studied earlier in a sentence that reflects the term's meaning.

shift

(Chapter 6, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What resources are found in inland southern Africa?

Who lives in inland southern Africa?

Chapter 21, Section 3

Coastal and Island Countries

(Pages 614–618)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why are the economies of Africa’s coastal countries struggling?
- What are the economies of Africa’s island countries based on?

Main Idea

As you read pages 614–618 in your textbook, complete this chart by filling in two key facts about each of southern Africa’s coastal and island countries.

Country	Fact #1	Fact #2
Angola		
Namibia		
Mozambique		
Madagascar		
Comoros		
Seychelles		
Mauritius		

Angola (pages 614–615)

Monitoring Comprehension

As you read, monitor your comprehension by seeing if you can restate important facts in your own words. To show your understanding, copy a short passage from the lesson and rewrite it in your own words in the spaces below.

Passage: _____

Rewrite: _____

Terms To Know

Define or describe the following key term from this lesson.

exclave

Places To Locate

Briefly describe the following places.

Angola

Cabinda

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|---|----------------------------|
| ___ 1. textiles (Chapter 11, Section 1) | a. associate |
| ___ 2. economy (Chapter 3, Section 3) | b. track |
| ___ 3. trace (Chapter 4, Section 3) | c. fabrics |
| ___ 4. partner (Chapter 13, Section 2) | d. competitor |
| | e. financial system |

Namibia (page 616)

Sequencing

As you read, number the events below in the order that they occurred.

- ___ a. Namibia becomes independent.
- ___ b. Namibia becomes a German colony.
- ___ c. The Republic of South Africa rules Namibia.

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

section
(Chapter 6, Section 3)

nuclear
(Chapter 11, Section 3)

Mozambique (pages 616–617)

Determining the Main Idea

As you read, determine the main idea of each paragraph. Choose one of the paragraphs and write the main idea in the space below.

Paragraph # ____: _____

Terms To Know

Define or describe the following key terms from this lesson.

slash-and-burn farming

cyclone

Places To Locate *Briefly describe the following place.*

Mozambique

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

method

(Chapter 11, Section 1)

deforestation

(Chapter 2, Section 4)

intense

(Chapter 1, Section 2)

Madagascar (page 617)

Synthesizing

On the lines below, write a short article for a travel magazine describing Madagascar and encouraging tourists to visit the country.

Academic Vocabulary

Circle the letter of the definition closest to the use of the academic vocabulary word in this lesson.

accompany

- a.** escort **b.** attend **c.** join a convoy **d.** perform with

Terms To Review

Define these terms that you studied earlier.

cash crop
(Chapter 9, Section 1)

style
(Chapter 6, Section 3)

Small Island Countries (page 617–618)

Connecting

Imagine that you have just moved to one of the three island countries described in this lesson. Write a short letter to a friend describing what life is like in your new island home. Tell what the people do for a living.

Places To Locate

Match each of these places from the lesson with the correct description.

- | | |
|-------------------|---------------------------------------|
| ___ 1. Comoros | a. group of 86 islands |
| ___ 2. Seychelles | b. broke away from mainland Africa |
| ___ 3. Mauritius | c. capital city and industrial center |
| ___ 4. Port Louis | d. covered by dense tropical forests |
| | e. sugar is main agricultural export |

Academic Vocabulary

Use the academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

approximate

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

republic (Chapter 6, Section 3)

major (Chapter 2, Section 1)

vary (Chapter 3, Section 1)

ethnic (Chapter 11, Section 2)

1. Mauritius is a(n) _____ whose people are from many different _____ backgrounds.

2. A(n) _____ cash crop of Seychelles is cinnamon.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why are the economies of Africa's coastal countries struggling?

What are the economies of Africa's island countries based on?

Chapter 22, Section 1

India—Past and Present

(Pages 638–642)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How is India developing its resources?
- What are the needs of India's growing population?

Main Idea

As you read pages 638–642 in your textbook, complete this chart by filling in two facts about India under each category.

India	
Land	Economy
History	Religion

India's Land and Economy (pages 638–640)

Previewing

Before you read, look at the title, headings, pictures, captions, and Reading Check question from the lesson. Then complete the following statement.

As I read, I want to find out _____

Terms To Know

Match each of these key terms from the lesson with the correct definition.

- | | |
|----------------------|---|
| ___ subcontinent | a. home- or village-based industry in which family members make goods |
| ___ monsoon | b. seasonal wind that blows steadily from the same direction for months |
| ___ green revolution | c. large landmass that is part of another continent but distinct from it |
| ___ jute | d. ditch that carries water to crops during the dry season |
| ___ cottage industry | e. chemical used to kill insects that destroy crops |
| ___ pesticide | f. effort to use modern techniques and science to increase food production |
| | g. plant fiber used for making rope, burlap bags, and carpet backing |

Places To Locate

Match each of these physical features from the lesson with the correct location.

- | | |
|---------------------|------------------------------|
| ___ Karakoram Range | a. northern India |
| ___ Himalaya | b. central India |
| ___ Eastern Ghats | c. southern India |
| ___ Western Ghats | d. southwestern India |
| ___ Saptura Range | e. southeastern India |
| ___ Ganges Plain | f. east of India |
| ___ Ganges River | |
| ___ Bay of Bengal | |
| ___ Deccan Plateau | |

Academic Vocabulary

Define these academic vocabulary words from this lesson.

estimated

output

experts

Terms To Review

Use these terms that you studied earlier to complete the sentences.

distinct (Chapter 2, Section 3)

occurred (Chapter 1, Section 2)

techniques (Chapter 6, Section 1)

bauxite (Chapter 7, Section 2)

items (Chapter 14, Section 2)

habitats (Chapter 20, Section 2)

1. The company's _____ for mining
_____ are environmentally sound.

2. As a result, the _____ of the animals in the
area are not disturbed.

3. Famine _____ when food
_____ failed to reach the needy villages.

India's History and People (pages 640–642)

Skimming

Read the title, headings, captions, and first paragraph of the lesson. Then state the general topic of the lesson on the lines below.

Terms To Know

Define these key terms from the lesson.

caste

reincarnation

Places To Locate

Briefly describe these places and physical features from the lesson.

Indus River

New Delhi

Mumbai

Delhi

Calcutta

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

constructed

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|--|--|
| ___ civilization
(Chapter 3, Section 1) | a. gradually lessened or failed |
| ___ declined
(Chapter 10, Section 2) | b. official chosen by Parliament to head the government |
| ___ mosques
(Chapter 13, Section 3) | c. highly developed culture |
| ___ prime minister
(Chapter 5, Section 2) | d. someone who spreads religious views |
| ___ missionary
(Chapter 10, Section 2) | e. struggle between groups in the same country |
| | f. Muslim houses of worship |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in *Setting a Purpose for Reading* at the beginning of the lesson.

How is India developing its resources?

What are the needs of India's growing population?

Chapter 22, Section 2

Pakistan and Bangladesh

(Pages 644–647)

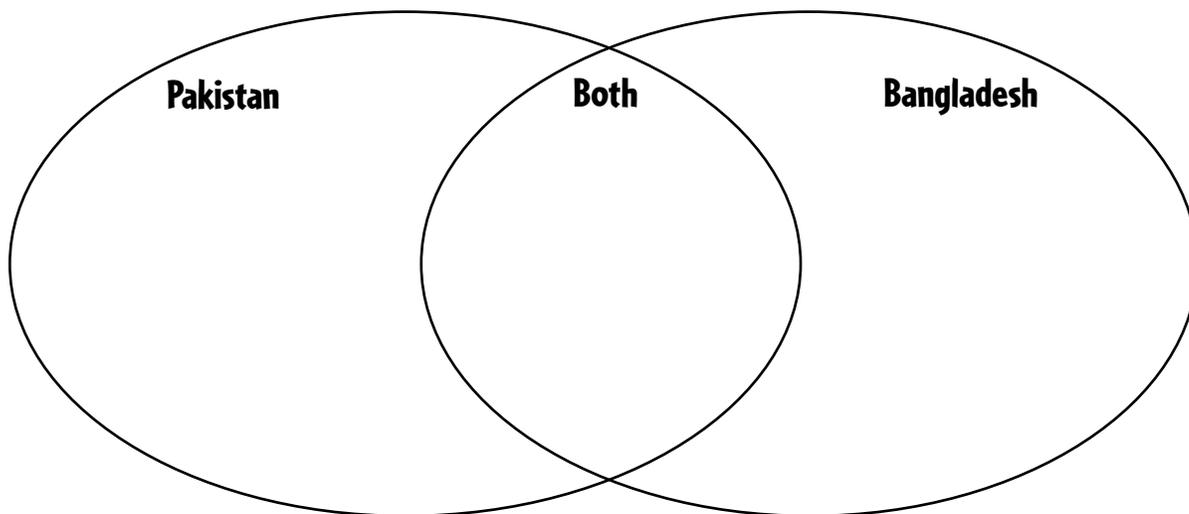
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Where are Pakistan and Bangladesh located?
- Why did Pakistan and Bangladesh separate into two different countries?

Main Idea

As you read pages 644–647 in your textbook, complete this diagram by writing statements that are true of each country in the outer ovals and statements that are true of both countries where the ovals overlap.



Pakistan (pages 644–646)

Scanning

Quickly glance over the lesson to find key words or phrases to answer the following questions.

In what range is the world's second largest peak located?

Why is Pakistan's economy struggling?

Terms To Know

Define this key term from the lesson.

tributary

Places To Locate

Match each of these places and physical features from the lesson with the correct description.

___ Pakistan

a. mostly Muslim territory on the northern border of Pakistan

___ Kashmir

b. seaport on the Arabian Sea

___ K2

c. mountain range in the far north

___ Hindu Kush

d. used by people traveling through South Asia from the north

___ Khyber Pass

e. capital city

___ Indus River

f. east of the Indus River valley

___ Great Indian Desert

g. Muslim country formed in 1947

___ Karachi

h. world's second highest peak

___ Islamabad

i. once called East Pakistan

j. runs through the plains in eastern Pakistan

Terms To Review

Use each term that you studied earlier in a sentence that shows that you understand the term's meaning.

conflict
(Chapter 3, Section 3)

nuclear
(Chapter 11, Section 2)

military
(Chapter 8, Section 2)

Bangladesh (pages 646–647)

Predicting

Preview the lesson by reading the title, headings, words in bold print, and the Reading Check question. Then predict the topics of the lesson and write them on the lines below.

Terms To Know

Define these key terms from the lesson.

delta

cyclone

Places To Locate

Briefly describe these places and physical features from the lesson.

Bangladesh

Brahmaputra and Ganges Rivers

Dhaka

Terms To Review

Use these terms that you studied earlier to complete the sentences.

shift (Chapter 6, Section 1) monsoons (Chapter 22, Section 1)
widespread (Chapter 17, Section 2) plains (Chapter 8, Section 1)

1. _____ sometimes cause _____ damage.

2. Economies that now depend on crops such as coffee and cacao may soon _____ to service industries.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Where are Pakistan and Bangladesh located?

Why did Pakistan and Bangladesh separate into two different countries?

Chapter 22, Section 3

Mountain Kingdoms, Island Republics

(Pages 649–654)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What are the principle landforms of Nepal and Bhutan?
- How are Sri Lanka and the Maldives similar?

Main Idea

As you read pages 649–654 in your textbook, write the main economic activities of these South Asian countries to complete the chart.

Country	Economic Activities
Nepal	
Bhutan	
Sri Lanka	
Maldives	

Mountainous Nepal (pages 649–651)

Summarizing

As you read, look for information that answers who, what, where, when, why, and how. Organize the answers to create a summary of the lesson.

Places To Locate

Briefly describe these places and physical features from the lesson.

Nepal

Mount Everest

Kathmandu

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

erode

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|--|--------------------------------------|
| ___ 1. landlocked
(Chapter 9, Section 3) | a. without a coast |
| ___ 2. humid subtropical climate
(Chapter 2, Section 3) | b. products sold to another country |
| ___ 3. exports
(Chapter 3, Section 3) | c. hot summers and mild winters |
| ___ 4. parliamentary democracy
(Chapter 5, Section 2) | d. representative form of government |
| | e. mild summers and cold winters |

Bhutan—Land of the Thunder Dragon (pages 651–652)

Connecting

Place a check mark next to the items that you think you might have in common with the people of Bhutan.

- | | | |
|--------------------|-----------------|------------------------|
| ___ violent storms | ___ mountains | ___ thick forest |
| ___ cardamom | ___ oranges | ___ cattle |
| ___ yaks | ___ electricity | ___ Buddhist neighbors |

Terms To Know

Define this key term from the lesson.

dzong

Places To Locate

Briefly describe these places from the lesson.

Bhutan

Thimphu

Terms To Review

Use each term that you studied earlier in a sentence that shows that you understand the term's meaning.

traditions
(Chapter 6, Section 3)

culture
(Chapter 3, Section 1)

Sri Lanka—Brilliant Island (pages 652–654)

Reviewing

As you read, complete the chart below with details from the lesson.

Landforms	Climates	Resources	Exports

Places To Locate

Briefly describe these places from the lesson.

Sri Lanka

Colombo

Academic Vocabulary

Use this academic vocabulary word and its compound noun form from this lesson to complete the sentences.

cease

cease-fire

1. The diplomats negotiated a _____ as a step toward peace.
2. The soldiers agreed to _____ firing when the truce began.

Terms To Review

Use each term that you studied earlier in a sentence that reflects the term's meaning.

plantations

(Chapter 6, Section 1)

civil war

(Chapter 17, Section 2)

decades

(Chapter 4, Section 2)

The Maldives (page 654)

Interpreting

As you read, think about the information concerning the economies of the tropical island nations. Write your interpretation of the lesson's main idea on the lines below.

Terms To Know

Define these key terms from the lesson.

atoll

lagoon

Places To Locate

Describe these places from the lesson.

Maldives

Male

Terms To Review

Define these terms that you studied earlier.

routes

(Chapter 10, Section 3)

republic

(Chapter 7, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What are the principle landforms of Nepal and Bhutan?

How are Sri Lanka and the Maldives similar?

Chapter 23, Section 1

China's Land and New Economy

(Pages 660–664)

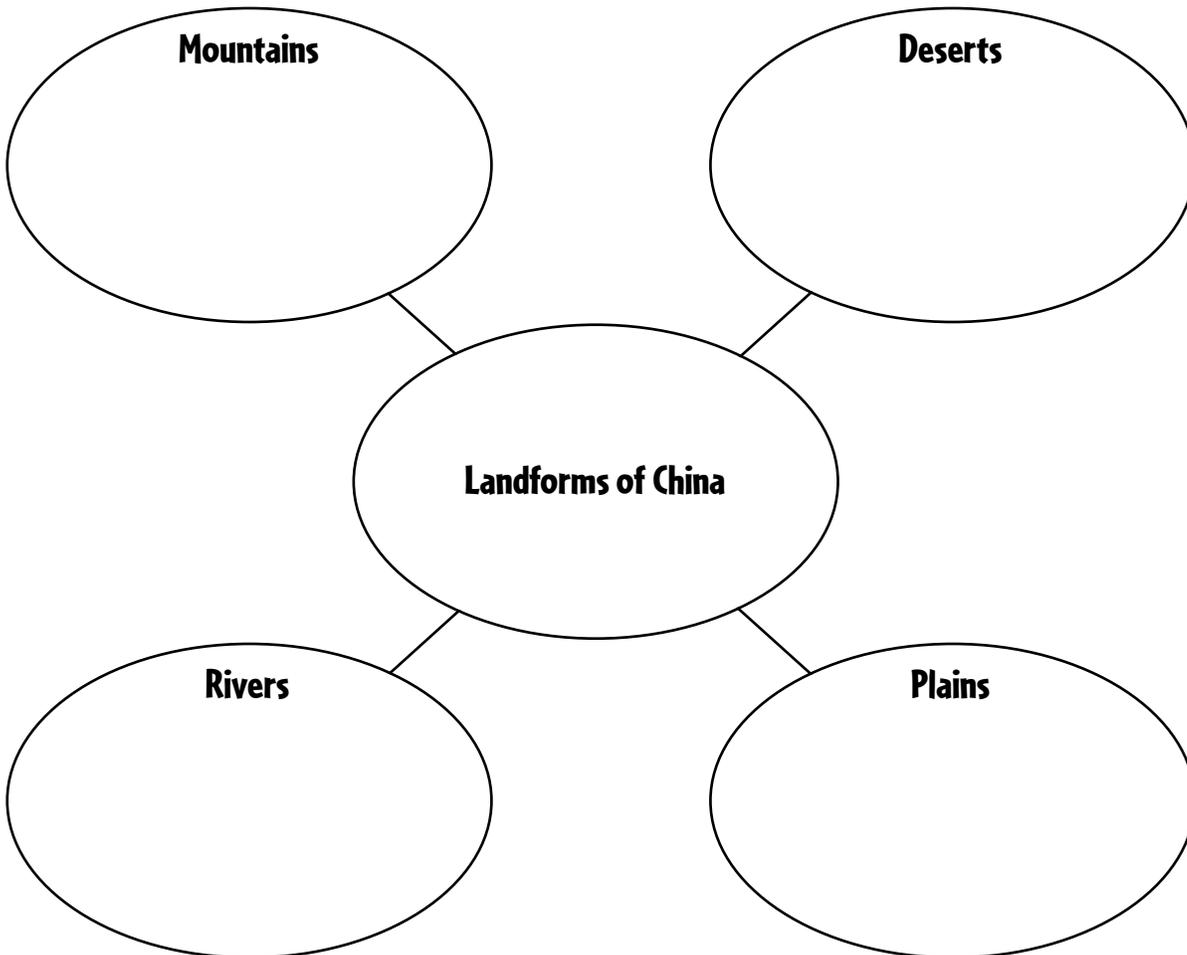
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How diverse are China's landforms?
- How has China's economy changed in recent years?

Main Idea

As you read pages 660–664 in your textbook, complete this diagram by listing two facts under each heading in the outer ovals.



China's Landscape (pages 660–662)

Inferring

As you read "An Unsteady Land," make an inference, or guess, about the disastrous effects of earthquakes in eastern China. Write your inference in the space below.

Terms To Know

Define or describe the following key terms from this lesson.



dike



fault

Places To Locate

Match each of the following places and features from the lesson with the correct description.

- | | |
|--|--|
| ___ 1. Himalaya | a. north of the Plateau of Tibet |
| ___ 2. Kunlun Shan | b. capital of China |
| ___ 3. Tian Shan | c. isolated region with high temperatures |
| ___ 4. Altay Mountains | d. southwestern border of China |
| ___ 5. Plateau of Tibet | e. "Roof of the World" |
| ___ 6. Taklimakan Desert | f. mountains west of Mongolia |
| ___ 7. Gobi | g. coastal manufacturing area |
| ___ 8. Beijing | h. transportation routes |
| ___ 9. Shanghai | i. plain along the Yellow Sea |
| ___ 10. Yangtze, Yellow, and Xi Rivers | j. desert of rocks and stones that is twice the size of Texas |
| | k. mountains north of the Taklimakan |

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

project

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

isolate (Chapter 7, Section 1)

site (Chapter 18, Section 1)

basin (Chapter 8, Section 1)

source (Chapter 1, Section 4)

estimate (Chapter 22, Section 1)

1. A river is a(n) _____ of soil, and each of its floods forms a flat river _____ with soil good for farming.
2. Mountain ranges _____ the Taklimakan Desert, a region that is the _____ of many sandstorms.

A New Economy (pages 663–664)

Drawing Conclusions

As you read, draw a conclusion about the effect of China's new economy on the Chinese people. Write your conclusion on the lines below.

Terms To Know

Define or describe the following key terms from this lesson.

communist state

consumer goods

Places To Locate *Briefly describe the following places.*

Hong Kong

Macau

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|---|---|
| ___ 1. individual
(Chapter 4, Section 2) | a. gradually failed |
| ___ 2. technology
(Chapter 3, Section 1) | b. based on teachings of Karl Marx |
| ___ 3. communism
(Chapter 11, Section 1) | c. methods and products of applied science |
| ___ 4. free enterprise system
(Chapter 4, Section 2) | d. person |
| ___ 5. invest
(Chapter 11, Section 3) | e. based on individual's right to run a business for profit |
| | f. put money into |

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How diverse are China's landforms?

How has China's economy changed in recent years?

Chapter 23, Section 2

Dynasties to Communism

(Pages 666–670)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What ancient arts still influence China today?
- How do ideas of ancient times influence modern China?

Main Idea

As you read pages 666–670 in your textbook, complete this chart by listing two key facts in the right column for each item in the left column.

China	
History	
Government	
Urban and Rural Life	
Arts	

China's History (pages 666–667)

Connecting

As you read, note the effects ancient Chinese thinkers have had on Chinese government and society. Do you think our government and society today has been influenced by ancient thinkers or religious figures? Write your answer on the lines below.

Terms To Know

Use the following term from this lesson in a sentence that shows that you understand the term's meaning.

dynasty

Places To Locate

Briefly describe the following place.

Beijing

Terms To Review

Define these terms that you studied earlier.

civilization

(Chapter 3, Section 1)

emperor

(Chapter 10, Section 1)

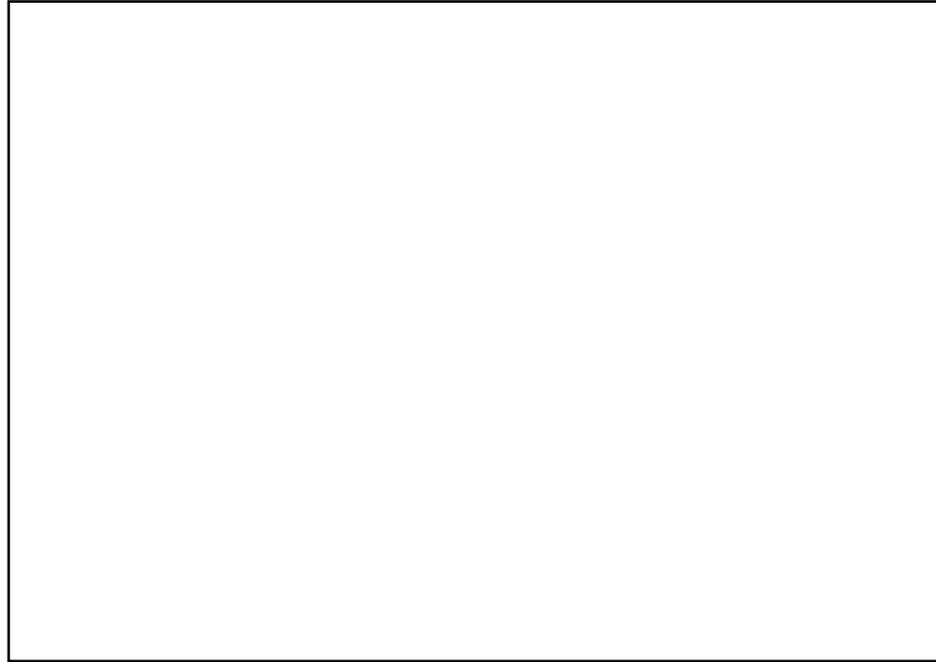
republic

(Chapter 7, Section 1)

China's Government and Society (pages 668–669)

Synthesizing

As you read, search for information dealing with the Chinese government and human rights. In the space below, use this information to create a poster that a Chinese human rights activist might carry in a protest march.



Terms To Know

Define or describe the following key terms from this lesson.

human rights

exile

Academic Vocabulary

Define this academic vocabulary word from this lesson.

deny

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

method (Chapter 11, Section 1) democracy (Chapter 3, Section 1)
community (Chapter 4, Section 2) job (Chapter 13, Section 1)

1. Each improved agricultural _____ makes farming in China an easier _____ .
2. Workers and university students led the _____ movement in China.

China's Culture (pages 669–670)

Evaluating

As you read, ask yourself if the textbook presents opinions as facts. List a passage that you consider an opinion and explain your choice.

Terms To Know

Define or describe the following key terms from this lesson.

calligraphy

pagoda

Academic Vocabulary

Circle the letter of the definition closest to the use of the academic vocabulary word in this lesson.

panel

- a. jury b. discussion group c. control board d. section

Terms To Review

Use this term that you studied earlier in a sentence that reflects the term's meaning.

region

(Chapter 1, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ancient arts still influence China today?

How do ideas of ancient times influence modern China?

Chapter 23, Section 3

China's Neighbors

(Pages 678–681)

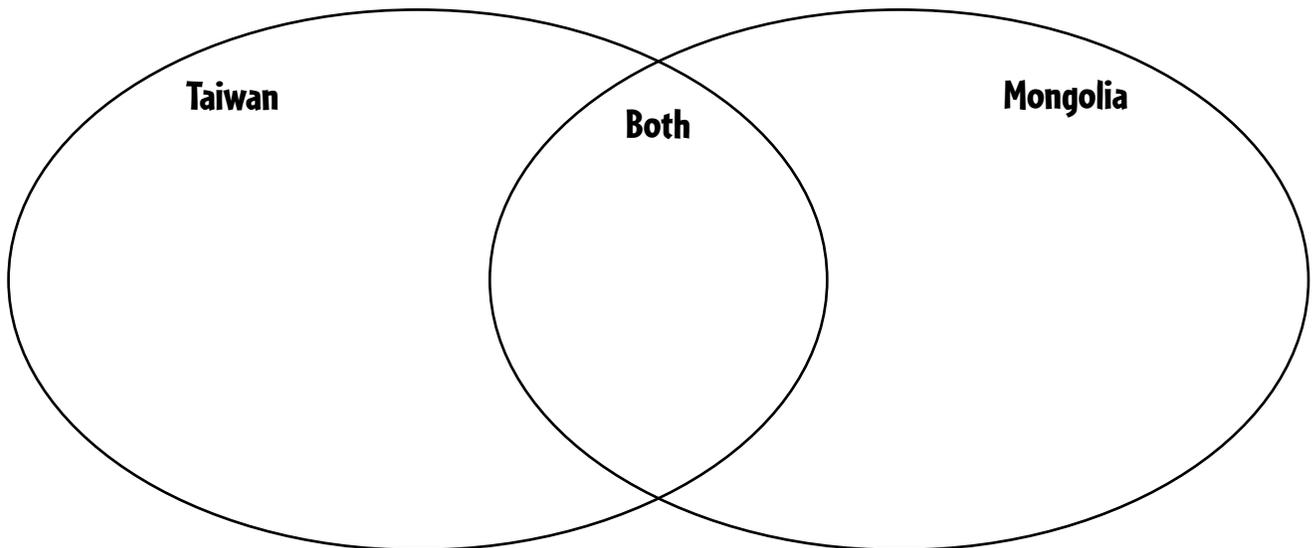
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How has China influenced Taiwan?
- What are Mongolia's landscape and climate like?

Main Idea

As you read pages 678–681 in your textbook, complete this diagram by writing statements that are true of each country in the outer ovals. Where the ovals overlap, write statements that are true of both countries.



Taiwan (pages 678–679)

Clarifying

As you read, notice passages in the lesson that are unclear until you read further. Write one of these passages and the information that makes it clearer in the space below.

Passage: _____

Clarifying Information: _____

Terms To Know

Define or describe the following key term from this lesson.

high-technology industry

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that shows that you understand its meaning.

contribute

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

___ **1.** economy
(Chapter 3, Section 3)

___ **2.** refugee
(Chapter 3, Section 2)

___ **3.** province
(Chapter 5, Section 1)

a. regional political division similar to a state

b. management of a country's finances

c. area in the countryside

d. person who flees to another country

Mongolia (pages 680–681)

Questioning

As you read, consider what information might appear on the chapter assessment. In the spaces below, write three possible test questions based on information in the lesson. Include the correct answers.

- 1. _____

- 2. _____

- 3. _____

Terms To Know

Define or describe the following key terms from this lesson.

steppe

nomad

empire

yurt

Places To Locate *Briefly describe the following place.*

Mongolia

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

landlocked (Chapter 9, Section 3) series (Chapter 1, Section 2)
structure (Chapter 6, Section 2) restore (Chapter 20, Section 4)

1. Mongolians are now able to _____ any _____ that was destroyed or neglected.
2. Genghis Khan led the Mongols on a _____ of conquests.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How has China influenced Taiwan?

What are Mongolia's landscape and climate like?

Chapter 24, Section 1

Japan—Past and Present

(Pages 690–696)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- How have the Japanese built a prosperous country?

Main Idea

As you read pages 690–696 in your textbook, complete this chart by writing a fact about Japan in the right column for each topic in the left column.

Japan	Fact
Land	
Economy	
History	
People	

Japan's Mountainous Islands (pages 690–691)

Visualizing

As you read, picture the description of the Japanese islands in your mind. Then draw a side view of the islands rising from the ocean and label the picture with a caption in the space below.



Caption: _____

Terms To Know

Define or describe the following key terms from this lesson.

tsunami

archipelago

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

shift (Chapter 6, Section 1)

dominate (Chapter 9, Section 3)

plain (Chapter 1, Section 4)

current (Chapter 2, Section 2)

1. A _____ from the Arctic Ocean would be cold.
2. Japan's largest _____ is in eastern Honshu.
3. Mountains and hills _____ Japan's topography, or surface features.

Japan's Economy (pages 692–693)

Monitoring Comprehension

For each of the subsections under “Japan’s Economy,” write a question that deals with the subsection’s main idea. Include the answers for your questions.

Terms To Know

Define or describe the following key term from this lesson.

intensive cultivation

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- | | |
|---|---|
| ___ 1. vehicle (Chapter 9, Section 3) | a. can be used or had |
| ___ 2. available (Chapter 5, Section 1) | b. precipitation mixed with pollutants |
| ___ 3. partner (Chapter 13, Section 2) | c. bus or automobile |
| ___ 4. challenge (Chapter 3, Section 2) | d. problem |
| ___ 5. acid rain (Chapter 2, Section 4) | e. business associate |
| | f. shortage |

Japan's History and Government (pages 693–694)

Sequencing

As you read, number the events below in the order that they happened.

- ___ a. The United States drops atomic bombs on Hiroshima and Nagasaki.
- ___ b. Commodore Mathew Perry demands trade with Japan.
- ___ c. Clans from mainland Asia move to Japan.
- ___ d. Shoguns rule Japan.
- ___ e. The power of the emperors declines.
- ___ f. Japan attacks Pearl Harbor.

Terms To Know

Define or describe the following key terms from this lesson.

clan

shogun

samurai

constitutional monarchy

Places To Locate

Briefly describe the following places.

Hiroshima

Nagasaki

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

missionaries (Chapter 10, Section 2) decline (Chapter 10, Section 2)
military (Chapter 8, Section 2) collapse (Chapter 14, Section 2)

1. Shortly after the power of emperors began to _____ , _____ leaders took control.
2. Chinese _____ taught Buddhism to the Japanese.

Japan's People and Culture (pages 694–696)

Skimming

Quickly skim through the lesson to find answers to the following questions.

1. Which four Japanese cities form a megalopolis? _____

2. Which two religions do many Japanese practice?

3. What is the ancient Japanese form of wrestling called?

4. Which American sport is extremely popular in Japan?

Terms To Know

Define or describe the following key term from this lesson.

megalopolis

Academic Vocabulary

Circle the definition closest to the use of the academic vocabulary word in this lesson.

formula

- a. recipe
- b. set of chemical symbols
- c. mathematical statement
- d. established method

Terms To Review

Match each of these terms that you studied earlier with the correct definition.

- ___ **1.** consist
(Chapter 20, Section 3)
 - ___ **2.** found
(Chapter 5, Section 2)
 - ___ **3.** style
(Chapter 6, Section 3)
 - ___ **4.** drama
(Chapter 10, Section 1)
 - ___ **5.** emphasis
(Chapter 18, Section 3)
 - ___ **6.** professional (Chapter 5, Section 2)
- a.** include
 - b.** do for money what others do for pleasure
 - c.** special stress
 - d.** set up
 - e.** recovered
 - f.** manner in which something is done
 - g.** serious play performed by actors

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

How have the Japanese built a prosperous country?

Chapter 24, Section 2

The Two Koreas

(Pages 698–701)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What do South Korea and North Korea share?
- How do the countries' political and economic systems differ?

Main Idea

As you read pages 698–701 in your textbook, complete this time line by recording four important events and their dates in Korean history.

A horizontal timeline consisting of a single horizontal line with four vertical tick marks extending above and below the line, creating four equal-width empty rectangular boxes for recording events and dates.

A Divided Country (pages 698–699)

Responding

As you read, check events in Korean history that you think were unfair to the Korean people.

- ___ China ruled Korea from the 100s B.C. to the A.D. 300s.
- ___ Korea made cultural and scientific advances.
- ___ Scholars invented a new way to write Korean.
- ___ Japan conquered Korea in 1910.
- ___ Communist troops took over northern Korea.
- ___ American troops occupied southern Korea.
- ___ The armies of northern Korea attacked southern Korea.
- ___ Two separate nations developed on the Korean Peninsula.
- ___ The two Koreas developed closer relations in the 1990s.

Terms To Know

Define or describe the following key term from this lesson.

parallel

Places To Locate

Briefly describe the following places and features.

Korean Peninsula

North Korea

South Korea

Yalu River

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

peninsula
(Chapter 1, Section 4)

unify
(Chapter 18, Section 3)

trace
(Chapter 4, Section 3)

symbol
(Chapter 6, Section 2)

South Korea (pages 699–700)

Outlining

As you read, determine the main headings you would use in an outline of the lesson and list them below.

I. _____

II. _____

III. _____

Places To Locate

Briefly describe the following place.

Seoul

Academic Vocabulary

Use the academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

mental

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

monsoon (Chapter 22, Section 1)

weather (Chapter 2, Section 2)

despite (Chapter 8, Section 2)

dominate (Chapter 9, Section 3)

- _____ precautions, a _____ can cause a lot of damage.
- Winter monsoons bring dry _____ to South Korea.

North Korea (page 701)

Previewing

Before you read, look at the titles, headings, words in bold print, and Reading Check question for the subsection. In the space below, state what you hope to learn from the lesson.

Terms To Know

Define the following key term from this lesson.

famine

Places To Locate

Briefly describe the following place.

Pyongyang

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

aid
(Chapter 8, Section 2)

nuclear weapon
(Chapter 11, Section 2)

resolve
(Chapter 15, Section 2)

issue
(Chapter 1, Section 1)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What do South Korea and North Korea share?

How do the countries' political and economic systems differ?

Chapter 25, Section 1

Life on the Mainland

(Pages 708–712)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- How do most of the people of the countries on mainland Southeast Asia make a living?

Main Idea

As you read pages 708–712 in your textbook, create a chart like the one below for each of the following countries: Myanmar, Thailand, Laos, Cambodia, and Vietnam. Fill in the right column on each chart by writing key facts about each of the countries.

Country	
Topic	Key Fact
Land	
Economy	
People	

Myanmar (pages 708–710)

Skimming

Read the title and quickly skim through the entire lesson. Then name one thing Myanmar has in common with another country you have read about.

Terms To Know

Define or describe the following key terms from this lesson.

deforestation

precious gem

socialism

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

monsoon (Chapter 22, Section 1)

continent (Chapter 1, Section 3)

rely (Chapter 8, Section 2)

1. Myanmar, Thailand, Laos, Cambodia, and Vietnam are located on the same _____ .
2. Most farmers in Myanmar _____ on animal-powered plows rather than tractors.

Thailand (page 710)

Scanning

Quickly scan the lesson to find the answers to these questions.

- 1. What are Thailand's Buddhist temples called?

- 2. How many people live in Thailand?

Places To Locate

Briefly describe the following places.

Thailand

Bangkok

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand its meaning.

constitutional monarchy

(Chapter 12, Section 1)

job

(Chapter 13, Section 1)

Laos and Cambodia (pages 710–711)

Predicting

Look at the title, headings, bold faced words, and Reading Check question. Then in the space below, predict why Laos and Cambodia have poor economies.

Terms To Know

Define the following key term from this lesson.

civil war

Places To Locate

Match each of these places from the lesson with the correct description.

- | | |
|---------------------|------------------------------------|
| ___ 1. Laos | a. population of 12.6 million |
| ___ 2. Mekong River | b. landlocked country |
| ___ 3. Cambodia | c. Southeast Asia's longest river |
| ___ 4. Phnom Penh | d. flows through southern Cambodia |
| | e. capital of Cambodia |

Terms To Know

Use these terms that you studied earlier to complete the following sentences.

colony (Chapter 4, Section 3)	ethnic group (Chapter 3, Section 1)
complex (Chapter 2, Section 2)	constant (Chapter 2, Section 2)

- The temple _____ Angkor Wat represents the Hindu view of the universe.
- Cambodia, which was once a French _____, has had almost _____ political warfare.

Vietnam (pages 711–712)

Summarizing

As you read, look for the main idea in each paragraph. Sum up the ideas in a logical sequence in the space below.

Places To Locate

Match each of these places and features from this lesson with the correct description. You can use a description more than once.

- | | |
|-------------------------|---|
| ___ 1. Vietnam | a. used to be Saigon |
| ___ 2. Gulf of Tonkin | b. borders Vietnam's eastern coastline |
| ___ 3. South China Sea | c. capital city |
| ___ 4. Gulf of Thailand | d. population of 80.8 million people |
| ___ 5. Ho Chi Minh City | e. borders Vietnam's western coastline |
| ___ 6. Hanoi | f. borders Vietnam's northern coastline |

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

delta

(Chapter 1, Section 4)

cassava

(Chapter 20, Section 2)

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

How do most of the people of the countries on mainland Southeast Asia make a living?

Chapter 25, Section 2

Diverse Island Cultures

(Pages 714–717)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- Why do the island countries of Southeast Asia have diverse cultures?
- What are some of the economic activities of the island countries of Southeast Asia?

Main Idea

As you read pages 714–717 in your textbook, complete this chart by listing in the right column two facts for each country in the left column.

Country	Facts
Indonesia	
East Timor	
Malaysia	
Singapore	
Brunei	
Philippines	

Indonesia and East Timor (pages 714–715)

Connecting

As you read, check any products of Indonesia and East Timor that you may have used.

- | | | | |
|-----------------|-------------|-------------|------------|
| ___ rice | ___ coffee | ___ cassava | ___ tea |
| ___ peanuts | ___ mangoes | ___ vanilla | ___ oil |
| ___ natural gas | ___ tin | ___ silver | ___ nickel |
| ___ copper | ___ bauxite | ___ gold | |

Terms To Know

Define or describe the following key term from this lesson.

plate

Places To Locate

Match each of these places from the lesson with the correct description.

- | | |
|-------------------|--|
| ___ 1. Indonesia | a. major island of Indonesia |
| ___ 2. Sumatra | b. beautiful island and Hindu stronghold |
| ___ 3. Java | c. Indonesia’s capital |
| ___ 4. Celebes | d. most of this island belongs to Indonesia |
| ___ 5. Borneo | e. Southeast Asia’s largest country |
| ___ 6. East Timor | f. controlled most of the islands as a colony |
| ___ 7. Jakarta | g. recognized as independent in 2002 |
| ___ 8. Bali | h. borders the Atlantic Ocean |

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that shows that you understand its meaning.

acquire

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

- crust (Chapter 1, Section 3)
- rain forest (Chapter 2, Section 2)
- earthquake (Chapter 1, Section 3)
- bauxite (Chapter 7, Section 2)

1. Movements in the earth's _____ can cause a(n) _____.
2. Valuable woods such as teak can be found in a(n) _____.

Malaysia (page 716)

Reviewing

As you read, list the products from Malaysia under the correct categories. Use the lists to review the lesson.

Exports	Fuels	Mining	Manufacturing
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	
		3. _____	
		4. _____	

Terms To Know

Define or describe the following key term from this lesson.

strait

Places To Locate

Briefly describe the following places and feature.

Malaysia

Strait of Malacca

Terms To Review

Use each of these terms that you studied earlier in a sentence that shows that you understand the term's meaning.

peninsula
(Chapter 1, Section 4)

contrast
(Chapter 1, Section 4)

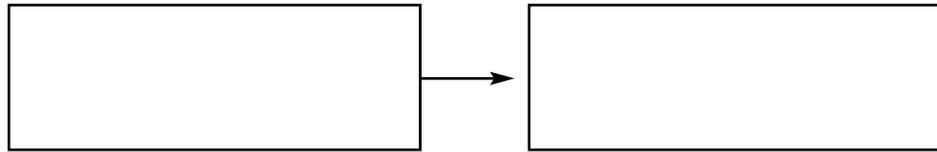
Singapore, Brunei, and the Philippines (pages 716–717)

Interpreting

As you read, look for any cause and effect relationships in the histories of countries discussed. Show one of the relationships using the following diagram.

Cause

Effect



Terms To Know

Define or describe the following key terms from this lesson.

free port

terraced field

Places To Locate

Briefly describe the following places.

Singapore

Brunei

Philippines

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

medical

(Chapter 4, Section 3)

invest

(Chapter 11, Section 3)

chemical

(Chapter 1, Section 3)

missionary

(Chapter 10, Section 2)

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why do the island countries of Southeast Asia have diverse cultures?

What are some of the economic activities of the island countries of Southeast Asia?

Chapter 26, Section 1

Australia—Land Down Under

(Pages 736–739)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What are Australia’s natural resources?
- Why do so few people live in Australia?

Main Idea

As you read pages 736–739 in your textbook, complete this chart by filling in two facts about Australia for each category.

Land	History
Climate	Government
Economy	People

Australia's Landscape (pages 736–737)

Inferring

As you read, think about what you know to infer information about how the outback contributes to Australia's economy. Write your inference and the clues from the lesson that support your inference on the lines below.

Terms To Know

Define these key terms from the lesson.

coral reef

outback

station

marsupial

Places To Locate

Match each of these physical features and places from the lesson with the correct description. You may use some answers more than once.

___ Australia

___ Great Dividing Range

___ Tasmania

___ Great Barrier Reef

___ Murray

___ Darling

___ Great Artesian Basin

a. river that drains plains in Australia's south and southeast

b. sixth largest country in the world

c. low mountains

d. coral reef off Australia's northeastern coast

e. inland regions of Australia

f. island off of Australia's southern coast

g. area with waters in deep underground pools

Terms To Review

Use each term that you studied earlier in a sentence that shows that you understand the term's meaning.

plateaus
(Chapter 1, Section 4)

structure
(Chapter 6, Section 2)

Australia's Economy (pages 737–738)

Drawing Conclusions

As you read, look for information about Australia's economy and use it to draw a conclusion. Write your conclusion on the lines below.

Terms To Review

Use these terms that you studied earlier to complete the sentences below.

- bauxite (Chapter 7, Section 2)
- immigrants (Chapter 4, Section 3)
- service industry (Chapter 4, Section 2)
- irrigation (Chapter 2, Section 4)
- decades (Chapter 4, Section 2)

1. About 14 million _____ arrived in the United States during the _____ between 1860 and 1900.
2. Farmers in dry climates use _____ methods to grow their crops.
3. Factories make aluminum from _____.

Australia's History and People (pages 738–739)

Analyzing

As you read, analyze the main ideas in the lesson. Then check the statements below that support the main ideas.

- Aborigines make up a small minority in their ancestral country.
- Many Australians resent the remnants of British rule in their government.
- State governments in Australia are more powerful than the federal government.
- Australians prefer life on the coasts to life in the outback.

Terms To Know

Define these key terms from the lesson.

boomerang

bush

Places To Locate

Match each of these places and physical features from the lesson with the correct description. You may use some answers more than once.

- | | |
|---|--|
| <input type="checkbox"/> Northern Territory | a. Australia's capital |
| <input type="checkbox"/> Australian Capital Territory | b. population of 19.9 million |
| <input type="checkbox"/> Sydney | c. area in addition to Australia's six states |
| <input type="checkbox"/> Melbourne | d. island off the Australian coast |
| <input type="checkbox"/> Canberra | e. one of Australia's two largest cities |

Academic Vocabulary

Use this academic vocabulary word from this lesson in a sentence that reflects the word's meaning.

federal

Terms To Review

Use these terms that you studied earlier to complete the sentences.

- jobs (Chapter 13, Section 1)
- commonwealth (Chapter 7, Section 2)
- parliamentary democracy (Chapter 5, Section 2)
- prime minister (Chapter 5, Section 2)

1. A _____ runs the government in a _____.
2. Stations are the principle sources of _____ in the outback.

Section Wrap-up

Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What are Australia's natural resources?

Why do so few people live in Australia?

Chapter 26, Section 2

New Zealand

(Pages 741–744)

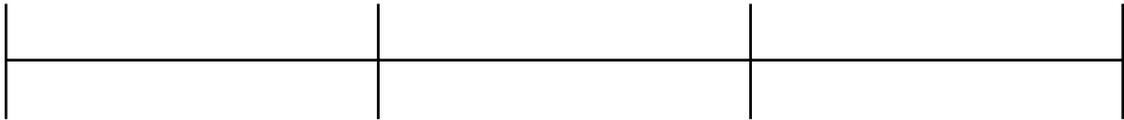
Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- Why is New Zealand's economy based on trade?

Main Idea

As you read pages 741–744 in your textbook, complete the time line by identifying at least four important dates in New Zealand's history. Write each date below the line and the event that occurred on that date above it.



A horizontal timeline consisting of a single line divided into three equal segments by two vertical tick marks. The tick marks are positioned at the beginning, middle, and end of the line.

New Zealand's Land (pages 741–742)

Synthesizing

As you read, imagine a mural that shows images of New Zealand. Draw part of the mural in the space below.

Terms To Know

Define these key terms from the lesson.

geyser

manuka

fjord

Places To Locate

Match each of these places from the lesson with the correct description.

___ New Zealand

___ North Island

___ South Island

___ Cook Strait

___ Southern Alps

___ Mount Cook

a. filled with crystal-blue waters

b. separates the main islands

c. site of Canterbury Plains

d. country in the Pacific Ocean

e. runs along South Island's western coast

f. lowlands surround its central plateau

g. highest point in New Zealand

Terms To Review

Use these terms that you studied earlier to complete the sentences.

glaciers (Chapter 1, Section 3)

unique (Chapter 3, Section 4)

symbol (Chapter 6, Section 2)

dominated (Chapter 9, Section 3)

1. _____ carved fjords into New Zealand's mountains during the Ice Age.
2. Although the red kangaroo is no longer _____ to Australia, many consider the animal the country's unofficial _____.

New Zealand's Economy (page 743)

Evaluating

As you read, list questions about New Zealand's energy resources that the textbook does not address. Write your questions on the lines below.

Terms To Know

Define these key terms from the lesson.

geothermal energy

hydroelectric power

Terms To Review

Use each term that you studied earlier in a sentence that reflects the term's meaning.

items
(Chapter 14, Section 2)

roles
(Chapter 18, Section 3)

New Zealand's History and People (pages 743–744)

Sequencing

As you read, number the events below in the order that they occurred.

- ___ a. The first European explorers arrive in New Zealand.
- ___ b. The colony of New Zealand gives women the right to vote.
- ___ c. New Zealand becomes independent.
- ___ d. British leaders sign a treaty with Maori leaders.
- ___ e. People called the Maoris arrive in New Zealand.
- ___ f. War breaks out between the British and Maoris.

Terms To Review

Use each term that you studied earlier in a sentence that reflects the term's meaning.

percent
(Chapter 2, Section 1)

urban
(Chapter 4, Section 3)

Section Wrap-up

Now that you have read the section, write the answer to the question that is included in Setting a Purpose for Reading at the beginning of the lesson.

Why is New Zealand's economy based on trade?

Chapter 27, Section 1

Pacific Island Cultures and Economies

(Pages 758–762)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- What are the independent countries of Oceania?

Main Idea

As you read pages 758–762 in your textbook, complete this chart by writing two facts about each region.

Region	Facts
Melanesia	
Micronesia	
Polynesia	

Melanesia (pages 758–760)

Monitoring Comprehension

As you read, notice which passages that you have to reread to understand. To check your understanding, reword one of the passages in the space below.

Terms To Know

Define or describe the following key terms from this lesson.

cacao

copra

pidgin language

Places To Locate

Match each of these places and features from this lesson with the correct description.

- | | |
|-------------------------|--|
| ___ 1. Melanesia | a. group of islands ruled by France |
| ___ 2. Coral Sea | b. half the people are of Indian descent |
| ___ 3. Papua New Guinea | c. largest country in Melanesia |
| ___ 4. Solomon Islands | d. Honiara is the capital of this island country |
| ___ 5. Fiji Islands | e. continent and island country |
| ___ 6. Vanuatu | f. one of three main island regions in Oceania |
| ___ 7. New Caledonia | g. Port-Vila is the capital of this island country |
| | h. separates Australia and Melanesia |

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

subsistence farm
(Chapter 6, Section 1)

diverse
(Chapter 4, Section 2)

widespread
(Chapter 17, Section 2)

Micronesia (pages 760–761)

Scanning

Scan the lesson to find key words or phrases to answer the following questions.

1. What kind of climate does Micronesia have?

2. How has the United States used some of its trust territories?

Terms To Know

Match each of these key terms from this lesson with the correct definition.

___ 1. high island

___ 2. low island

___ 3. atoll

___ 4. phosphate

___ 5. trust territory

a. low-lying, ring-shaped island that surrounds a lagoon

b. formed by the skeletons of many tiny sea animals

c. area temporarily placed under control of another nation

d. formed by volcanic activity

e. mineral salt used to make fertilizer

f. formed by coral

Places To Locate

Beside each of these places from the lesson, write I for an independent country or T for a territory of the United States.

- ___ 1. Federated States of Micronesia
- ___ 2. Guam
- ___ 3. Kiribati
- ___ 4. Marshall Islands
- ___ 5. Nauru
- ___ 6. Northern Mariana Islands
- ___ 7. Palau

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

cassava (Chapter 20, Section 2) aid (Chapter 8, Section 2)
 missionary (Chapter 10, Section 2) site (Chapter 18, Section 1)

- 1. Many churches _____ groups in foreign countries.
- 2. _____ is a staple of many islanders' diets.

Polynesia (pages 761–762)

Connecting

As you read, check the food exports from Polynesia that you have tasted.

- ___ fish ___ coconut ___ tropical fruits
- ___ tuna ___ squash ___ vanilla

Places To Locate

Beside each of these places from the lesson, write I for an independent country, F for a place under French rule, or T for a territory of the United States.

- ___ 1. American Samoa
- ___ 2. French Polynesia
- ___ 3. Samoa
- ___ 4. Tahiti
- ___ 5. Tonga
- ___ 6. Tuvalu

Academic Vocabulary

Define this academic vocabulary word from this lesson.

accommodate

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

Tropics
(Chapter 2, Section 2)

military
(Chapter 8, Section 2)

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

What are the independent countries of Oceania?

Chapter 27, Section 2

The Frozen Continent

(Pages 764–767)

Reason To Read

Setting a Purpose for Reading Think about this question as you read:

- Why have the world's nations agreed to leave Antarctica open to scientific study?

Sequencing Events

As you read pages 764–767 in your textbook, complete this chart by filling in one fact about Antarctica under each heading.

Antarctica	
Land	Climate
Resources	People

Unique Antarctica (pages 764–765)

Visualizing

As you read, visualize what Antarctica looked like millions of years ago. Draw a picture of your mental image in the space below.

Terms To Know

Define or describe the following key terms from this lesson.

crevasse

ice shelf

iceberg

Terms To Review

Use these terms that you studied earlier to complete the following sentences.

unique (Chapter 3, Section 4)

mental (Chapter 24, Section 2)

image (Chapter 10, Section 3)

fossil (Chapter 1, Section 1)

1. Antarctica's prehistoric climate does not match most people's _____ of the continent.

2. Every _____ offers a clue to the past.

Resources of Antarctica (page 766)

Reviewing

As you read, add details to complete the chart below. Then use the chart to review the lesson.

Antarctic Animals		Minerals and Fuels	
Inland	Offshore	Under the Ice	Offshore
1. _____	1. _____	1. _____	1. _____
	2. _____	2. _____	
	3. _____	3. _____	
	4. _____	4. _____	
	5. _____	5. _____	
		6. _____	

Terms To Know

Define or describe the following key term from this lesson.

krill

Academic Vocabulary

Define the academic vocabulary word from this lesson.

prohibit

Terms To Review

Use this term that you studied earlier in a sentence that shows that you understand the term's meaning.

environment
(Chapter 1, Section 1)

A Vast Scientific Laboratory (page 766)

Responding

As you read, check the response below that best describes your view on each of these issues.

	Agree	Disagree	No Opinion
1. No single nation should control Antarctica.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Research on ozone is vitally important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tourists should be banned from Antarctica.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Terms To Know

Define or describe the following key term from this lesson.

ozone

Terms To Review

Use each of these terms that you studied earlier in a sentence that reflects the term's meaning.

research
(Chapter 7, Section 1)

focus
(Chapter 3, Section 3)

layer
(Chapter 1, Section 3)

Villa Las Estrellas (pages 766–767)

Synthesizing

As you read, take notes on the positive aspects of living in Villa Las Estrellas. Use your notes to create a want ad for attracting village residents in the following space.

Academic Vocabulary

Define these academic vocabulary words from this lesson.

adapt

team

Terms To Review

Use this term that you studied earlier in a sentence that shows that you understand the term's meaning.

survive

(Chapter 2, Section 1)

Section Wrap-up

Now that you have read the section, write the answer to the question that was included in Setting a Purpose for Reading at the beginning of the lesson.

Why have the world's nations agreed to leave Antarctica open to scientific study?
