Grade 5

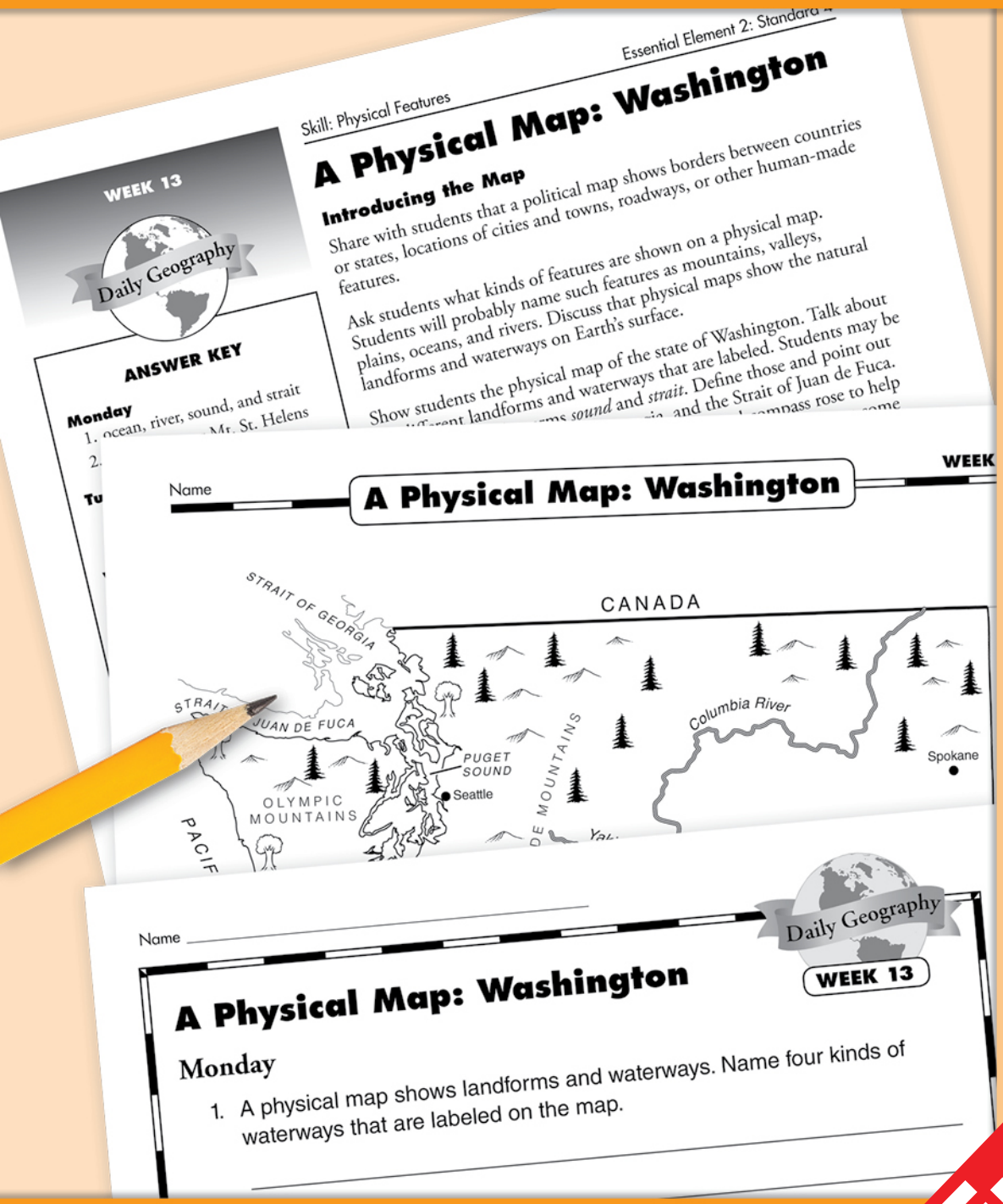
Evan-Moor
EMC 3714

Daily Geography Practice

GRADE 5

Correlated to National Geography Standards

- 36 weekly lessons, each including:
  - teacher resource page
  - geography vocabulary
  - reproducible map
  - two questions per day
  - challenge question
  - answer key
- Includes access to 36 downloadable maps



M T W T

Enhanced E-book

You may also like . . .

Daily Geography Practice Interactive Courseware

- Maps feature interactive "pins" with information and activities for each location
- Works with any computer, projector, or interactive whiteboard
- Student licenses available for one-to-one classrooms

Daily Geography Practice Student Books

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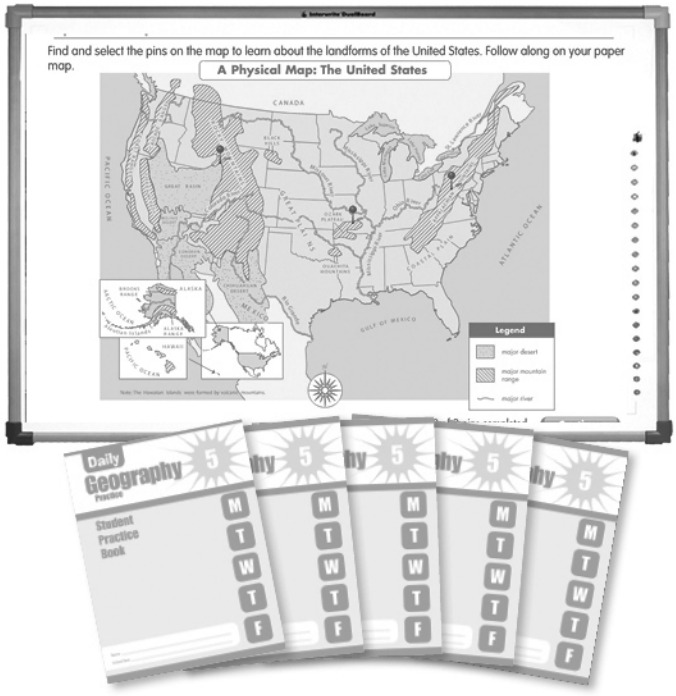

***Daily Geography Practice* is correlated to National Geography Standards.**
Find correlations for this book at ***www.teaching-standards.com***.

Free Downloadable Resources with This Book

The 36 maps found in *Daily Geography Practice* can be downloaded from our website to project and use in your classroom.

To access the maps:

1. Go to **www.evan-moor.com/resources**
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Contents

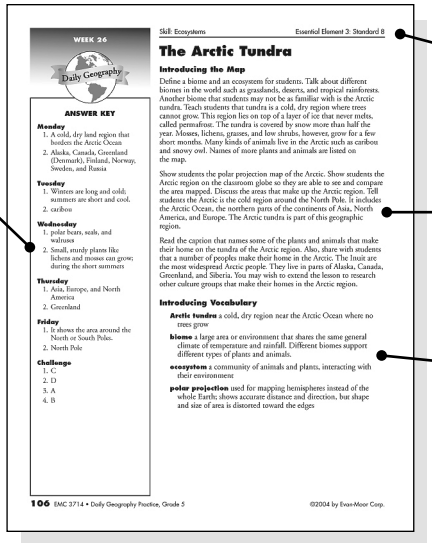
About *Daily Geography Practice*

Daily Geography Practice is based on the eighteen National Geography Standards and is designed to support any geography and social studies curriculums that you may be using in your classroom.

36 Weekly Sections

Teacher Page

- An answer key for the week is included for easy reference.


WEEK 26

Daily Geography

ANSWER KEY

Monday
1. A cold, dry land region that borders the Arctic Ocean
2. Alaska, Canada, Greenland (Denmark), Finland, Norway, Sweden, and Russia

Tuesday
1. Winters are long and cold; summers are short and cool.
2. caribou

Wednesday
1. polar bears, seals, and walruses
2. Small, sturdy plants like lichens and mosses can grow during the short summers

Thursday
1. Asia, Europe, and North America
2. Greenland

Friday
1. It shows the area around the North or South Poles.
2. North Pole

Challenge
1. C
2. D
3. A
4. B

Skill: Ecosystems — Essential Element 3: Standard 8

The Arctic Tundra

Introducing the Map

Define a biome and an ecosystem for students. Talk about different biomes in the world such as grasslands, deserts, and tropical rainforests. Another biome that students may not be as familiar with is the Arctic tundra. Teach students that tundra is a cold, dry region where trees cannot grow. This region lies on top of a layer of ice that never melts, called permafrost. The tundra is covered by snow more than half the year. Mosses, lichens, grasses, and low shrubs, however, grow for a few short months. Many kinds of animals live in the Arctic such as caribou and snowy owl. Names of more plants and animals are listed on the map.

Show students the polar projection map of the Arctic. Show students the Arctic region on the classroom globe so they are able to see and compare the area mapped. Discuss the areas that make up the Arctic region. Tell students the Arctic is the cold region around the North Pole. It includes the Arctic Ocean, the northern parts of the continents of Asia, North America, and Europe. The Arctic tundra is part of this geographic region.

Read the caption that names some of the plants and animals that make their home on the tundra of the Arctic region. Also, share with students that a number of peoples make their home in the Arctic. The Inuit are the most widespread Arctic people. They live in parts of Alaska, Canada, Greenland, and Siberia. You may wish to extend the lesson to research other culture groups that make their homes in the Arctic region.

Introducing Vocabulary

Arctic tundra a cold, dry region near the Arctic Ocean where no trees grow

biome a large area or environment that shares the same general climate of temperature and rainfall. Different biomes support different types of plants and animals.

ecosystem a community of animals and plants, interacting with their environment

polar projection used for mapping hemispheres instead of the whole Earth; shows accurate distance and direction, but shape and size of area is distorted toward the edges

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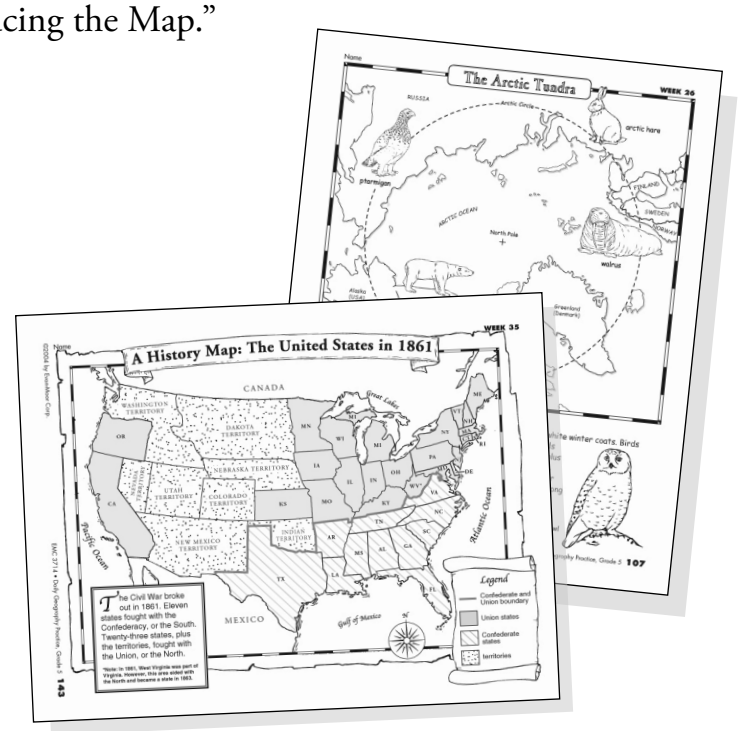
- The national geography element, standard, and skill are included.
- Background information helps the teacher introduce the geography skill.
- Vocabulary words and definitions are given.

Please note that the skills in this book should be taught in direct instruction, and not used as independent practice. Teachers are encouraged to use other reference maps and globes to aid in instruction. Most of the questions can be answered by studying the map or globe. There are some questions, however, that specifically relate to the lesson given by the teacher at the beginning of the week. Review daily the information presented in "Introducing the Map."

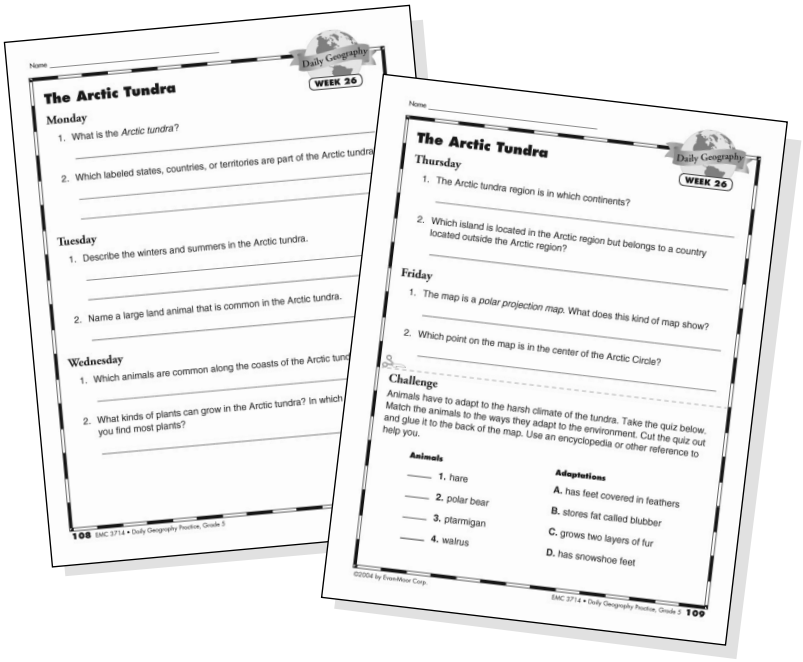
Map Page

A map illustrates the geography skills emphasized during the week. Use the map to aid in whole-class instruction, or reproduce a copy for each student to use as a reference for the questions.



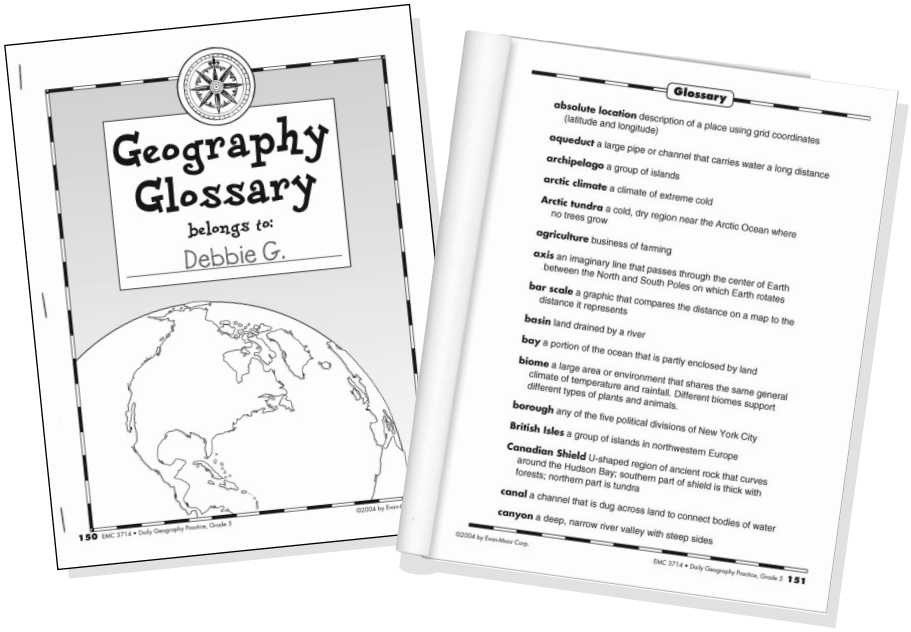
Question Pages

There are two geography questions for each day of the week. The questions progress in difficulty from Monday to Friday. The challenge question at the end of the week asks students to add a feature to the map. Outside references are often required to answer the challenge question.



Geography Glossary

Reproduce the glossary pages and cover for students to use as an easy reference throughout the year.



The National Geography Standards

The National Geography Standards includes six essential elements that highlight the major components of geography. Under the six major categories are the eighteen standards that focus on general areas in geography that children are expected to know and understand.

Essential Element 1: The World in Spatial Terms

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context. The geographically informed person knows and understands the following:

Standard 1 . . . . . **Weeks 1–8**
how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective,

Standard 2 . . . . . **Weeks 9–10**
how to use mental maps to organize information about people, places, and environments in a spatial context, and

Standard 3 . . . . . **Weeks 11–12**
how to analyze the spatial organization of people, places, and environments on Earth's surface.

Essential Element 2: Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. The geographically informed person knows and understands the following:

Standard 4 . . . . . **Weeks 13–18**
the physical and human characteristics of places,

Standard 5 . . . . . **Weeks 19–22**
that people create regions to interpret Earth's complexity, and

Standard 6 . . . . . **Weeks 23–24**
how culture and experience influence people's perceptions of places and regions.

Essential Element 3: Physical Systems

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify the ecosystems. The geographically informed person knows and understands the following:

Standard 7 . . . . . **Week 25**
the physical processes that shape the patterns of Earth's surface, and

Standard 8 . . . . . **Week 26**
the characteristics and spatial distribution of ecosystems on Earth's surface.

Essential Element 4: Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographically informed person knows and understands the following:

Essential Element 5: Environment and Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes. The geographically informed person knows and understands the following:

Essential Element 6: The Uses of Geography

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be. The geographically informed person knows and understands the following:

WEEK 1

Daily Geography

ANSWER KEY

Monday
1. compass rose, inset maps, legend, and title
2. It is a political map of the U.S.

Tuesday
1. cardinal and intermediate; or N, S, E, W and NW, NE, SW, SE
2. northeast; southwest

Wednesday
1. international borders, national capital, and state borders
2. dark heavy line; Canada and Mexico

Thursday
1. inset maps; Alaska, Hawaii, and North America with the U.S. highlighted
2. It shows the location of the U.S in relation to North America, especially the location of Alaska.

Friday
1. They are not connected to the rest of the country.
2. North America inset map

Challenge
from left to right: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. Use an atlas to help you.

Parts of a Map

Introducing the Map

Share with students that as they read a map, they should notice the different elements that are shown. The first element is the title, which tells readers what the map is about. Other common elements include a legend or key and a compass rose. Share the definitions of these elements with students.

Have students look at the map of the United States. Ask students to locate and describe the title. This is a political map of the United States. Explain what a political map shows. Also, talk about the legend and the compass rose. Students will notice that the legend shows state and international borders. Point out that international borders are borders between countries. Show students that this compass rose includes both cardinal and intermediate directions. Share the definitions of cardinal and intermediate directions.

Students should also notice this map contains another element—three inset maps. Discuss what an inset map is and what it shows. Have students locate the inset maps of Alaska and Hawaii. Talk about how maps of the United States have to show Alaska and Hawaii on inset maps because they are not connected to the rest of the country. Because of that, the location and size of these two states are distorted. The other inset map shows North America with the United States highlighted. Students should notice that Hawaii is not shown on the map of North America. Geographically, Hawaii is located farther out in the Pacific Ocean.

Introducing Vocabulary

cardinal directions directions of north (N), south (S), east (E), and west (W)

compass rose a directional arrow that shows cardinal and/or intermediate directions

inset map a smaller map set within the border of a larger one

intermediate directions directions of northeast (NE), northwest (NW), southeast (SE), and southwest (SW)

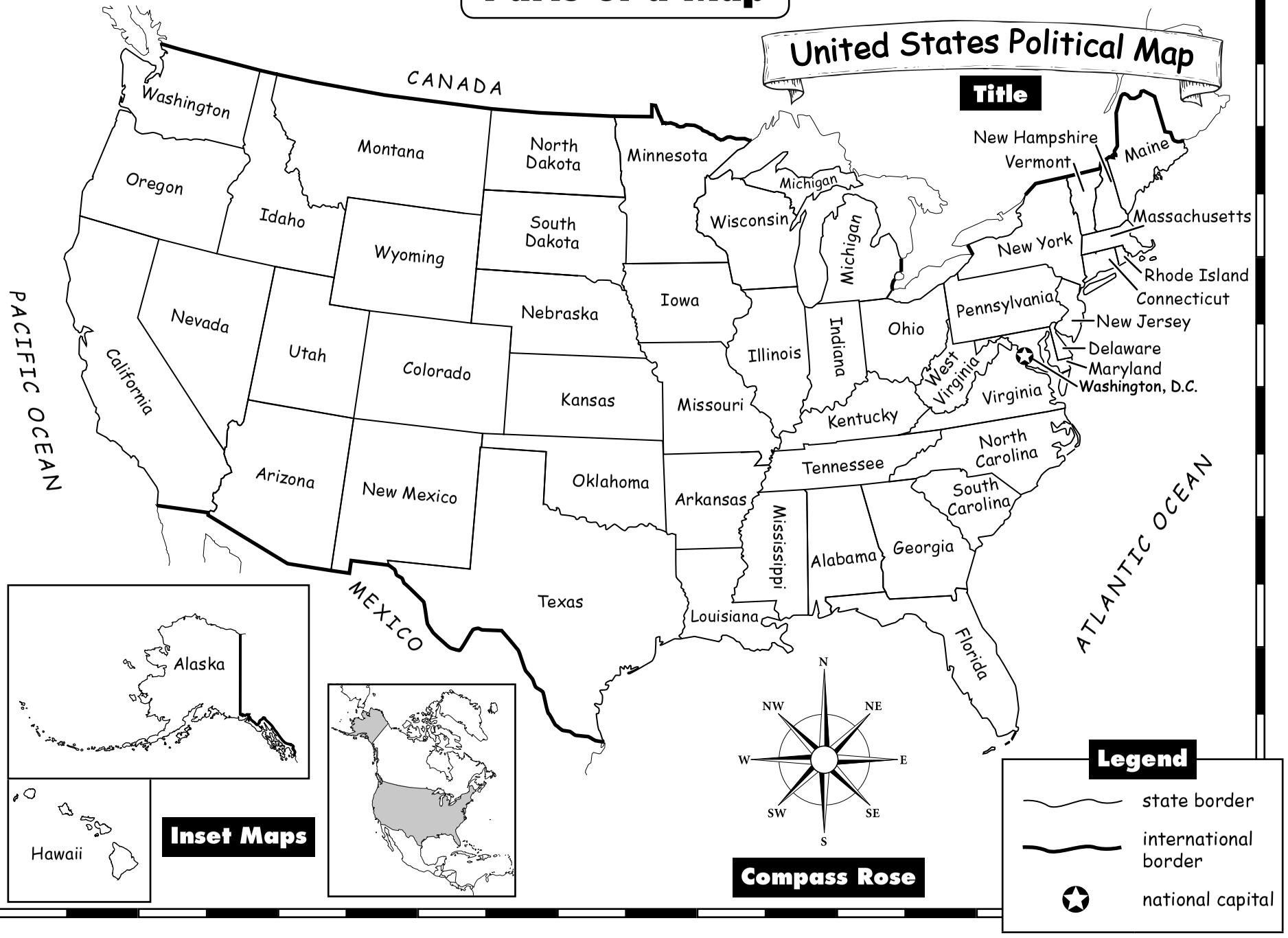
international border border between countries

legend (key) a list that explains the symbols on a map

political map a map that shows human-made features such as borders, states, or countries

Name

Parts of a Map



Name _____

Parts of a Map

Monday

1. Name the four parts that are shown on the map.

   _____

   _____

2. What does the title tell you about the map?

   _____

Tuesday

1. Which directions are included on the compass rose?

   _____

2. In which direction is Maine from Texas? In which direction is Texas from Maine?

   _____

   _____

Wednesday

1. What kinds of things are shown on the legend?

   _____

   _____

2. What is the symbol for an international border? Which countries border the United States?

   _____

   _____

Name _____

Parts of a Map

Thursday

1. What are the three smaller maps called? What does each of them show?

   _____

   _____

   _____

2. Why is the inset map of North America included?

   _____

   _____

Friday

1. Why do Alaska and Hawaii have to be shown on inset maps?

   _____

   _____

2. Alaska is the largest state in area. It is more than twice the size of Texas. Which inset map shows Alaska's size more accurately?

   _____

Challenge

Four of the five Great Lakes share a border with Canada and the United States. Label the five lakes on the map. Use a reference map or atlas to help you.

WEEK 2

ANSWER KEY

Monday
1. North Pole and South Pole
2. axis; once

Tuesday
1. equator
2. Northern and Southern Hemispheres

Wednesday
1. 0 degrees longitude
2. Eastern and Western Hemispheres

Thursday
1. 40,000 kilometers
2. It gets very cold.

Friday
1. Northern Hemisphere
2. Eastern Hemisphere

Challenge
The Earth, like a globe, is a sphere. Maps are not able to accurately show the round Earth.

Globe Lines

Introducing the Globes

Explain to students that a globe is a more accurate way to show the Earth, since Earth is shaped like a sphere. Show the classroom globe to students. Talk about how the Earth rotates on an imaginary line called the axis. The Earth rotates, or turns, on its axis once a day.

Tell students that a globe has other important points and lines. On the classroom globe, show students the North Pole, which is the point at the top of the globe. Another point, the South Pole, is directly opposite the North Pole.

Show students the pictures of the globes. Read about and discuss the axis, and the North and South Poles. Then discuss two other imaginary lines: the equator and the prime meridian. Read the captions under each globe to familiarize the students with the definitions of these globe lines. Discuss that the equator is called a line of latitude. This line of latitude divides the Earth horizontally into the Northern and Southern Hemispheres. The prime meridian is a line of longitude, which divides the Earth vertically into the Western and Eastern Hemispheres.

Please note that Week 3 expands on the concept of hemispheres and Week 5 expands on the concepts of lines of latitude and longitude.

Introducing Vocabulary

axis an imaginary line that passes through the center of Earth between the North and South Poles on which Earth rotates

equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles at 0° latitude

hemisphere half of the Earth

lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

lines of longitude (meridians) imaginary lines that run between the North and South Poles

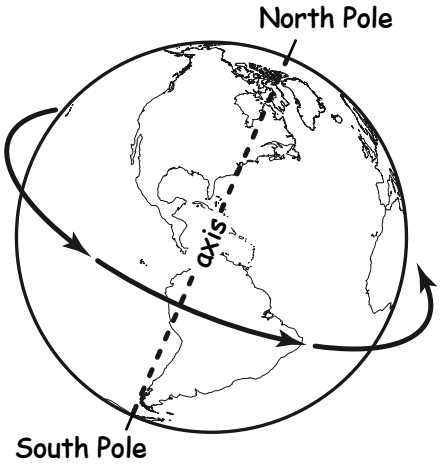
North Pole the point north on Earth where the lines of longitude meet (90°N latitude)

parallel lines lines that are the same distance apart; lines that never meet or cross

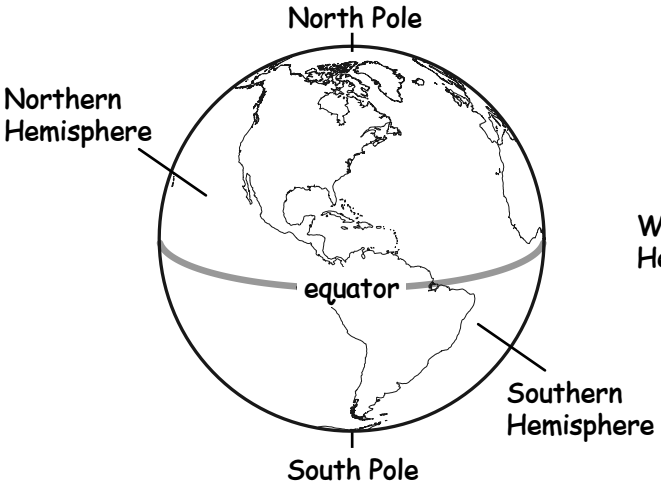
prime meridian an imaginary line that runs from the North Pole to the South Pole of Earth at 0° longitude

South Pole the point south on Earth where the lines of longitude meet (90°S latitude)

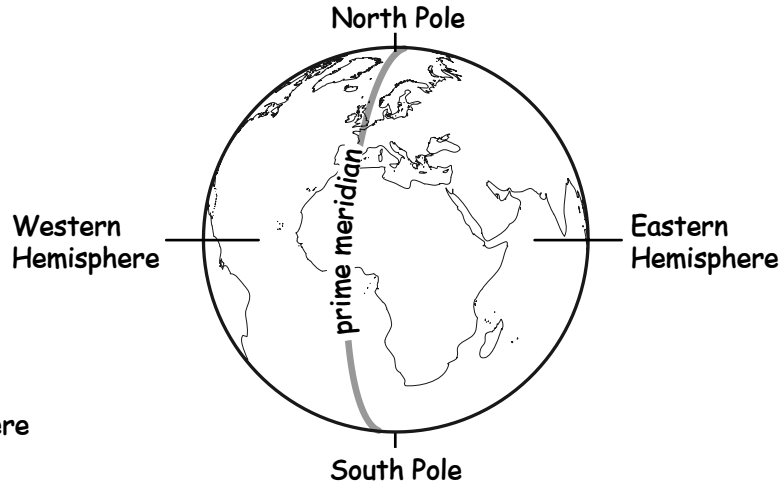
Globe Lines



A globe shows how the Earth rotates on an imaginary centerline called an *axis.* The Earth rotates on its *axis* once a day, or about every 24 hours.



A globe shows an imaginary line called the *equator.* The equator runs around the center of Earth. The distance around the Earth is almost 25,000 miles (40,000 km). The equator is located at 0° latitude. The equator divides the Earth into the Northern and Southern Hemispheres.



A globe shows an imaginary line called the *prime meridian.* The prime meridian runs from the North Pole to the South Pole. The prime meridian is located at 0° longitude. The prime meridian helps to divide the Earth into the Eastern and Western Hemispheres.

Name _____

Globe Lines

Monday

1. What are the points called that are on each end of the prime meridian?

   _____

2. What is the name of the imaginary line on which the Earth rotates? How many times does the Earth rotate every 24 hours?

   _____

Tuesday

1. What is the name of the imaginary line that runs around the center of Earth?

   _____

2. The equator divides the Earth into which two hemispheres?

   _____

Wednesday

1. Is the prime meridian at 0 degrees latitude, 0 degrees longitude, or 180 degrees latitude?

   _____

2. The prime meridian divides the Earth into which two hemispheres?

   _____

   _____

Name _____

Globe Lines

Thursday

1. About how many kilometers is the distance around Earth at the equator?

   _____

2. The area around the equator is usually hot. What do you think happens to the temperature at the poles?

   _____

Friday

1. Is the United States located in the Northern or Southern Hemisphere?

   _____

2. Is the continent of Asia in the Eastern or Western Hemisphere?

   _____

Challenge

Why is a globe more accurate than a flat map to represent Earth's surface? Write your answer on the back of the map.

WEEK 3

ANSWER KEY

Monday
1. Northern and Southern Hemispheres
2. Eastern and Western Hemispheres

Tuesday
1. Eastern Hemisphere
2. Southern and Eastern Hemispheres

Wednesday
1. Northern Hemisphere
2. Antarctica; Southern Hemisphere

Thursday
1. Northern and Western Hemispheres
2. Northern and Eastern Hemispheres

Friday
1. Africa
2. Atlantic, Arctic, Indian, Pacific, and Southern Oceans

Challenge
Students should color each continent a different color, and oceans should be blue.

The Four Hemispheres

Introducing the Globes

Use the classroom globe to demonstrate how the Earth is divided into hemispheres. Show students that the equator is a line of latitude that divides the Earth into Northern and Southern Hemispheres. In other words, the half of the Earth north of the equator is the Northern Hemisphere. The half of the Earth south of the equator is the Southern Hemisphere.

Show students the line of longitude called the prime meridian that divides the Earth into two halves. The prime meridian runs in a north-south direction. On one side of the prime meridian is the Eastern Hemisphere, and on the other side is the Western Hemisphere.

Have students look at the pictures of four globes. Compare the four views of Earth and have students notice which continents are shown on each globe. Share with students that Africa, Asia, Australia, and Europe are considered part of the Eastern Hemisphere. North America and South America are in the Western Hemisphere.

Use this example with students. People in North America live in both the Northern and Western Hemispheres. Using a classroom globe and the pictures of the globes, point out other places and name the hemispheres in which they are located.

Introducing Vocabulary

continent one of the seven large landmasses of the Earth: Africa, Antarctica, Asia, Australia, Europe, North America, and South America

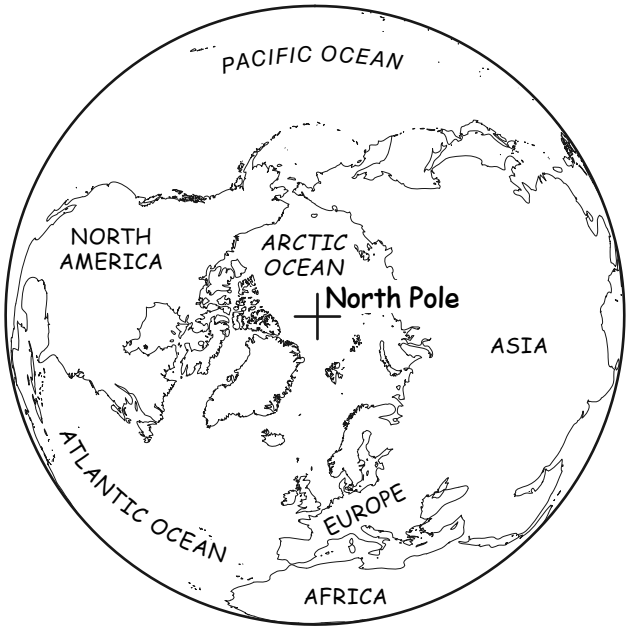
equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles at 0° latitude

hemisphere half of the Earth

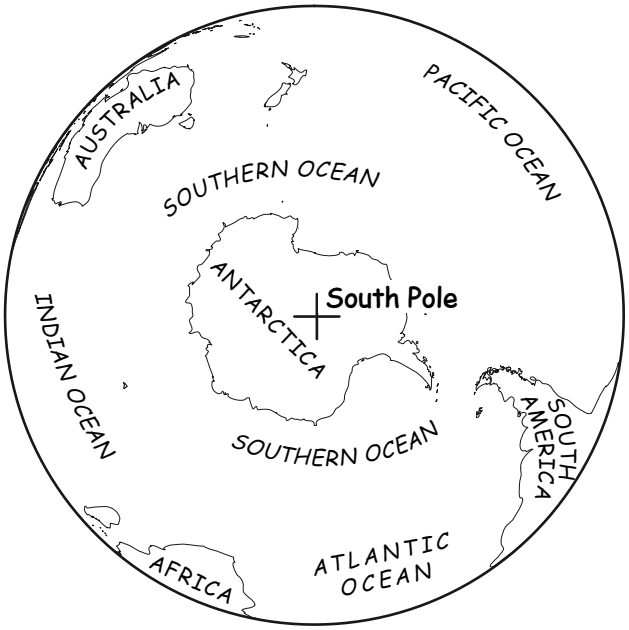
ocean the great body of salt water that covers almost three-fourths of Earth's surface; any of its five main divisions—the Artic, Atlantic, Indian, Pacific, or Southern Oceans

prime meridian an imaginary line that runs from the North Pole to the South Pole of Earth at 0° longitude

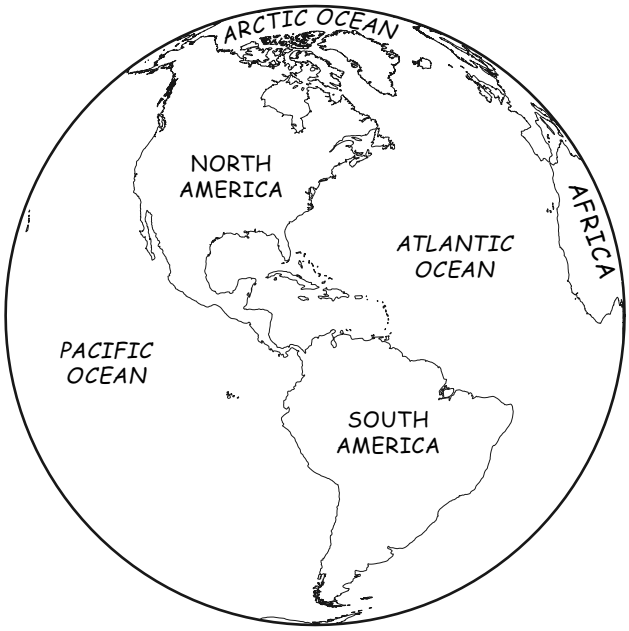
The Four Hemispheres



Northern Hemisphere



Southern Hemisphere



Western Hemisphere

Eastern Hemisphere

The equator divides the Earth into the Northern and Southern Hemispheres. The prime meridian helps to divide the Earth into the Eastern and Western Hemispheres. The Eastern Hemisphere includes Africa, Asia, Australia, and Europe. The Western Hemisphere includes North America and South America.

Name _____

The Four Hemispheres

Monday

1. The equator divides the Earth into which two hemispheres?

   _____

2. The prime meridian helps to divide the Earth into which two hemispheres?

   _____

Tuesday

1. Does the Eastern or Western Hemisphere include more continents?

   _____

2. Is Australia part of the Northern and Western Hemispheres, or the Southern and Eastern Hemispheres?

   _____

Wednesday

1. Which hemisphere includes the North Pole and the Arctic Ocean area?

   _____

2. On which continent and in which hemisphere is the South Pole located?

   _____

Name _____

The Four Hemispheres

Thursday

1. If a person lives in Canada, in which two hemispheres does he or she live?

   _____

2. If a person lives in China, in which two hemispheres does he or she live?

   _____

Friday

1. Which continent is part of all four hemispheres of the world?

   _____

2. Most geographers agree there are really five oceans. Name the five oceans.

   _____

   _____

   _____

Challenge

A map or globe that is in color helps to show the land and water areas more clearly. On the pictures of the four globes, color each of the continents a different color and color the oceans blue.

WEEK 4

Daily Geography

ANSWER KEY

Monday
1. 8
2. Tasmania

Tuesday
1. Melbourne; D5
2. Queensland; C6

Wednesday
1. Western Australia, Northern Territory, and Queensland
2. Brisbane and Sydney

Thursday
1. Canberra; D5
2. Coral Sea and Tasman Sea

Friday
1. Adelaide; D4
2. Western Australia; Perth is at D1

Challenge
Adelaide, D4
Brisbane, C6
Canberra, D5
Darwin, A3
Hobart, E5
Melbourne, D5
Perth, D1
Sydney, D6

A Map Grid

Introducing the Map

Share with students that some maps have lines on them. These lines form a pattern called a grid. Tell students the definition of a grid. Expand on the definition by telling students the squares formed by the grid are marked with letters and numbers. Share with students that on some maps the letters run across the top and the numbers run down the side. On other maps, they may find the opposite is true—the numbers run across the top and letters run down the side. Tell students that grids on maps help people to locate more readily specific things on a map.

Show students the map of Australia. Have students find the letter "D" at the side of the map. Then have the students find the number "1" at the top of the map. The grid square where the "D" and the "1" intersect is called D1. Ask students what city is located in D1 (Perth). Then ask students to find the capital of the Northern Territory, which is Darwin. Ask them to name the grid square for Darwin (A3). Ask students to find other grid locations to check for understanding.

Show students the blank index at the bottom of the map. Explain to students what an index shows and tell them that they will be filling out the index on the challenge question later on in the week.

Please note that Week 5 expands on the concept of grid lines (lines of latitude and longitude.)

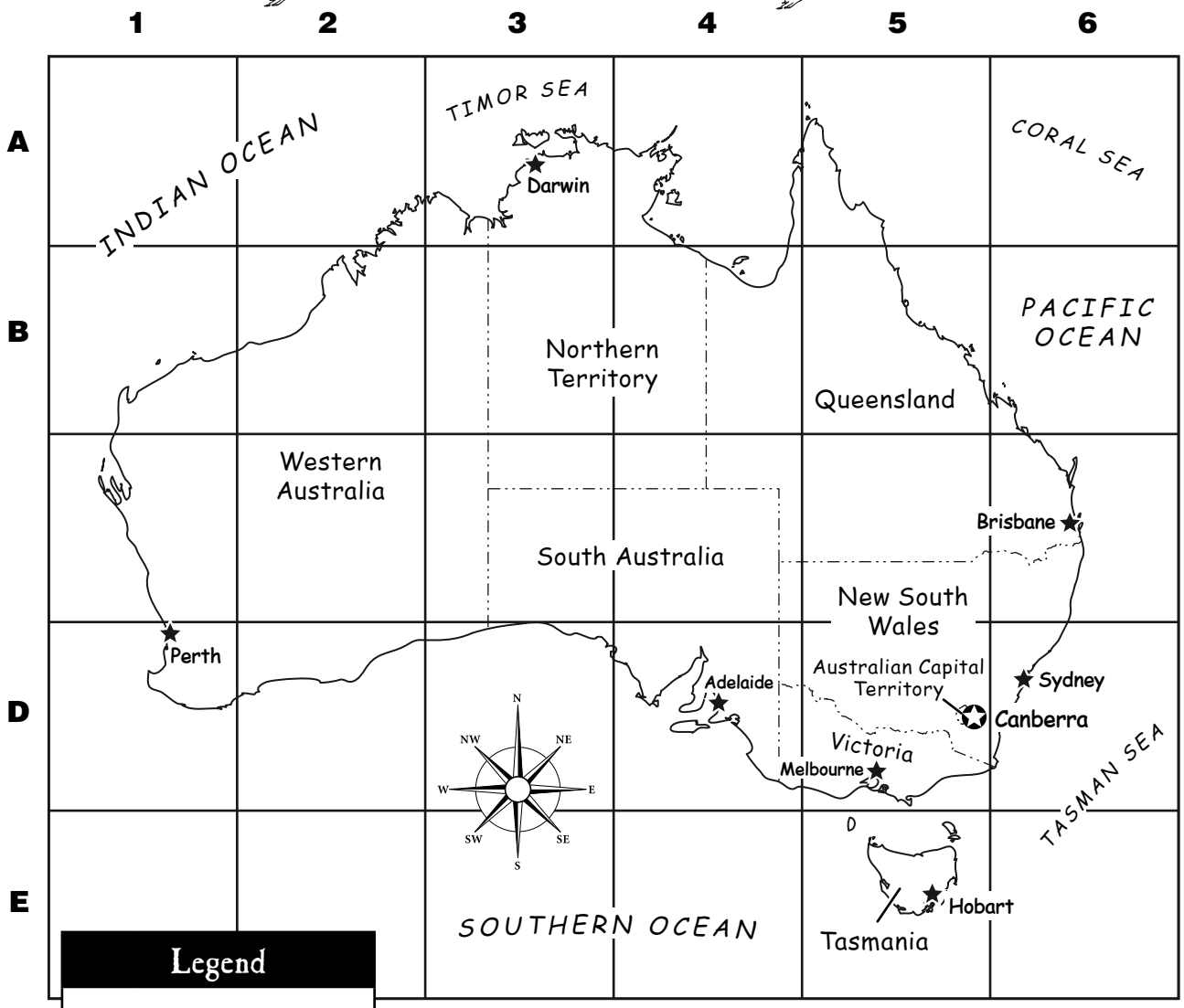
Introducing Vocabulary

grid a pattern of lines that form squares

index an alphabetical listing of place names on a map and the grid squares in which they are found

A Map Grid

Australia



Legend

- national capital
- state or territory capital
- state or territory border

Australia is divided into six states and two territories. The states are New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia. The two territories are the Australian Capital Territory and the Northern Territory.

Index

Adelaide D4 _____ _____ _____

_____ _____ _____ _____

Name _____

Daily Geography

WEEK 4

A Map Grid

Monday

1. How many states and territories of Australia are shown on the map grid?

   _____

2. Which state in Australia is located at E5?

   _____

Tuesday

1. What is the capital of Victoria? In which grid square is it located?

   _____

2. Brisbane is the capital of which state? In which grid square is it located?

   _____

Wednesday

1. Which states/territories are located in a "B" grid square?

   _____

   _____

2. Which capitals are located in a "6" grid square?

   _____

Name _____

A Map Grid

Thursday

1. What is the name of Australia's national capital? In which grid square is it located?

   _____

2. Which seas are located at A6 and D6?

   _____

Friday

1. Which capital is northwest of Melbourne? In which grid square is it located?

   _____

2 Which state or territory is the largest in land area? In which grid square is the capital of this state or territory?

   _____

Challenge

At the bottom of the map, complete an index for the eight capital cities shown on the map. Include the name of each capital and the grid squares in which they are located. For example: Canberra….D5. Be sure to put the capital cities in alphabetical order in your index.

ANSWER KEY

Monday
1. parallels
2. meridians

Tuesday
1. equator
2. prime meridian

Wednesday
1. north and south
2. east and west

Thursday
1. 15°
2. 90°S latitude

Friday
1. 15°E and 30°E
2. Lines of latitude, which sounds like "ladder," lie like rungs of a ladder. Longitude lines are long and run from the North Pole to the South Pole.

Challenge
Students should label Africa, Atlantic Ocean, Arctic Ocean, Asia, Europe, and the North Pole in the appropriate areas of the Lines of Latitude globe.

Lines of Latitude and Longitude

Introducing the Globes

Share with students that most globes have a network of imaginary lines. These lines can be used to identify the position of any place on Earth. Show the classroom globe to students. Point out the network of imaginary lines. These lines are called lines of latitude and longitude, and they are measured in degrees (°).

Show students the pictures of globes. On the first picture, have students locate the equator. The lines parallel to the equator are called lines of latitude, or parallels. The lines of latitude measure the distance in degrees north (N) or south (S) of the equator. Tell students that the location of the equator is 0° latitude, the North Pole is 90°N latitude, and the South Pole is 90°S latitude. Point out to students that the lines of latitude on this picture of a globe are labeled every 15°. Not all lines of latitude are shown.

On the second globe picture, have students locate the prime meridian. Lines that run from the North Pole to the South Pole, like the prime meridian, are called lines of longitude, or meridians. The prime meridian is located at 0° longitude. The other lines of longitude measure distance east (E) or west (W) of the prime meridian. Share with students that the lines of longitude on this picture are also labeled every 15°. Not all lines of longitude are shown.

Have students compare the lines of latitude on the first globe to the lines of longitude on the second globe. Lines of latitude are always the same distance apart from each other, but that is not true of lines of longitude. They are closer together at the poles and farthest apart at the equator.

Introducing Vocabulary

degrees units of latitude or longitude (° is the symbol for degrees)

equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles at 0° latitude

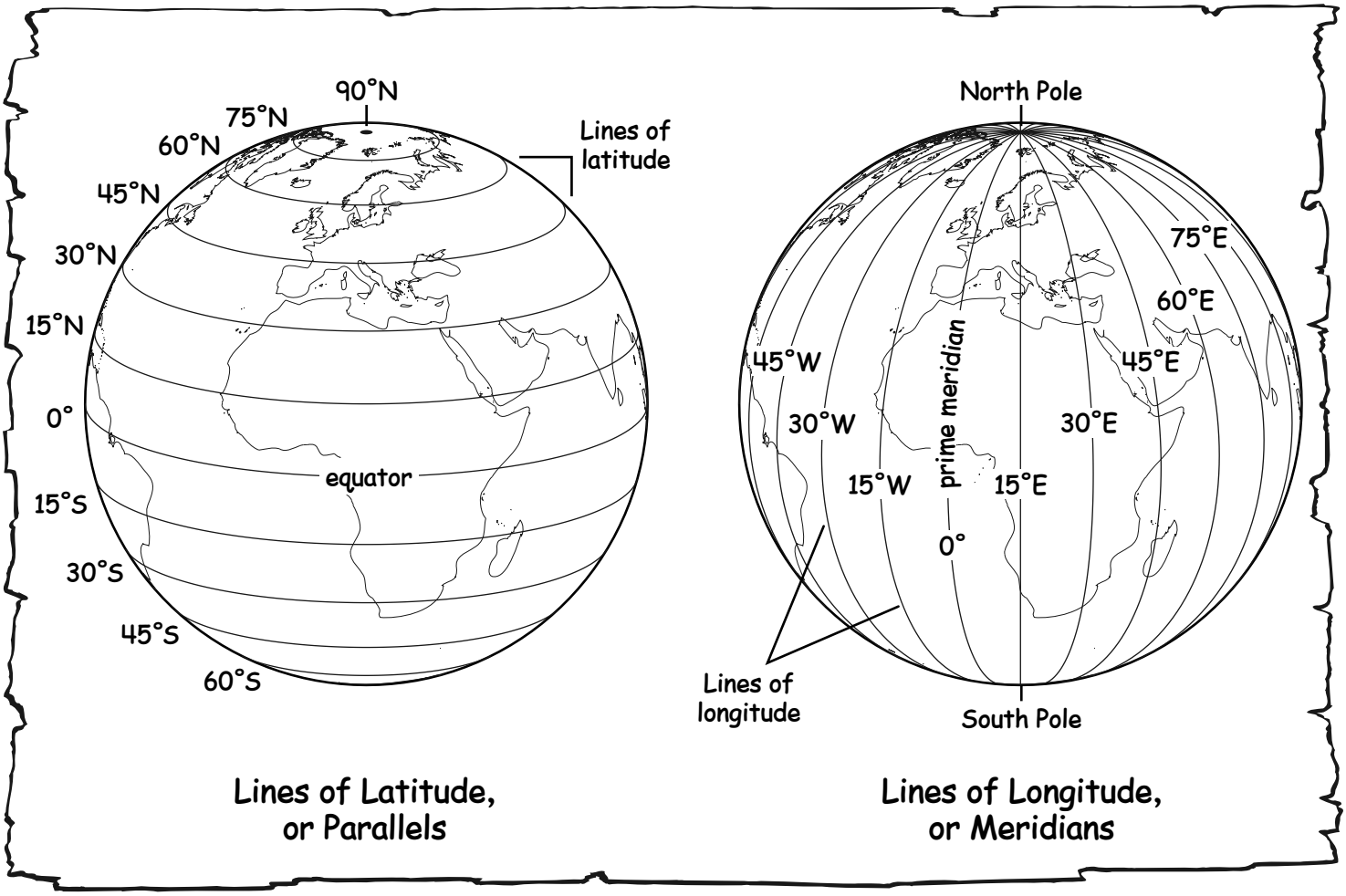
lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

lines of longitude (meridians) imaginary lines that run between the North and South Poles

parallel lines lines that are the same distance apart; lines that never meet or cross

prime meridian an imaginary line that runs from the North Pole to the South Pole of Earth at 0° longitude

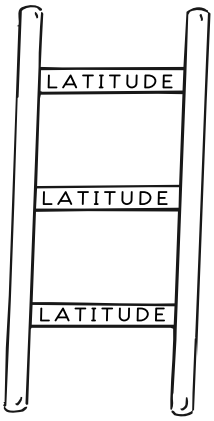
Lines of Latitude & Longitude



Lines of Latitude, or Parallels

Lines of Longitude, or Meridians

Here are two tricks to help you remember lines of latitude and longitude:



Lines of *latitude*, which sounds like "ladder," lie like the rungs of a ladder.

Lines of *longitude* are "long" and all run from the North Pole to the South Pole.

Name _____

Lines of Latitude and Longitude

Monday

1. What is another name for the lines of latitude?

   _____

2. What is another name for the lines of longitude?

   _____

Tuesday

1. What is the name of the parallel that is located at 0° latitude?

   _____

2. What is the name of the meridian that is located at 0° longitude?

   _____

Wednesday

1. Do the lines of latitude measure the distance north and south, or east and west, on a globe?

   _____

2. Do the lines of longitude measure the distance north and south, or east and west, on a globe?

   _____

Name _____

Lines of Latitude and Longitude

Thursday

1 How many degrees difference is there between each parallel and meridian shown on the globes?

_____

2. If the North Pole is located at 90°N latitude, where is the South Pole located?

_____

Friday

1. The center of Africa is between which two meridians?

_____

2. What is a trick to help you remember in which direction latitude and longitude lines lie?

_____

_____

_____

_____

Challenge

Label the following places on the Lines of Latitude globe: Africa, Atlantic Ocean, Arctic Ocean, Asia, Europe, and the North Pole. Use an atlas or classroom globe to help you.

WEEK 6

Map Coordinates

Introducing the Map

Share with students the concepts of a map grid, and lines of latitude and lines of longitude from previous weeks. Share with students that the lines of latitude and longitude form a geographic grid. The grid helps to identify points on Earth and record their exact locations north or south of the equator, and east or west of the prime meridian.

Show students the map of Canada and talk about the lines of latitude first. Help students to notice that the latitude lines are all labeled "N." That is because Canada is located north of the equator. Students should also notice that there are 10 degrees between each latitude line shown on the map and that they will need to estimate the number of degrees between each line shown.

Point out to students that the map shows three territories and ten provinces, as well as the capitals of Canada. The territories are Yukon Territory, Northwest Territory, and Nunavut. The provinces are British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec, Newfoundland and Labrador, Prince Edward Island, New Brunswick, and Nova Scotia. Have students locate the capital of the Yukon Territory, which is Whitehorse. Explain to students that Whitehorse is between 60°N and 70°N latitude; however, it is closer to 60°N. A good estimate for Whitehorse is about 61°N latitude.

Next, talk about the lines of longitude. Find Whitehorse again. Tell students that Whitehorse is between 130°W and 140°W longitude. Help students estimate the distance to be about 135°W longitude. Students will notice that the meridians fan out from north to south. Have students use a ruler to help them.

Then talk about the address for Whitehorse, which is about 61°N latitude, 135°W longitude. Teach students how to use one pointer finger to find the latitude line and their other pointer finger to find the longitude line. Where their two fingers meet is the address, or coordinates, for Whitehorse, Yukon Territory. As a class, locate the coordinates for another place on the map to check for understanding before proceeding with the week's lessons.

Introducing Vocabulary

coordinates the latitude and longitude address of a place on a map

degrees units of latitude or longitude (° is the symbol for degrees)

geographic grid the intersecting pattern formed by the lines of latitude and longitude

lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

lines of longitude (meridians) imaginary lines that run between the North and South Poles

ANSWER KEY

Monday
1. parallels or lines of latitude
2. meridians or lines of longitude

Tuesday
1. There is an intersecting pattern formed by the lines of latitude and longitude.
2. Yukon Territory, Northwest Territories, and Nunavut

Wednesday
1. 7
2. Northwest Territories and Nunavut

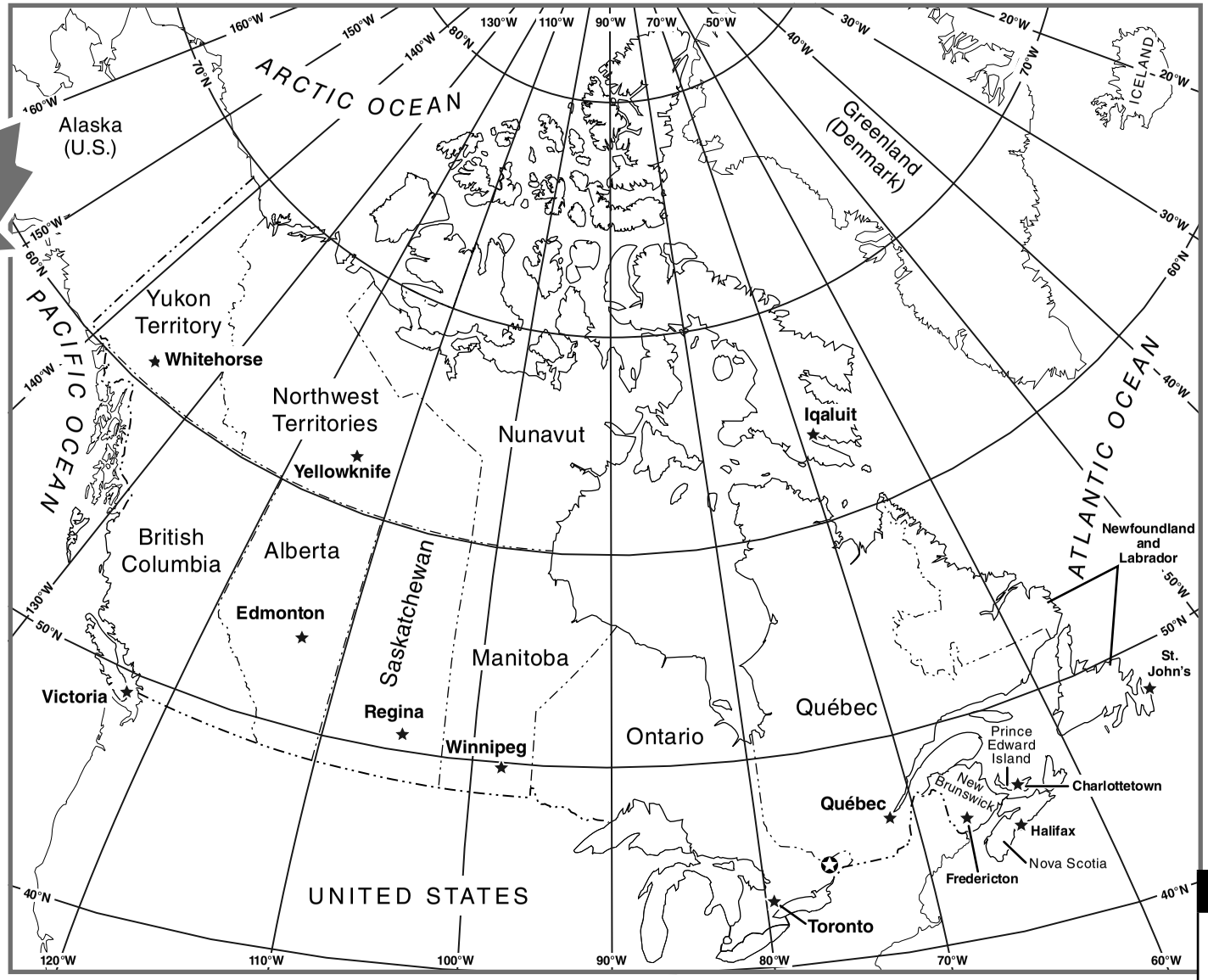
Thursday
1. Iqaluit, Halifax, Charlottetown, and Fredericton
2. Winnipeg

Friday
1. about 48°N latitude, 123°W longitude
2. about 47°N latitude, 55°W longitude

Challenge
Ottawa is on the southeast corner of Ontario, right on the border with Québec; Ottawa's address is about 45°N latitude, 75°W longitude.

Name _____

Map Coordinates



The grid map of Canada shows the provinces and territories of Canada. A geographic grid is the intersecting pattern formed by the lines of latitude and longitude. The coordinates are the latitude and longitude address of a place.

Challenge

Legend

- national capital
- province or territory capital
- province or territory border

Name _____

Map Coordinates

Monday

1. What are the lines called that run around the Earth in an east-west direction?

   _____

2. What are the lines called that run from the north to the south?

   _____

Tuesday

1. The map of Canada is shown on a geographic grid. What does that mean?

   _____

   _____

2. Which territories are between the same lines of latitude as Alaska?

   _____

   _____

Wednesday

1. How many provinces are completely or partially included between 50°N and 60°N latitude?

   _____

2. Which territories are completely or partially included between 90°W and 110°W longitude?

   _____

   _____

Name _____

Map Coordinates

Thursday

1. Which four capitals are located between 60°W and 70°W longitude?

   _____

   _____

   _____

2. Which capital has the coordinates of 50°N latitude, 98°W longitude?

   _____

Friday

1. Estimate the coordinates for Victoria, British Columbia.

   _____

2. Estimate the coordinates for St. John's, Newfoundland.

   _____

Challenge

Label Canada's national capital—Ottawa—on the map next to its symbol. Write its coordinates at the bottom of the page.

WEEK 7

ANSWER KEY

Monday
1. projection
2. Robinson projection map

Tuesday
1. 15°, 30°, 45°, 60°, 75°; 90°
2. from 0° to 180°

Wednesday
1. 5; Africa, Antarctica, Asia, Australia, and South America
2. 30°N and 45°N

Thursday
1. Africa
2. Australia

Friday
1. Alaska
2. Arctic Ocean; Southern Ocean

Challenge
Answers will vary, but students should note that a globe is round or spherical like the Earth. Flat maps distort land and water areas.

A Robinson Projection Map

Introducing the Map

Share with students that the only kind of map that can show the Earth accurately is a globe. The globe shows Earth as round with a curved surface. Cartographers (mapmakers) have a difficult job drawing a flat map. So, they have developed different map projections to help. Projections are ways of transferring the curved surface of the Earth onto a flat map. They use a grid based on the lines of latitude and longitude. Explain to students that all projections distort distance, direction, size, or shape in some way.

Tell students that one projection is called the *Robinson projection.* Show students the projection map. Explain that it is an oval-shaped projection. The shape and size of the continents near the equator are shown accurately, but the water areas and lands near the poles are distorted. Tell students that this projection map was created by the American cartographer Arthur Robinson.

Talk about the lines of latitude and longitude that are shown, especially the equator and prime meridian. Students should notice that the latitude and longitude lines on this map are in increments of 15°. With this kind of map, students are able to find geographic addresses, or coordinates, of places in the world. This projection map also helps students visualize the continents that make up the four hemispheres.

Please note that in Week 8, students will be asked to compare this Robinson projection map to a Mercator projection map.

Introducing Vocabulary

coordinates the latitude and longitude address of a place on a map

equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles at 0° latitude

geographic grid the intersecting pattern formed by the lines of latitude and longitude

lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

lines of longitude (meridians) imaginary lines that run between the North and South Poles

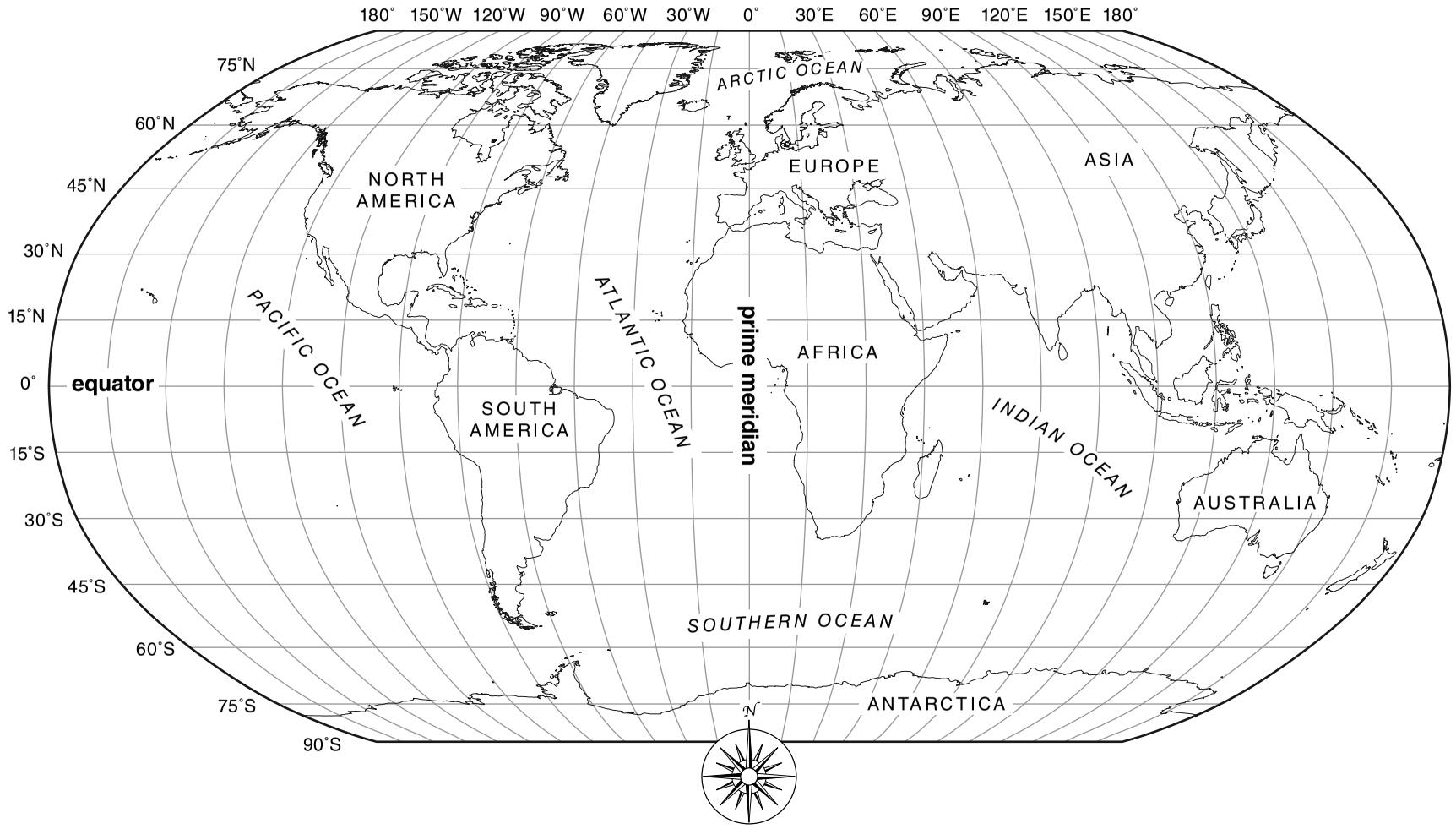
prime meridian an imaginary line that runs from the North Pole to the South Pole at 0° longitude

projection a system for mapping the round Earth on a flat surface

Name

A Robinson Projection Map

The World



The Robinson projection map is an oval-shaped projection. The shape and size of the continents near the equator are shown accurately, but the water areas and lands near the poles are distorted to match the shape of the map. This projection was created by the American cartographer Arthur Robinson.

Name _____

A Robinson Projection Map

Monday

1. What is a system for mapping the round Earth on a flat surface called?

   _____

2. What is another name for an oval-shaped projection map?

   _____

Tuesday

1. Name the lines of latitude that are labeled north of the equator. What would be the next label after 75°N?

   _____

2. What is the range of numbers along the lines of longitude?

   _____

Wednesday

1. How many continents lie partially or completely south of the equator? Name them.

   _____

   _____

   _____

2. Most of the contiguous United States falls between which two lines of latitude? Hint: *Contiguous* means touching on one or more sides.

   _____

Name _____

A Robinson Projection Map

Thursday

1. Is Central America on the same latitude as Africa, Australia, or South America?

   _____

2. Which continent includes the coordinates of 30°S latitude, 135°E longitude?

   _____

Friday

1. Which U.S. state has an address of 70°N latitude, 150°W longitude?

   _____

2. Which of the five oceans is closest to 90°N latitude, and which one is closest to 90°S latitude?

   _____

Challenge

On the bottom of the map, write a sentence telling why a globe is more accurate than a flat projection map.

ANSWER KEY

Monday

1. a system for mapping the round Earth on a flat surface
2. location

Tuesday

1. larger
2. Antarctica

Wednesday

1. South America
2. about 34°S latitude, 18°E longitude

Thursday

1. Africa, Antarctica, Arctic Ocean, Atlantic Ocean, Europe, and Southern Ocean
2. Africa, Asia, Atlantic Ocean, Indian Ocean, Pacific Ocean, and South America

Friday

1. Alaska
2. Any of the following countries would be accurate: Australia, Japan, New Guinea, Palau, or Russia.

Challenge

Equator should be red and prime meridian blue; U.S. is in Northern and Western Hemispheres

A Mercator Projection Map

Introducing the Map

Refer back to Week 7, "A Robinson Projection Map," to review projections with students. Expand the discussion to include another kind of projection called a *Mercator projection map.* As the students look at the projection map, share the following information with students.

Gerardus Mercator was a Flemish geographer and mapmaker. He introduced his projection map in the 1500s. On the Mercator projection map, the parallels and meridians appear as straight lines. This method proved to be accurate for showing direction. But the land and water areas are greatly distorted toward the North and South Poles. In other words, the areas near the North and South Poles look much larger than they actually are on Earth. Have students look at Greenland. On the Mercator projection, Greenland looks larger than South America. Actually, South America is more than eight times larger than Greenland.

Have students compare the Robinson and Mercator projection maps. Talk about how the Robinson projection accurately shows the shape and size of the continents, but that the Mercator projection is easier to use to find coordinates because the lines of latitude and longitude appear straight, not curved.

Have students find the latitude for the contiguous United States on both the Mercator and Robinson projection maps. They should be able to conclude that most of the United States is more clearly defined between 30°N and 45°N on the Mercator projection map. Try other locations on the Mercator projection map before proceeding with the week's lessons.

Introducing Vocabulary

coordinates the latitude and longitude address of a place on a map

equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles (0° latitude)

geographic grid the intersecting pattern formed by the lines of latitude and longitude

lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

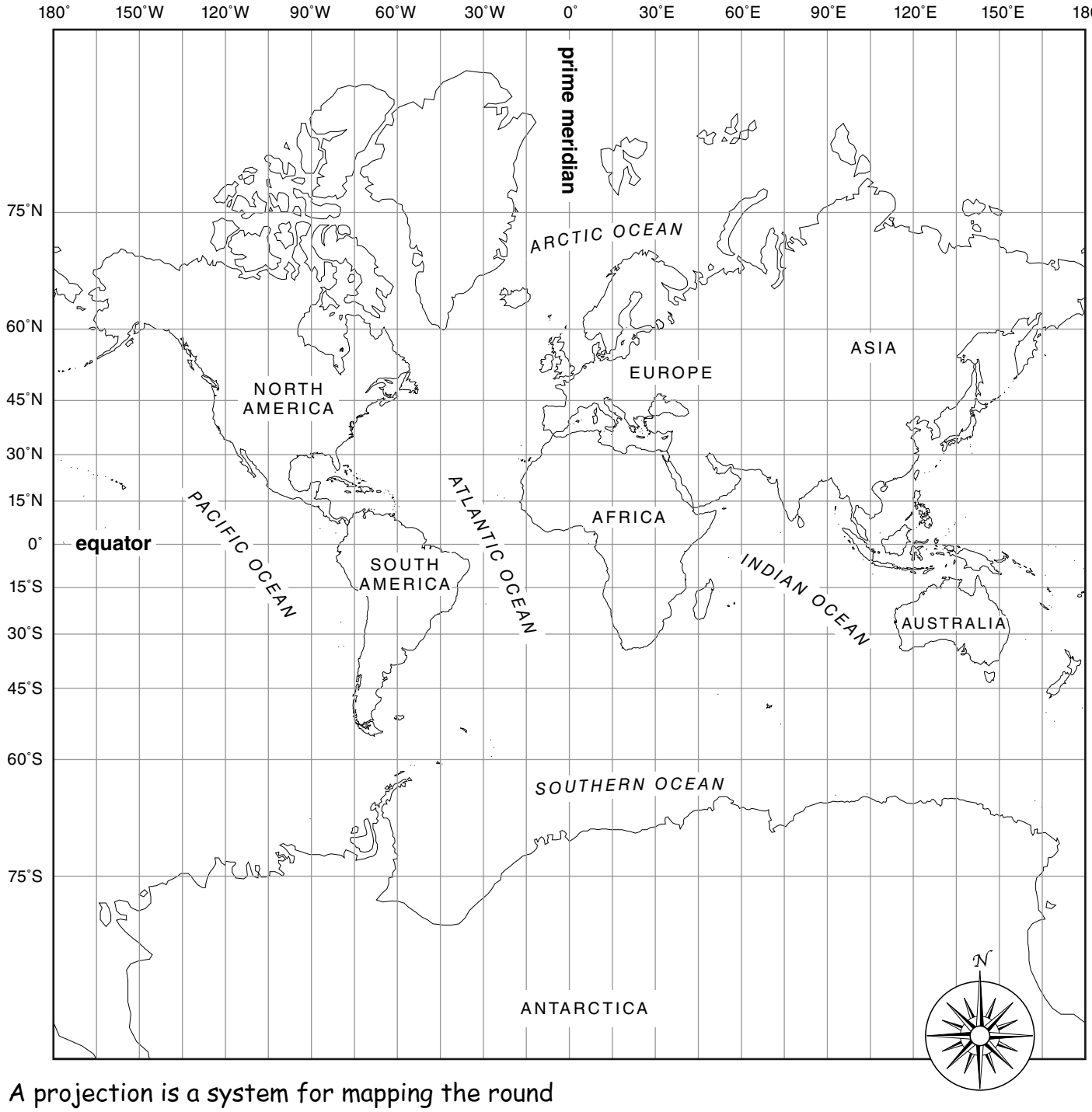
lines of longitude (meridians) imaginary lines that run between the North and South Poles

prime meridian an imaginary line that runs from the North Pole to the South Pole (0° longitude)

projection a system for mapping the round Earth on a flat surface

A Mercator Projection Map

The World



A projection is a system for mapping the round Earth on a flat surface. The Mercator projection map shows the accurate locations of the continents and oceans. The land and water areas, however, are greatly distorted toward the North and South Poles.

The United States is located in these two hemispheres:

_____

Name _____

Daily Geography

WEEK 8

A Mercator Projection Map

Monday

1. What is a projection?

_____

_____

2. Does the Mercator projection show the size, shape, or the location of the continents more accurately on a map?

_____

Tuesday

1. Do the land areas around the North and South Poles appear smaller or larger in size than they really are?

_____

2. Which continent appears much wider than it really is compared to the other continents?

_____

Wednesday

1. Which continent includes the coordinates of 15°S latitude, 60°W longitude?

_____

2. Estimate the coordinates for the southern tip of Africa.

_____

Name _____

A Mercator Projection Map

Thursday

1. Name all the labeled land and water areas that intersect with the prime meridian.

_____

_____

_____

2. Name all the labeled land and water areas that intersect with the equator.

_____

_____

_____

Friday

1. Which state in the United States is located at 150°W longitude?

_____

2. Name a country that is located at 135°E longitude.

_____

Challenge

On the map, color the equator line red and the prime meridian line blue. The equator divides the world into Northern and Southern Hemispheres. The prime meridian helps to divide the world into Eastern and Western Hemispheres. At the bottom of the page, write in which two hemispheres the United States is located.

WEEK 9

Picturing North America

Introducing the Map

Show students the political map of North America. Talk about the countries and the boundary lines that make up the continent.

Then have students look at the inset map for a minute. Ask them to turn over the map and picture in their minds where North America is located in relation to other countries in the world. Tell students what they have just done is to create a mental map of North America.

Have students look at the map again and study the countries in North America. They should get a good mental picture of shape, size, and location of at least the three largest countries in North America. Share with students that there are actually 23 countries in North America. Look at the countries in Central America and the island nations that are labeled. Also, point out the very small group of island nations near the larger islands. You may wish to extend the lesson to list all the Caribbean island nations that are located in North America.

Students may be confused about Greenland, the large island that is northeast of Canada. Explain to students that this island is geographically located in North America, but that it is actually a territory of the country of Denmark, which is located in the continent of Europe.

Give students a blank sheet of paper and have them draw the general shape of North America from memory. Have them compare their map sketch with the actual map. Share with students that it may take them several tries to make an accurate map sketch. Tell students that getting a mental picture of places helps them to organize and recall information more readily.

Students may find it difficult to understand the concept of mental maps and may need a review each day. Some of the questions in this section can not be answered directly from the information that is given on the map.

Introducing Vocabulary

Caribbean Islands island nations and territories that border the Caribbean Sea; also called Greater Antilles and Lesser Antilles

Central America a region of seven countries between Mexico and South America

continent one of the seven large landmasses of the Earth: Africa, Antarctica, Asia, Australia, Europe, North America, and South America

map sketch a rough drawing of a mental map

mental map a map that a person pictures in his mind

political map a map that shows human-made features and boundaries such as cities, highways, and countries

ANSWER KEY

Note: Answers to most questions will not be labeled on the map. Students must use their mental map skills to locate places on the map.

Monday

1. mental map
2. Canada, Mexico

Tuesday

1. Possibilities include Alaska, California, Oregon, and Washington; Tell students that Hawaii borders the Pacific Ocean, but it is not geographically located in North America.
2. Possibilities include Arizona, California, New Mexico, and Texas.

Wednesday

1. Canada and the United States
2. Alaska is much larger. It is more than twice the size of Texas, the second largest state.

Thursday

1. South America; 7 countries
2. Greenland; northeast of Canada

Friday

1. The Bahamas, Cuba, Dominican Republic, Haiti, and Jamaica
2. 15 countries

Challenge

Students should color each country a different color. The map sketch should include the three largest countries, Central America, and groups of islands east of Mexico and Central America. Students should label at least the three largest countries and the three oceans.

Picturing North America

North America includes 23 countries. Fifteen countries are labeled on the map. Eight small island nations are not labeled on the map. They are located in the Caribbean Sea and are called Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago.

Name _____

Picturing North America

Monday

1. When you picture a place in your mind, what kind of map are you making?

   _____

2. Don't look at the map of North America. Which country is north of the U.S., and which country is south of the U.S.?

   _____

Tuesday

1. Look at the shape of the United States on the map. Name two states that border the Pacific Ocean.

   _____

2. Look at the shape of the United States. Name two states that border Mexico.

   _____

Wednesday

1. Which two countries share a border with the Great Lakes?

   _____

2. Picture Alaska within the borders of the United States. Is Alaska smaller, larger, or the same size as Texas?

   _____

Name _____

Picturing North America

Thursday

1. Central America connects North America to which other continent? How many countries make up Central America?

   _____

2. Which large island is part of North America, but belongs to a country in Europe? Where is the island located?

   _____

Friday

1. Name five larger North American island nations that are located in the Caribbean Sea.

   _____

   _____

   _____

2. There are 23 countries in North America. How many are labeled on the map?

   _____

Challenge

On the North America map, color each country, using a different color. Study the map, making a mental picture of it. Turn the map over. On a blank piece of paper, draw a map sketch of North America. Don't forget to label as many countries and waterways as you can. Compare your sketch with the map.

WEEK 10

ANSWER KEY

Note: Answers to most questions will not be labeled on the map. Students must use their mental map skills to locate places on the map.

Monday

1. relative location
2. Central America

Tuesday

1. Atlantic, east of North America; Arctic, north of North America; and Pacific Ocean, west of North America
2. Antarctica

Wednesday

1. Asia and North America; Australia could possibly be an answer since it is part of Oceania, which is made up of thousands of islands, but they are not depicted on the map.
2. Australia; southeast of the islands in Asia

Thursday

1. Asia and Europe
2. Atlantic Ocean; Europe or Africa

Friday

1. Italy/Europe; India/Asia; and Japan/Asia
2. Europe

Challenge

Students should color the continents differently than the oceans to distinguish land from water. The map sketch of the world should resemble the shapes of the continents, and the locations of the continents should be in the correct relative directions. Students should label the seven continents and five oceans.

Picturing the World

Introducing the Map

Tell students that there are two different ways to describe where a place is located: by absolute location or by relative location.

Share with students the idea of using grid coordinates to find a place on a map (see Weeks 5 and 6 for more information.) Tell students that locating places on a map by using lines of latitude and longitude is finding the absolute location.

Tell students that when most people look at a map, they use a more informal way of looking at it. They use the skill of relative location. People describe a place using the relation of one place to another. Ask students where the United States is located. They will probably say that the United States is located in North America, between Canada and Mexico. Tell them that what they have just done is describe the relative location of the United States.

Show students the world map. Talk about the relative location of North America to the rest of the world. This is also a good time to make the connection between the skill of relative location and the ability to make an accurate mental map.

Talk about the continent of South America and its relative location. Most students would say that South America is connected to North America. They may know that the countries of Central America make the connection between North and South America.

Have students look at other continents in the world, noting their shape, size, and relative location. Also, talk about the oceans and where they are located in relation to the continents. You may also want to discuss how Asia and Europe are actually one large landmass. Geographers call these two continents *Eurasia*.

Introducing Vocabulary

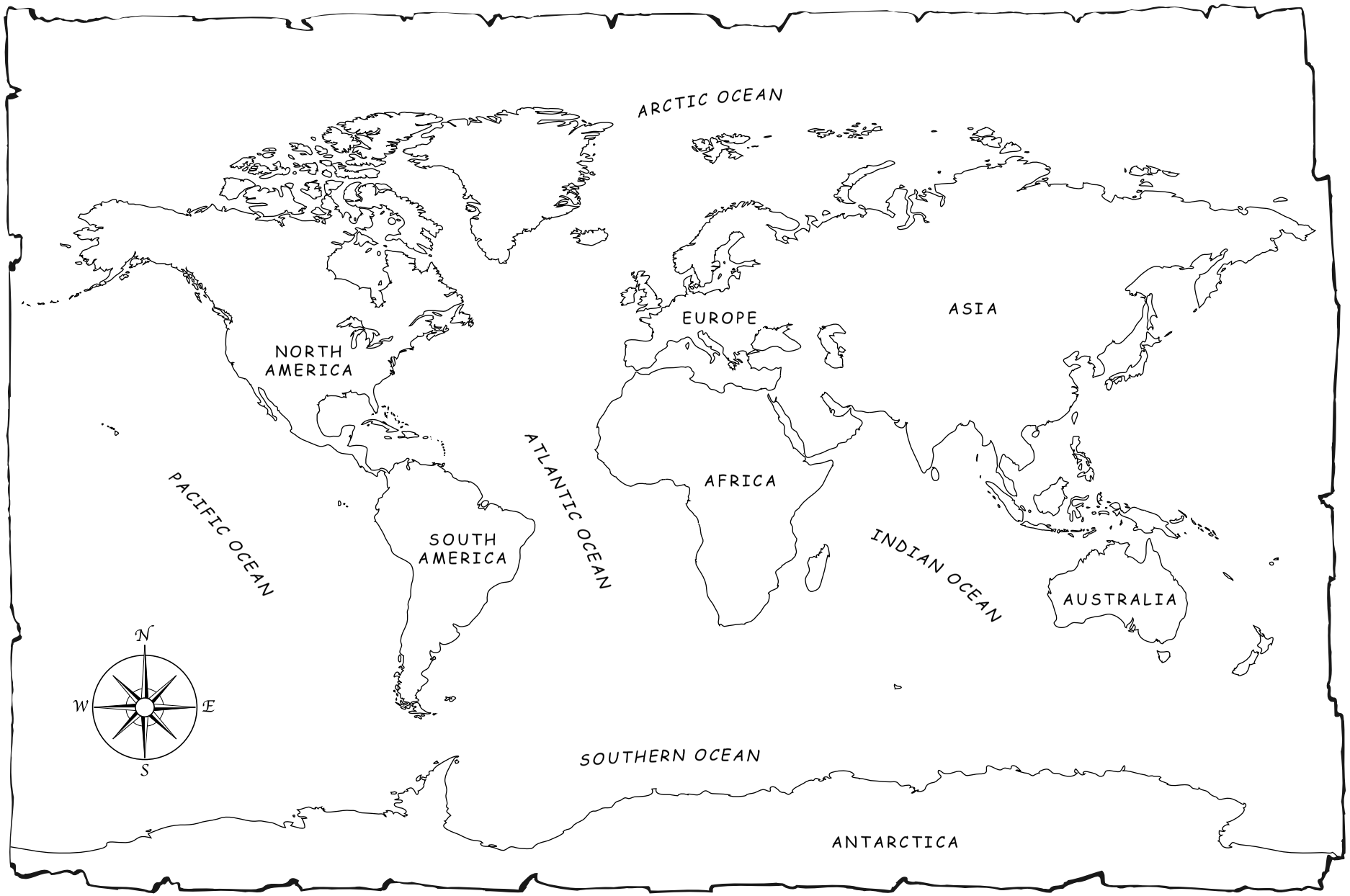
absolute location description of a place using grid coordinates (latitude and longitude)

Eurasia landmass made up of the continents of Asia and Europe

relative location description of a place using the relation of one place to another

Name

Picturing the World



Name _____

Daily Geography

WEEK 10

Picturing the World

Monday

1. Look at the world map. Is it possible to find the absolute location or the relative location of North America using this map?

   _____

2. Which land region connects North America and South America?

   _____

Tuesday

1. Which oceans border North America? In which directions are they located in relation to the continent?

   _____

   _____

2. Which large continent is located along the Southern Ocean?

   _____

Wednesday

1. Study the map. Which two continents have many islands that are part of them?

   _____

2. Which continent is called both a continent and a country? Where is it located in relation to Asia?

   _____

Name _____

Picturing the World

Thursday

1. Which two continents make up Eurasia?

   _____

2. If a person traveled east from the United States by ship, which ocean would he or she cross, and which two continents could the person reach?

   _____

   _____

Friday

1. The countries of Italy, India, and Japan are easy to picture due to their unique shapes. In which continents are they located?

   _____

   _____

2. The United Kingdom is made up of Great Britain (England, Scotland, and Wales) and Northern Ireland. They are island nations on which continent?

   _____

Challenge

Color the continents and oceans on the world map. While you color, think about the relative locations and sizes of the continents and oceans. Turn over the map. On a blank piece of paper, draw the world map from memory. Try to label as many continents and oceans as you can. Compare your map sketch with the world map.

WEEK 11

Daily Geography

ANSWER KEY

Monday
1. interstate and U.S. highways
2. Interstate 15 and U.S. 93

Tuesday
1. Interstates 90 and 94
2. Interstate 90

Wednesday
1. a place where roads meet or join
2. U.S. Highways 12 and 287 (Interstate 15)

Thursday
1. Billings, Bozeman, Butte, and Missoula
2. Hamilton

Friday
1. It joins with U.S. Highway 287 and then becomes Interstate 15 again.
2. about 200 miles

Challenge
about 650 miles, or 1,040 km

This is a rough estimate. Have students share their estimates. As a class, discuss which ones are reasonable answers.

A Road Map: Montana

Introducing the Map

Ask students if their families have ever planned a vacation by car. If they have, their parents have probably used a road map.

Show students the road map of Montana. Talk about the primary roads. Define primary roads as major interstate highways and U.S. highways. Tell students that these highways have special symbols and numbers. Look at the legend to see the symbol for an interstate highway. Have students name the interstate highways of Montana. Tell them that each interstate highway is part of a national network of connected roads.

Then have students notice the U.S. highways shown on the map. Again look at the legend to see the symbol. Tell students that this map shows a sampling of U.S. highways in the state. Tell students that there are numerous state and county roads in Montana, which are called secondary roads, but that they are not represented on this map.

Have students find Billings on the map. They should notice that Interstate highways 90 and 94 meet at this point. This is called a highway interchange. Look at the symbol for interchange.

Students should also notice that there is a scale on the map. Teach students that a scale measures the distance on a map. Most maps use a bar scale, which is shown in both standard and metric measurements. For the purposes of this lesson, students will use standard measurements.

The map of Montana uses a scale of 1½ inches to represent 100 miles. Talk about how many miles ½ inch and ¼ inch represent. As a class, find the distances between two cities. Explain to students that since the roads are not shown as straight lines, they will need to use estimation skills to find the mileage between cities.

Introducing Vocabulary

bar scale a graphic that compares the distance on a map to the distance it represents

highway interchange a place where roads meet or join

interstate highway a major public road that is part of a nationwide highway system; the interstate highway system was created after the U.S. highway system

legend (key) a list that explains the symbols on a map

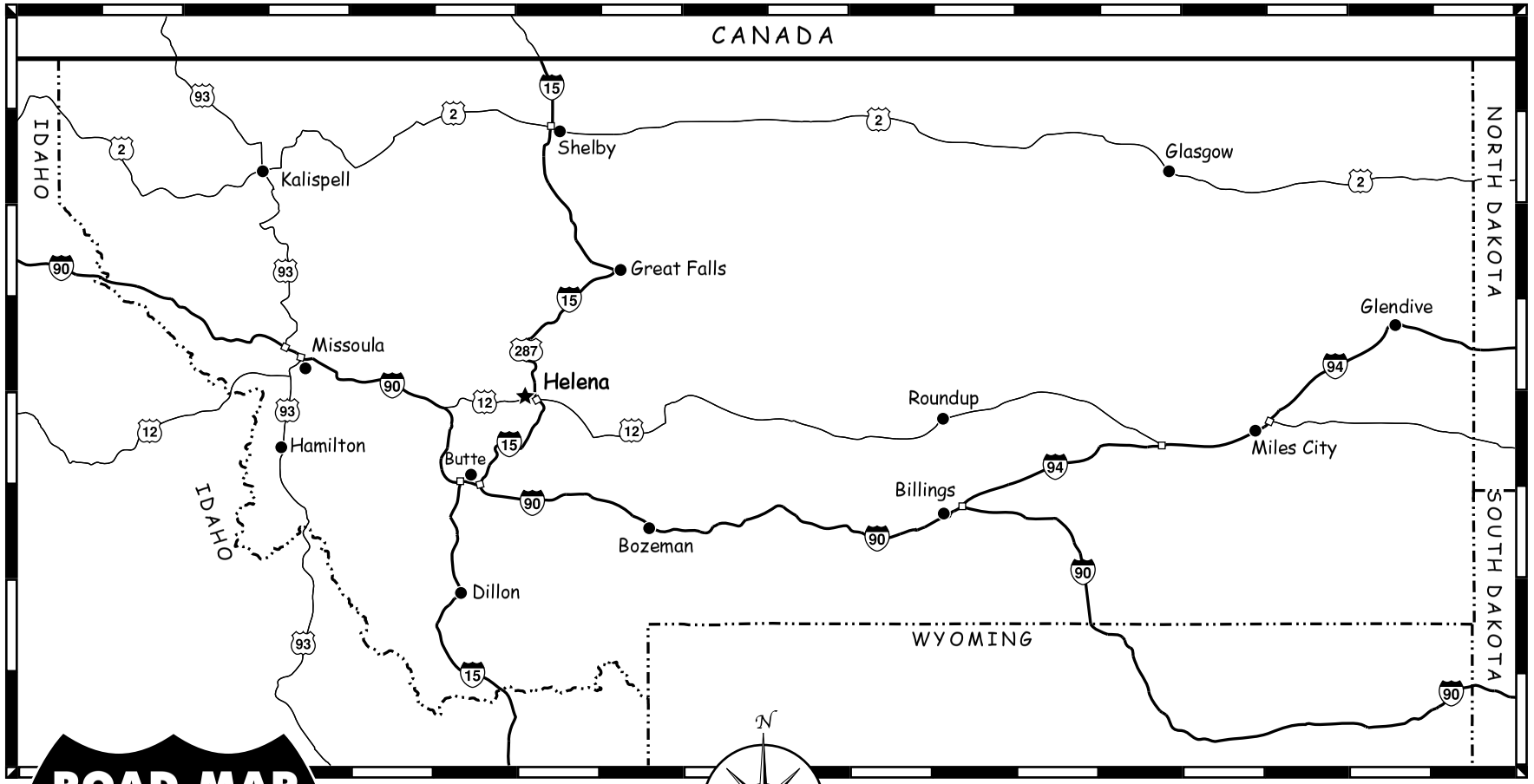
road map a map for motorists that shows the highways of an area

scale the ratio between the measurements on a map and the actual measurements, as in one inch represents 100 miles

U.S. highway a major public road that is part of a nationwide highway system; the U.S. highway system was created before the interstate highway system

Name _____

Road Map



ROAD MAP
Montana

Scale

0 50 miles 100 miles

0 50 km 100 km

N

Legend

- ★ capital
- • city
- state border
- international border
- 90 interstate highway
- 20 U.S. highway
- ▫ highway interchange

Name _____

A Road Map: Montana

Monday

1. There are two major kinds of roads on the map. What are they called?

   _____

2. Name the two highways that run in a north-south direction through Montana.

   _____

Tuesday

1. Name the two interstate highways that run mostly in an east-west direction through the state.

   _____

2. If a person were to travel from Missoula to Billings, which interstate highway would he or she take?

   _____

Wednesday

1. What does the term *highway interchange* mean?

   _____

2. Find the capital of Montana. It is located at the interchange of which two highways?

   _____

Name _____

Daily Geography

WEEK 11

A Road Map: Montana

Thursday

1. Name all the labeled cities on Interstate 90.

   _____

   _____

2. Is Missoula closer to Hamilton, Helena, or Kalispell?

   _____

Friday

1. What happens to Interstate 15 between Great Falls and Helena?

   _____

   _____

2. Estimate the distance in miles from Billings to Glendive.

   _____

Challenge

Use the scale shown on the map and a ruler to estimate the entire distance of U.S. Highway 2 from the western border of the state to the eastern border. Record your answer at the bottom of the map. Be sure to record the distance in both miles and kilometers. Hint: To find kilometers, multiply the number of miles by 1.6.

ANSWER KEY

Monday
1. seaway
2. Atlantic Ocean

Tuesday
1. St. Lawrence River
2. Canada and the United States

Wednesday
1. Montreal and Québec; Canada
2. Lake Michigan; Chicago, Illinois

Thursday
1. Duluth, Minnesota
2. Detroit, Michigan

Friday
1. Detroit River, Niagara River, St. Clair River, and St. Mary's River
2. canals and locks

Challenge
Answers will vary, but students should include the following waterways: St. Lawrence River, Lake Ontario, Niagara River, Lake Erie, Detroit River, St. Clair River, Lake Huron, St. Mary's River, and Lake Superior. Ports must include Québec and Duluth. Others may include: Montreal, Toronto, Buffalo, Cleveland, Detroit, and Thunder Bay.

The St. Lawrence Seaway

Introducing the Map

Ask students to name some routes they have traveled. Most will name streets, highways, or maybe trails, but they will probably not name a water route.

Explain to students that there is a famous water route that links the Atlantic Ocean and the Great Lakes. The seaway is formed by the St. Lawrence River, several lakes, and a system of canals and locks. It is called the St. Lawrence Seaway. Show the map of the St. Lawrence Seaway to students as you provide some background information on this famous water route.

The St. Lawrence Seaway is about 450 miles (724 km) long, from the eastern end of Lake Erie to Montreal, Canada. Its canals and locks enable ships to sail from the Atlantic Ocean to Lake Superior. Major Canadian ports served by the seaway include Québec, Montreal, Toronto, and Thunder Bay. Some major U.S. ports that are part of the whole system are Buffalo, New York; Cleveland, Ohio; Detroit, Michigan; Chicago, Illinois; and Duluth, Minnesota.

Ships on the St. Lawrence Seaway carry about 50 million short tons (45 million metric tons) of cargo every year. Most of the cargo travels from Canada and the United States to countries in Europe. The cargo consists of products such as grain, coal, oil, and iron ore.

Have students find the St. Lawrence Seaway and follow it as it connects to the Great Lakes. Read the names of the major ports along the way.

Introducing Vocabulary

canal a channel that is dug across land to connect bodies of water

channel a body of water joining two larger bodies of water

Great Lakes five freshwater lakes—Superior, Michigan, Huron, Erie, and Ontario—that form an important inland waterway in North America

lake a large body of fresh water surrounded by land

lock a part of a canal with gates at each end where ships are raised or lowered to different water levels

port a harbor where ships can dock or anchor safely

route a road or course for traveling from one place to another

seaway a route by sea

The St. Lawrence Seaway

Name _____

Daily Geography

WEEK 12

The St. Lawrence Seaway

Monday

1. What is another name for a route by water?

   _____

2. The St. Lawrence Seaway is a major waterway that links the Great Lakes with which ocean?

   _____

Tuesday

1. The seaway on the map is named for which river?

   _____

2. The St. Lawrence Seaway lies between which two countries?

   _____

Wednesday

1. Name two port cities on the St. Lawrence River. Are they located in Canada or the United States?

   _____

2. Which of the Great Lakes lies entirely in the United States? What is the name of a port city on this lake?

   _____

Name _____

The St. Lawrence Seaway

Thursday

1. What is the name of the westernmost port city on the Great Lakes?

   _____

2. Which port city lies between Lake Erie and Lake Huron?

   _____

Friday

1. Name the rivers that help to connect the Great Lakes.

   _____

   _____

   _____

2. The Atlantic Ocean and the Great Lakes have different elevations. Which two human-made structures help ships navigate through the seaway?

   _____

Challenge

Plan a sailing trip from Quebec, Canada, to Duluth, Minnesota. At the bottom of the map, write about the waterways and ports you will travel through on your trip.

WEEK 13

Daily Geography

ANSWER KEY

Monday
1. ocean, river, sound, and strait
2. Mt. Rainier or Mt. St. Helens

Tuesday
1. Columbia River
2. Snake River or the Yakima River

Wednesday
1. Mt. St. Helens
2. Canada, Idaho, and Oregon

Thursday
1. more than one-half
2. Strait of Georgia and Strait of Juan de Fuca

Friday
1. Mount Rainier, an inactive volcano 14,410 ft. (4,392 m)
2. Pacific Ocean into the Strait of Juan de Fuca and into the Puget Sound

Challenge
Grays Harbor and Willapa Bay are located on the Pacific Ocean, Grays Harbor is west of Olympia, and Willapa Bay is southwest of Olympia. The San Juan Islands are the group of islands directly southeast of the Strait of Georgia.

A Physical Map: Washington

Introducing the Map

Share with students that a political map shows borders between countries or states, locations of cities and towns, roadways, or other human-made features.

Ask students what kinds of features are shown on a physical map. Students will probably name such features as mountains, valleys, plains, oceans, and rivers. Discuss that physical maps show the natural landforms and waterways on Earth's surface.

Show students the physical map of the state of Washington. Talk about the different landforms and waterways that are labeled. Students may be unfamiliar with the terms *sound* and *strait*. Define those and point out the Puget Sound, the Strait of Georgia, and the Strait of Juan de Fuca. Have students look at the legend, inset map, and compass rose to help them. Read the caption to discuss additional information about some of the physical features of Washington.

You may choose to further explain what a geopolitical map includes. As they study Washington, share with students that names of cities were added to the physical map to show points of reference.

Introducing Vocabulary

bay a portion of the ocean that is partly enclosed by land

forest a large area thickly covered with trees and plants

harbor a sheltered body of water where ships anchor

landform natural land feature on Earth's surface, such as mountain or hill

mountain range a chain of mountains

physical features natural landforms and waterways on Earth's surface

physical map shows natural landforms and waterways on Earth's surface

port a harbor where ships can dock or anchor safely

river a large natural stream of fresh water that flows into a lake or an ocean

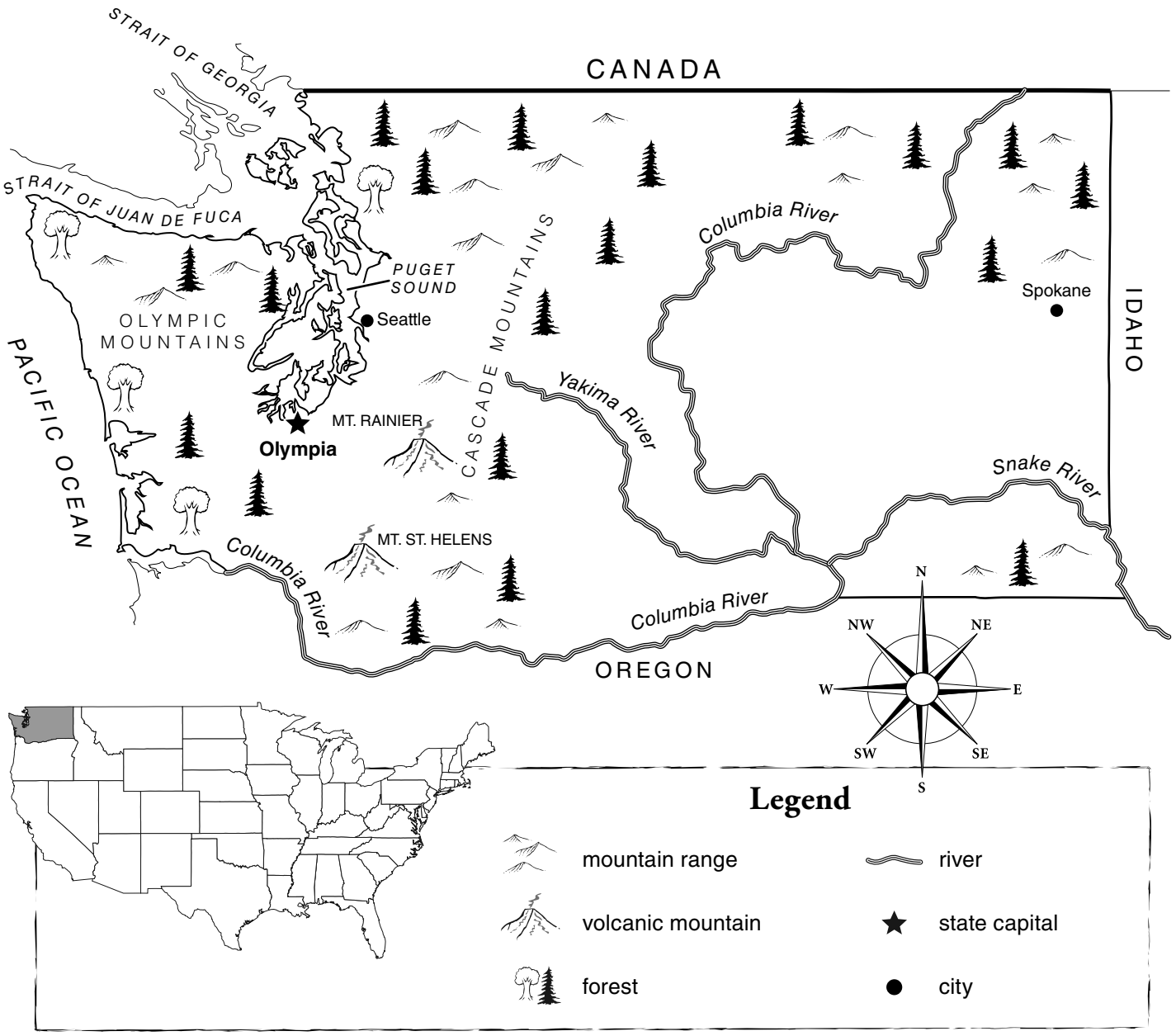
sound a long, wide body of water, larger than a strait or channel

strait a narrow passage of water joining two larger bodies of water

valley an area of low ground between two hills

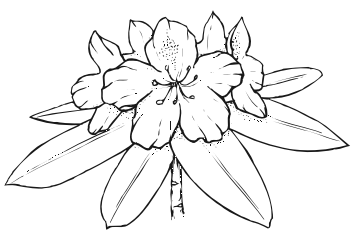
volcanic mountain a mountain formed by molten lava and ash

A Physical Map: Washington



Washington is called "The Evergreen State" because more than one-half of it is covered by forests. Washington is bordered by the Pacific Ocean and has several bays, harbors, straits, and the famous Puget Sound. Ships from all over the world dock at the ports such as Seattle and Olympia on the Puget Sound. Washington has one of the longest rivers in the United States—the Columbia River.

Washington also has two famous volcanic mountains—Mt. Rainier and Mt. St. Helens. Mount Rainier is the highest point in the state, rising 14,410 feet (4,392 m). It remains an inactive volcano, but Mt. St. Helens is an active volcano that erupted violently in 1980 and has had several smaller eruptions since then.



Name _____

A Physical Map: Washington

Monday

1. A physical map shows landforms and waterways. Name four kinds of waterways that are labeled on the map.

   _____

   _____

2. A mountain range is a chain of mountains. Name a volcanic mountain in the Cascade Range.

   _____

Tuesday

1. What is the longest river in Washington?

   _____

2. Name a river that flows into the Columbia River.

   _____

Wednesday

1. Which volcanic mountain erupted in 1980?

   _____

2. Name all states and countries that border Washington.

   _____

   _____

Name _____

A Physical Map: Washington

Thursday

1. Do forests cover less than one-fourth, more than one-half, or all of Washington?

   _____

2. Which two narrow passages of water flow into the Puget Sound?

   _____

   _____

Friday

1. Name and describe Washington's highest point. What is the elevation?

   _____

   _____

2. What is the route a ship traveling from the Pacific Ocean to the port of Seattle would take?

   _____

   _____

Challenge

On the map, add the following physical features: Grays Harbor, Willapa Bay, and the San Juan Islands. Use a physical map or atlas to help you.

WEEK 14

Daily Geography

ANSWER KEY

Note: Not all questions can be answered with information from the map. Students will have to use their mental map skills to locate places on the map.

Monday

1. western
2. Rocky Mountains, Appalachian Mountains

Tuesday

1. south-central
2. Southwest

Wednesday

1. Cascade Range and the Coastal Ranges
2. Black Hills

Thursday

1. Death Valley; Mojave Desert, California
2. California, Idaho, Nevada, Oregon, Utah, Wyoming

Friday

1. Mt. McKinley in Alaska; 20,320 feet (6,194 m)
2. Arizona, New Mexico, and Texas

Challenge

Students should label Arizona, Colorado, Idaho, Montana, New Mexico, Texas, Utah, and Wyoming.

Mountains and Deserts of the United States

Introducing the Map

Share with students the definition of a physical map. Tell them that a physical map shows the natural features of a place. Discuss that a physical map might show a small area such as a park, or larger areas such as states, regions, or countries.

Ask students to name mountain ranges and deserts in the United States. Students might mention such landforms as the Rocky Mountains, the Appalachian Mountains, and the Mojave Desert.

Show students the physical map of the United States. Have students look at the legend and inset maps to help them with locations. Students should notice that only deserts and mountains are labeled on this map.

Explain to students that major mountain ranges are mountain systems. There are smaller mountain ranges within the larger system. Use the Appalachian Mountain region as an example. Within the northern part of the Appalachian Range, there are the White Mountains, the Green Mountains, and the Catskill Mountains. Farther south, the Appalachians include the Blue Ridge Mountains, Cumberland, and Allegheny Mountains, plus the Great Smoky Mountains. For the purposes of this lesson, only larger mountain systems are labeled. To show that mountains are also located in a few central parts of the U.S., the Black Hills, the Ozarks, and the Ouachita Mountains are included.

Ask students to locate and name the major deserts included on this map. As with the mountains, students will need to use their mental map skills to name the states in which these landforms are located. Point out that the lowest and highest elevations in the United States are also included on this map.

Introducing Vocabulary

desert a dry area with little or no rainfall

elevation height above sea level

inset map a smaller map set within the border of a larger one

legend (key) a list that explains the symbols on a map

mental map a map that a person pictures in his mind

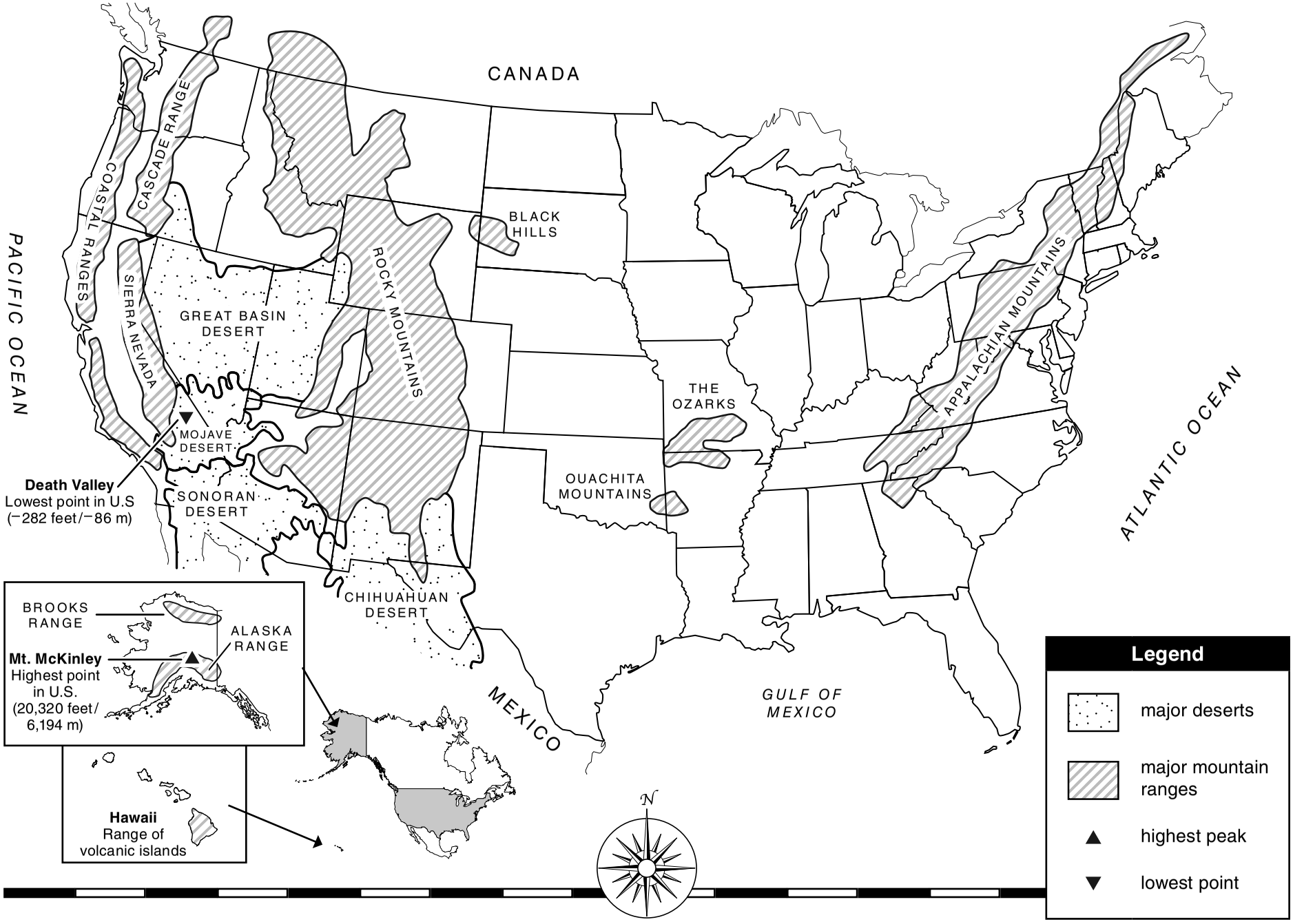
mountain range a chain of mountains

physical map shows natural landforms and waterways on Earth's surface

valley an area of low ground between two hills

Name

Mountains and Deserts of the United States



Name _____

Mountains and Deserts of the United States

Monday

1. Does the eastern or western half of the United States have more mountain ranges?

   _____

2. What are the largest and second-largest mountain ranges in the U.S.?

   _____

Tuesday

1. Are the Ozarks and the Ouachita Mountains located in the southeastern, south-central, or southwestern part of the U.S.?

   _____

2. Which part of the U.S. has the most deserts—the Southeast, the Southwest, or the Northwest?

   _____

Wednesday

1. Which mountain ranges make up the Pacific Northwest region of the U.S.?

   _____

2. Mount Rushmore, a famous monument, is located in a low mountain range in South Dakota. Name the mountain range.

   _____

Name _____

Daily Geography

WEEK 14

Mountains and Deserts of the United States

Thursday

1. What is the name of the lowest point in the U.S.? In which desert and in which state is it located?

_____

_____

2. Name the states in which the Great Basin Desert is located.

_____

_____

_____

Friday

1. What is the name of the highest mountain in the United States? What is its elevation?

_____

2. The Chihuahuan Desert is located in which three states?

_____

Challenge

On the map, label the eight states that are part of the Rocky Mountains.

WEEK 15

Daily Geography

ANSWER KEY

Note: Not all questions can be answered with information from the map. Students will have to use their mental map skills to locate places on the map.

Monday

1. Arctic (Alaska), Atlantic, and Pacific
2. 9

Tuesday

1. 3; Arkansas River, Missouri River, and Ohio River
2. Lake Itasca

Wednesday

1. Gulf of Mexico and Gulf of Maine; Gulf of Mexico
2. Great Salt Lake

Thursday

1. 5; Lake of the Woods, Lake Superior, Lake Huron, Lake Erie, and Lake Ontario
2. Columbia River, St. Lawrence River, and the Yukon River

Friday

1. Puget Sound, Washington; Straits of Florida, Florida
2. Colorado River

Challenge

Chesapeake Bay is off the coast of Maryland; Delaware Bay off the coast of Delaware; Monterey Bay (south of San Francisco Bay); and San Francisco Bay is off the northern coast of California.

Waterways of the United States

Introducing the Map

Share with students that physical maps show the natural landforms and waterways of a place.

Show students the physical map of the United States. Students will notice that this physical map shows the major waterways of the United States.

Have students name the different kinds of waterways shown on the map. Remind students to also look at the inset maps of Alaska and Hawaii. They should mention oceans, lakes, rivers, gulfs, a sound, and a strait. Share with students the definitions of a gulf, sound, and a strait.

The major rivers and famous lakes have been included on this map. Have students follow the Mississippi River from its source in Lake Itasca (Minnesota) to the mouth, which is the Mississippi Delta (Louisiana). Students will see that the river flows into the Gulf of Mexico. Also, discuss the labeled tributaries of the Mississippi River.

Explain that all the lakes on the map are freshwater lakes except for the Great Salt Lake and the Salton Sea. The Great Salt Lake is a saltwater lake in Utah, and the Salton Sea in California is a shallow saltwater lake. Have students name the five Great Lakes, which are the world's largest group of freshwater lakes.

You may also choose to extend the week's lesson to include additional rivers and lakes that are important to your region of the country.

Introducing Vocabulary

Great Lakes five freshwater lakes—Superior, Michigan, Huron, Erie, and Ontario

gulf a large area of ocean that is partly surrounded by land

lake a large body of fresh water surrounded by land

mouth the part of the river where it empties into another body of water

physical features natural landforms and waterways on Earth's surface

physical map a map that shows natural landforms and water on Earth's surface

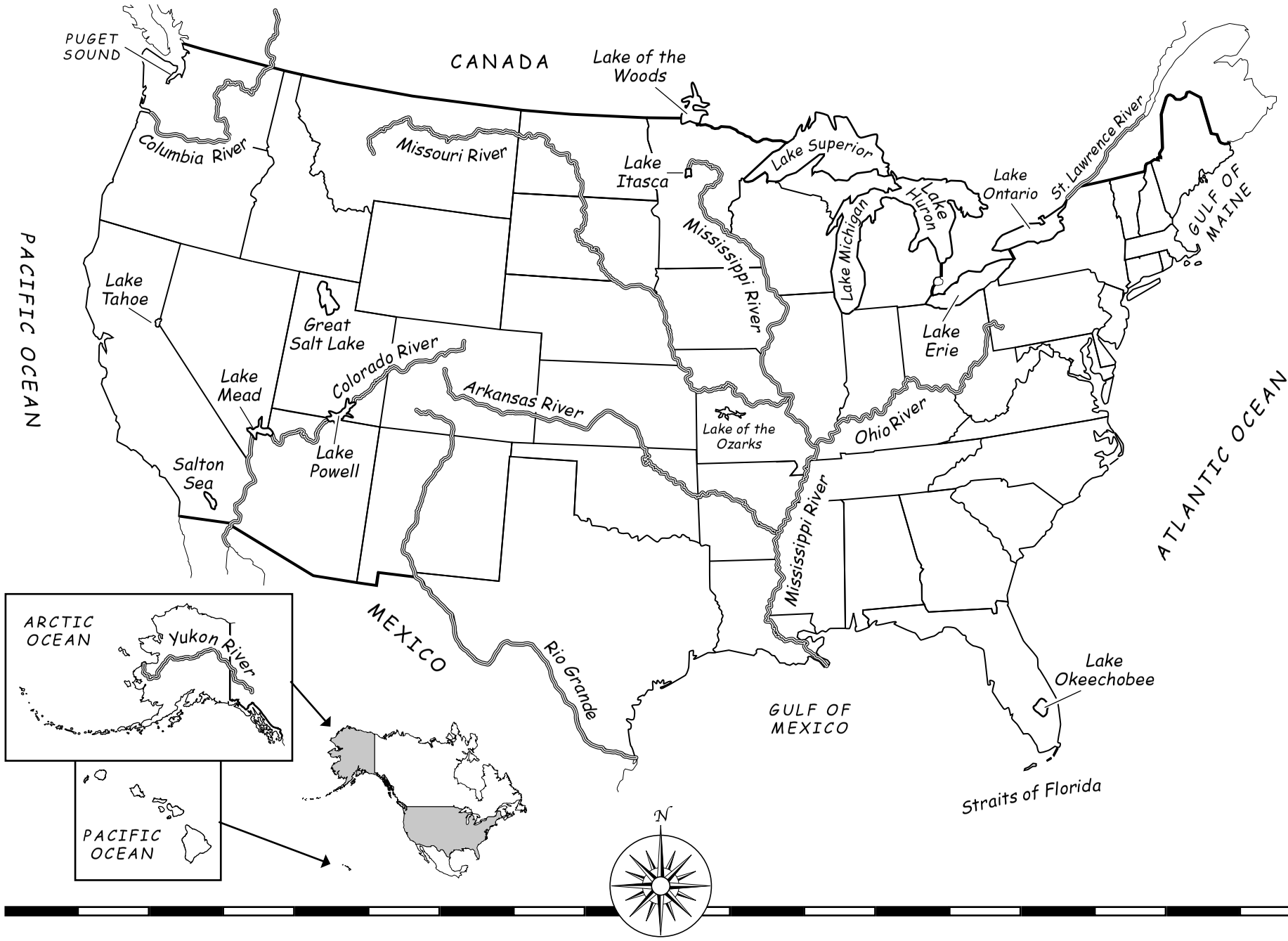
sound a long, wide body of water, larger than a strait or channel

source the place where a river starts

strait a narrow strip of water that connects two larger bodies of water

tributary a river that flows into a larger river

Waterways of the United States



Name _____

Daily Geography

WEEK 15

Waterways of the United States

Monday

1. Which oceans border the United States?

   _____

   _____

2. How many rivers are labeled on the map?

   _____

Tuesday

1. How many labeled rivers flow into the Mississippi River? Name these tributaries.

   _____

   _____

2. Which lake is the source of the Mississippi River?

   _____

Wednesday

1. Name the two gulfs that are labeled on the map. Which one is larger?

   _____

   _____

2. What is the name of the large lake in Utah?

   _____

Name _____

Waterways of the United States

Thursday

1. How many lakes share a border with Canada and the U.S.? Name them.

_____

_____

_____

2. Which rivers share a border with Canada and the U.S.?

_____

_____

Friday

1. Name the sound and strait that are labeled on the map. Which two states are near them?

_____

_____

2. Which river supplies water to Arizona, California, Colorado, Nevada, and Utah?

_____

Challenge

A bay is an area of the ocean that is partly enclosed by land. A bay is usually smaller than a gulf. Add the following bays to the map: Chesapeake Bay, Delaware Bay, Monterey Bay, and San Francisco Bay. Refer to an atlas or a physical map of the United States to help you.

ANSWER KEY

Monday

1. Arctic, Atlantic, and Pacific
2. Baffin Bay and Hudson Bay

Tuesday

1. Great Lakes and St. Lawrence River
2. western part of Canada; Coastal Ranges and the Rocky Mountains

Wednesday

1. Mount Logan; 19,524 feet (5,951 m)
2. Great Slave Lake to the Beaufort Sea

Thursday

1. Baffin Bay, Davis Strait, into the Labrador Sea
2. a narrow channel connecting two bodies of water; Davis Strait and Hudson Strait

Friday

1. Hudson Bay
2. Canadian Shield and Interior Plains

Challenge

Students should label Alaska, Greenland, and the United States. The Great Lakes are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.

A Physical Map: Canada

Introducing the Map

Share with students the definition of a physical map. Have students name a few typical landforms and waterways that are shown on a physical map.

Show students the physical map of Canada. Have students name the mountain ranges, as well as Mount Logan, the highest peak. Talk about the waterways shown on the map as well. Then discuss the two large land regions of the Interior Plains and the Canadian Shield. Tell students the Interior Plains run north and south, east of the mountain ranges. The southern part of the region is mostly grasslands. Lakes and forests cover the northern area. Near the Arctic Ocean, the forests give way to tundra, which is covered with snow for more than half of the year.

The Canadian Shield region is made up of ancient rock that curves around the Hudson Bay. It actually covers about half of Canada. The southern part of the shield is thick with forests, and the northern part is tundra.

Share more facts about the country. Tell them Canada is the second-largest country in the world in area. Only Russia covers more land. Canada is slightly larger than the United States.

Also talk about the relative location of Canada within the continent of North America. Students will notice that Alaska actually borders Canada. Also, talk about how the large island of Greenland shares Baffin Bay with Canada, but that it actually belongs to the country of Denmark.

Introducing Vocabulary

Canadian Shield U-shaped region of ancient rock that curves around the Hudson Bay; southern part of shield is thick with forests; northern part is tundra

channel a body of water joining two larger bodies of water

elevation height above sea level

landform natural land feature on Earth's surface, such as mountain or hill

mountain range a chain of mountains

physical features natural landforms and waterways on Earth's surface

physical map a map that shows natural landforms and water on Earth's surface

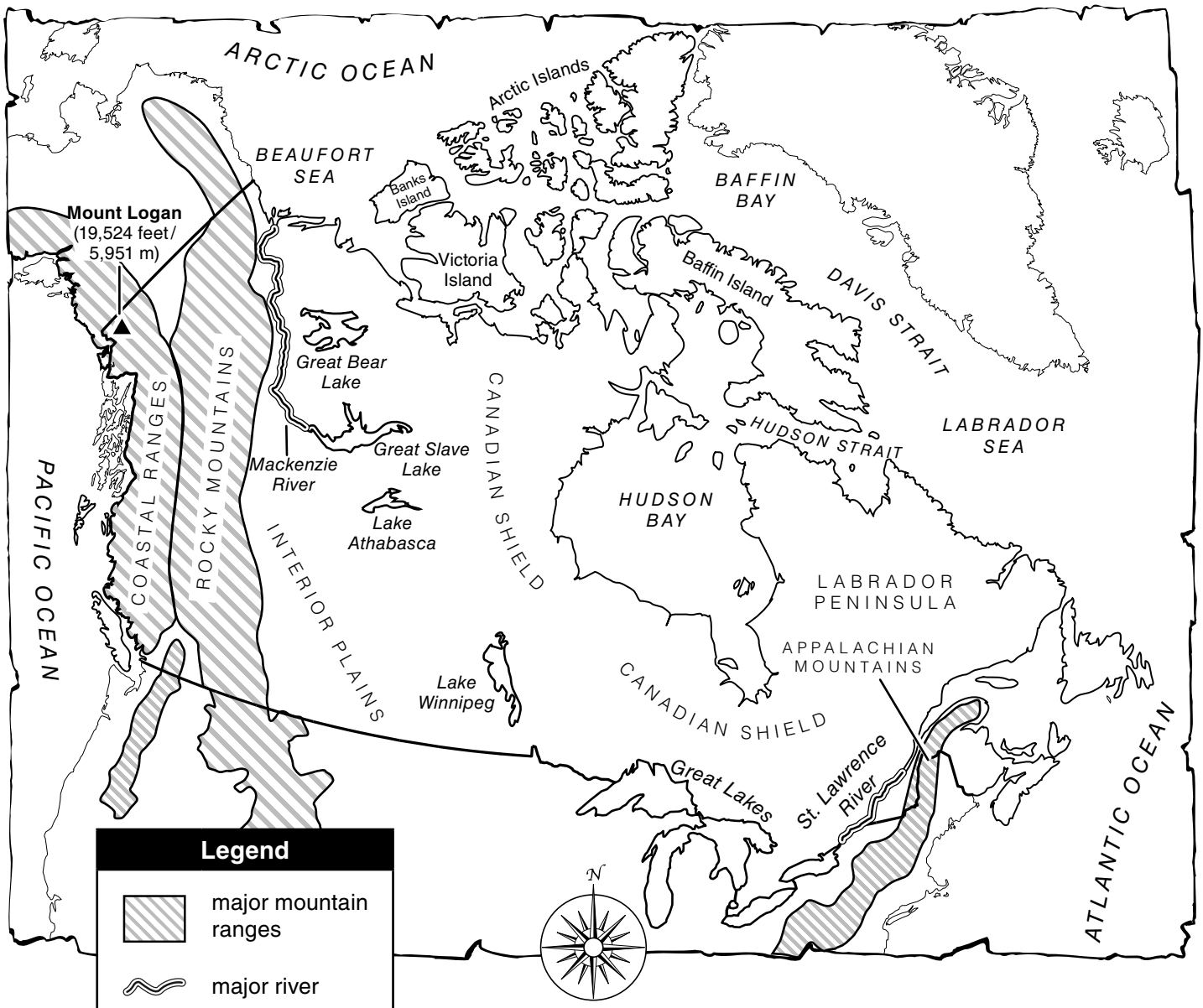
plains a broad area of flat, open land

shield a land region formed by ancient rock

strait a narrow channel connecting two bodies of water

tundra an arctic plain that remains frozen except for the ground just at the surface. Mosses and small shrubs are the only kinds of plants that grow there.

A Physical Map: Canada



The Canadian Shield and the Interior Plains are the largest land regions of Canada. The southern part of the Canadian Shield is thick with forests, and the northern part is tundra. The southern part of the Interior Plains is mostly grasslands, and the northern part is tundra. The tundra is an arctic plain that remains frozen except for the ground just at the surface. Mosses and small shrubs are the only kinds of plants that grow there.

Name _____

A Physical Map: Canada

Monday

1. Name the oceans that border Canada.

   _____

   _____

2. Which two large bays are labeled on the map of Canada?

   _____

Tuesday

1. Which lakes and river share a border with Canada and the U.S.?

   _____

   _____

2. Which part of Canada is very mountainous? Name the mountain ranges.

   _____

   _____

Wednesday

1. What is the name of the highest peak in Canada, and what is its elevation?

   _____

2. The Mackenzie River flows from which body of water into which other body of water?

   _____

   _____

Name _____

A Physical Map: Canada

Thursday

1. If a person sails from the Arctic Ocean to the Labrador Peninsula, which bodies of water does he or she cross?

_____

_____

2. What is a strait? Name two straits that are labeled on the map.

_____

_____

_____

Friday

1. The Canadian Shield was formed by ancient rock. This region curves around which body of water?

_____

2. Arctic plains, called tundra, cover the northern parts of which two land regions?

_____

_____

Challenge

Label the following places on the map: Alaska, Greenland, and the United States. Also, label each of the names of the Great Lakes. Use a reference physical map to help you.

WEEK 17

Daily Geography

ANSWER KEY

Monday
1. deserts, mountains, plateau, and plain
2. Peninsula of Lower California and the Yucatán Peninsula

Tuesday
1. Sierra Madre Oriental
2. Sierra Madre Occidental

Wednesday
1. Gulf of Mexico
2. Chihuahuan Desert

Thursday
1. Central America and the United States
2. deserts and plains

Friday
1. Peninsula of Lower California
2. Pico de Orizaba; 18,410 feet (5,610 m)

Challenge
From left to right, students should label California, Arizona, New Mexico, and Texas; Guatemala and Belize

A Physical Map: Mexico

Introducing the Map

Share with students the definition of a physical map. Show students the physical map of Mexico. Students will notice that Mexico's land regions are varied. Discuss the mountain ranges that make up the country. Tell students the Sierra Madre is the name of three mountain ranges. The name *Sierra Madre* means "mother range" in Spanish. Share with students that two-thirds of Mexico is made up of mountains and plateaus.

Point out the two deserts that are also part of Mexico—the Chihuahuan and Sonoran Deserts. Share with students that along the gulf coastal plains and on the Yucatán Peninsula, there are even tropical rainforests.

Waterways dominate Mexico as well. Students should notice three important gulfs, one bay, oceans, and a major river. Tell students that the Gulf of Mexico is on the Atlantic Ocean side and the other two are on the Pacific Ocean side. Be sure to review the other vocabulary words that are used on the map of Mexico.

Also, point out the relative location of Mexico. Talk about the international borders of Mexico. The United States is to the north and Central America with its six countries borders the south.

Introducing Vocabulary

desert a dry area with little or no rainfall

elevation height above sea level

gulf a large area of ocean that is partly surrounded by land

landform natural land feature on Earth's surface, such as mountain or hill

mountain range a chain of mountains

peninsula land that is surrounded by water on three sides

physical features natural landforms and waterways on Earth's surface

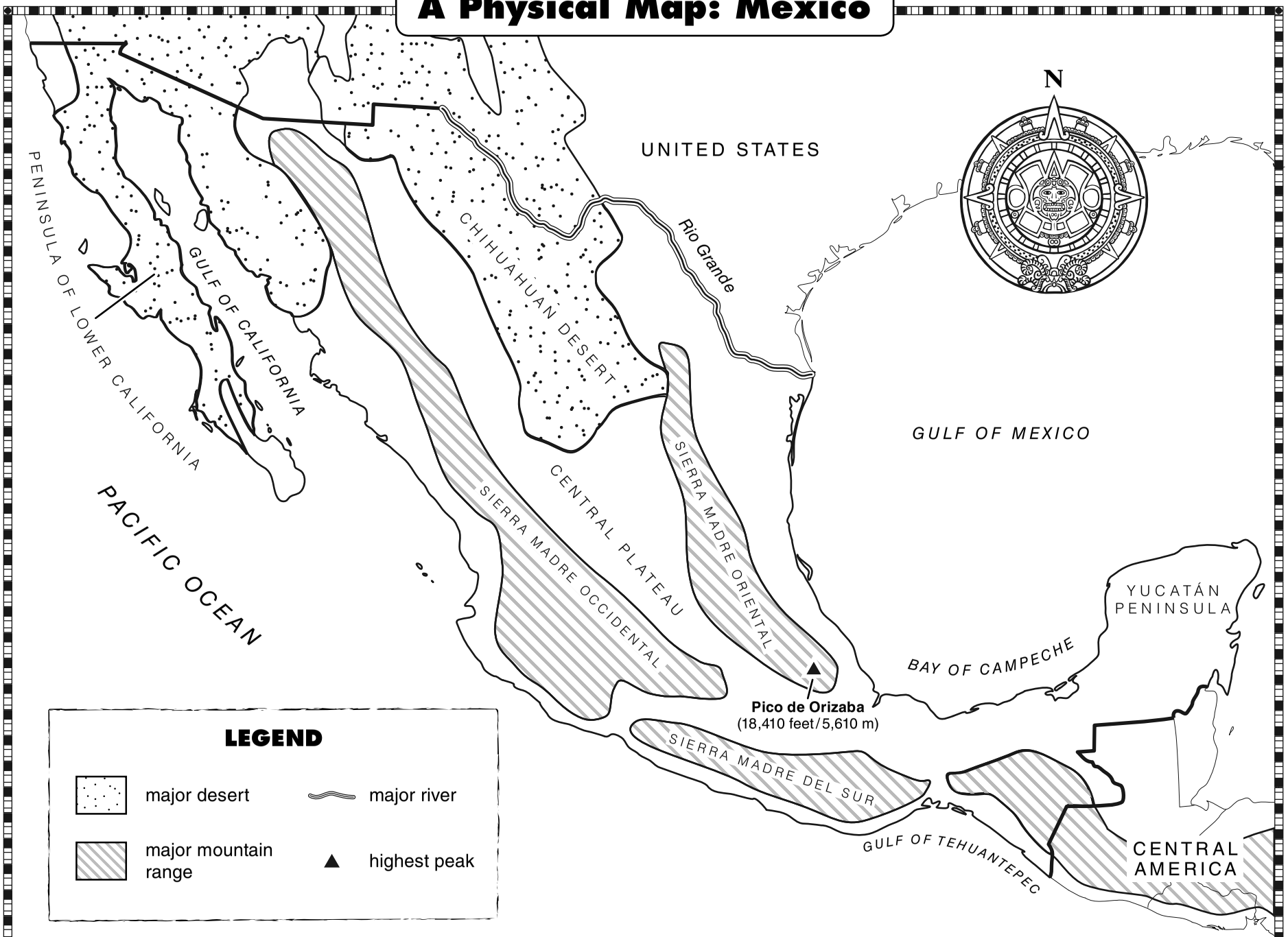
physical map a map that shows natural landforms and water on Earth's surface

plateau an area of high, flat land

rainforest a dense, tropical forest where a lot of rain falls

Rio Spanish for river

A Physical Map: Mexico



Name _____

A Physical Map: Mexico

Monday

1. Name four kinds of physical features that are included on the map of Mexico.

   _____

   _____

2. Name two large peninsulas in Mexico.

   _____

   _____

Tuesday

1. Which mountain range is located east of the Central Plateau?

   _____

2. Which mountain range covers the most area in Mexico?

   _____

Wednesday

1. Name the large gulf that borders Mexico and the United States.

   _____

2. Which desert borders Mexico and the United States on the Rio Grande?

   _____

Name _____

Daily Geography

WEEK 17

A Physical Map: Mexico

Thursday

1. Name the labeled international borders of Mexico.

   _____

2. Mountains and plateaus cover two-thirds of Mexico. Which landforms cover the rest of the country?

   _____

Friday

1. Rainforests cover parts of the Yucatán Peninsula. Which peninsula is covered by a much drier landscape?

   _____

2. What is the highest peak in Mexico and what is its elevation?

   _____

Challenge

On the map, label the following borders in the correct positions. On the United States border, label Arizona, California, New Mexico, and Texas. In Central America, label the countries of Belize and Guatemala. Use a reference map or atlas to help you.

WEEK 18

Daily Geography

ANSWER KEY

Monday
1. Andes Mountains
2. 6; Amazon River

Tuesday
1. Mount Aconcagua; 22,831 feet (6,959 m)
2. Atlantic, Southern, and Pacific Oceans, Caribbean Sea

Wednesday
1. desert
2. Llanos and Pampas

Thursday
1. archipelago
2. west of the South American continent in the Pacific Ocean

Friday
1. through the Strait of Magellan into the Pacific Ocean; or around Cape Horn into the Pacific Ocean
2. a hardwood scrub forest area; central South America between the Andes and Brazilian Highlands

Challenge
Students should shade in much of northern South America, including the areas around the Amazon Basin, and around the Amazon, Madeira, and Tapajós Rivers.

A Physical Map: South America

Introducing the Map

Share with students the definition of a physical map. Have students name a few typical landforms and waterways that are shown on a physical map.

Show students the physical map of South America. Discuss the different landforms and waterways shown on the map. Tell students that only major physical features are shown. Students may be unfamiliar with the terms *basin, cape,* and *strait,* so define those terms for them. There are also Spanish terms for the different land areas that make up the large region called the Central Plains. The Llanos and the Pampas are areas that are made up of rolling grasslands. The Gran Chaco area is made up of scrub forests. Tierra del Fuego is a group of islands at the tip of South America. Be sure to also define the word *Patagonia* for students. Patagonia is a dry, grassy region in South America.

As students look at the physical map of South America, share interesting facts about the continent.

- Angel Falls in Venezuela has a longer drop than any other waterfall in the world.
- The Amazon River is the second longest river in the world.
- The Andes Mountains are the world's longest mountain range.
- The Atacama Desert is one of the driest places in the world.
- The Galápagos Islands belong to Ecuador. They are home to huge sea turtles and other unusual animals.
- The world's largest rainforest grows in the Amazon River Basin.

Also, have students look at the inset map of the world to understand the relative location of South America.

Introducing Vocabulary

archipelago a group of islands

basin land drained by a river

cape a point of land that extends into a sea or ocean

elevation height above sea level

mountain range a chain of mountains

physical features natural landforms and waterways on Earth's surface

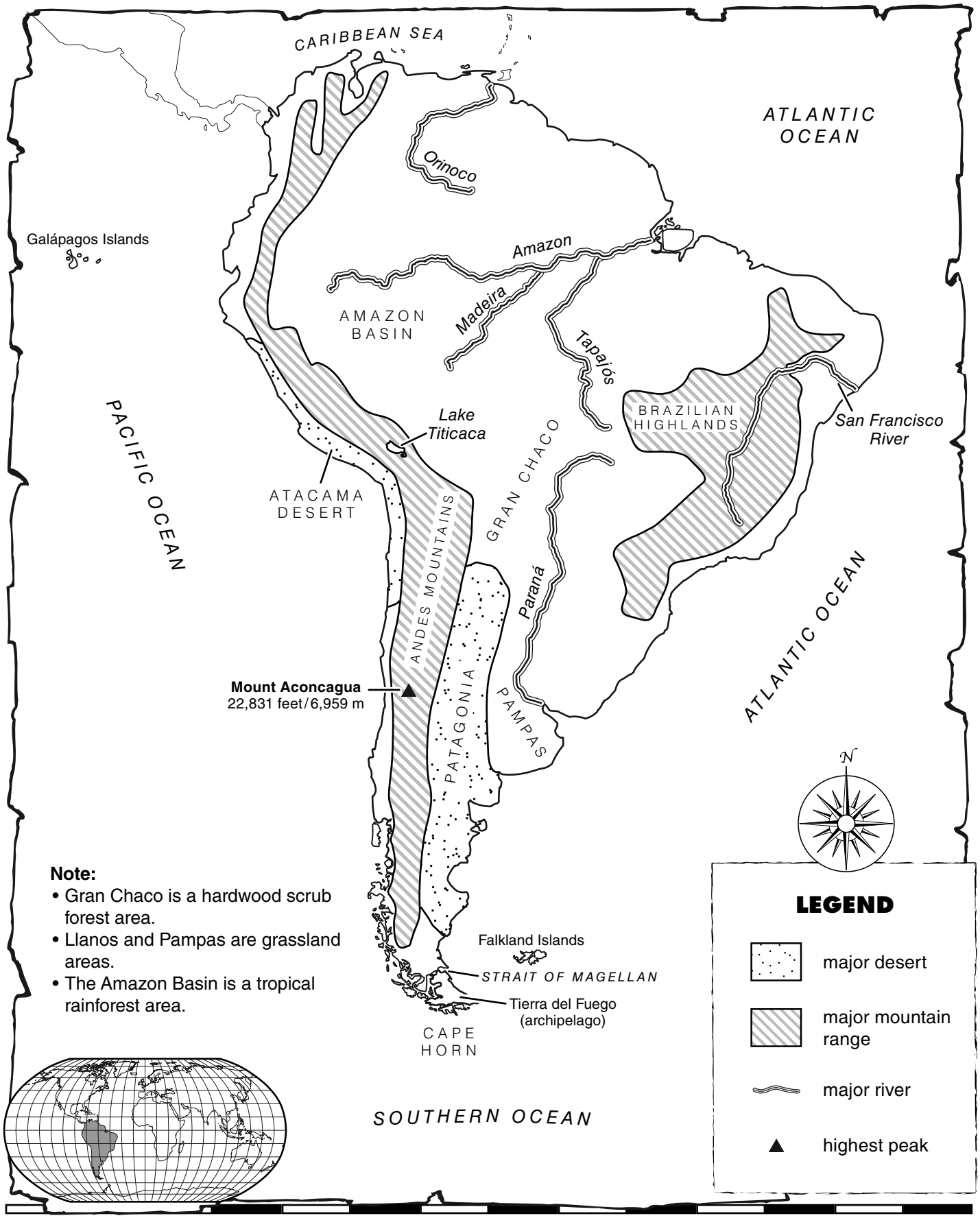
physical map a map that shows natural landforms and water on Earth's surface

rainforest a dense, tropical forest where a lot of rain falls

sea a body of salt water that is part of an ocean, yet is partially enclosed by land

strait a narrow channel connecting two bodies of water

A Physical Map: South America



Note:

- Gran Chaco is a hardwood scrub forest area.
- Llanos and Pampas are grassland areas.
- The Amazon Basin is a tropical rainforest area.

Name _____

A Physical Map: South America

Monday

1. What is the name of the long mountain range in South America?

   _____

2. How many rivers are labeled on the map? Which river is the longest?

   _____

Tuesday

1. What is the name of the highest mountain? What is its elevation?

   _____

2. Which oceans and sea border the continent of South America?

   _____

   _____

Wednesday

1. Is Patagonia a desert, a grassland, or rainforest area?

   _____

2. Which two labeled areas are covered with grasslands?

   _____

Name _____

Daily Geography

WEEK 18

A Physical Map: South America

Thursday

1. Tierra del Fuego is a group of islands in South America. What is another name for a group of islands?

   _____

2. Where are the Galápagos Islands located?

   _____

Friday

1. If a person sailed from the Falkland Islands to the Galápagos Islands, which two ways could he or she travel?

   _____

   _____

   _____

2. What is the Gran Chaco? Where is it located in South America?

   _____

   _____

Challenge

The Amazon Rainforest covers almost two million square miles (5.2 mil. sq. km) in the Amazon River Basin. About two-thirds of the rainforest lies in Brazil. The rainforest also lies in parts of Bolivia, Peru, Ecuador, Colombia, and Venezuela.

Shade in the Amazon Rainforest area on the map of South America. Use a reference physical map or other resource to help you.

ANSWER KEY

Note: Not all questions can be answered with information from the map. Students will have to use their mental map skills to locate places on the map.

Monday

1. 6; yes
2. Pacific region; They border the Pacific Ocean.

Tuesday

1. North-Central, Northeast, Southeast, Southwest
2. Rocky Mountain region

Wednesday

1. Northeast, Southeast; Texas borders the Gulf of Mexico, which is part of the Atlantic Ocean, so technically the Southwest could be included.
2. North-Central and Northeast regions and the countries of Canada and the United States

Thursday

1. 6; Any three of the following: Colorado, Idaho, Montana, Nevada, Utah, and Wyoming
2. Rocky Mountain region

Friday

1. Arizona, California, New Mexico, and Texas
2. Southeast, North-Central, Northeast, Rocky Mountain, Pacific, Southwest

Challenge

See above for the names of the regions and states.

Regions of the United States

Introducing the Map

Share with students that the United States is often divided into areas or regions. Each region has its own distinctive features. Similar physical features, climate, economy, traditions, and history define regions.

Show students the map of the United States. Look at the legend and identify the six regions. Then look at the Pacific region on the map. Ask students why Alaska, California, Hawaii, Oregon, and Washington are called the Pacific region. Students should recognize that all the states border the geographic feature of the Pacific Ocean. The Rocky Mountain region is also identified by its geographic features.

Look at other regions and discuss why they are called the Southwest, North-Central, Southeast, and Northeast. The students should conclude that those regions are generally based on directional locations.

You may want to further your discussion of regions to tell students that they will encounter other sources that name the regions differently. For example, in some sources the Northeast is divided into two smaller regions—New England and the Mid-Atlantic States.

This is also a good time for students to use their mental map skills since the states are not labeled, or you may choose to give students the U.S. map on page 111 as a reference. Here is a list of the states that belong to each region:

Pacific region (5 states)
Alaska, California, Hawaii, Oregon, Washington

Rocky Mountain region (6 states)
Colorado, Idaho, Montana, Nevada, Utah, Wyoming

Southwest region (4 states)
Arizona, New Mexico, Oklahoma, Texas

North-Central region (12 states)
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

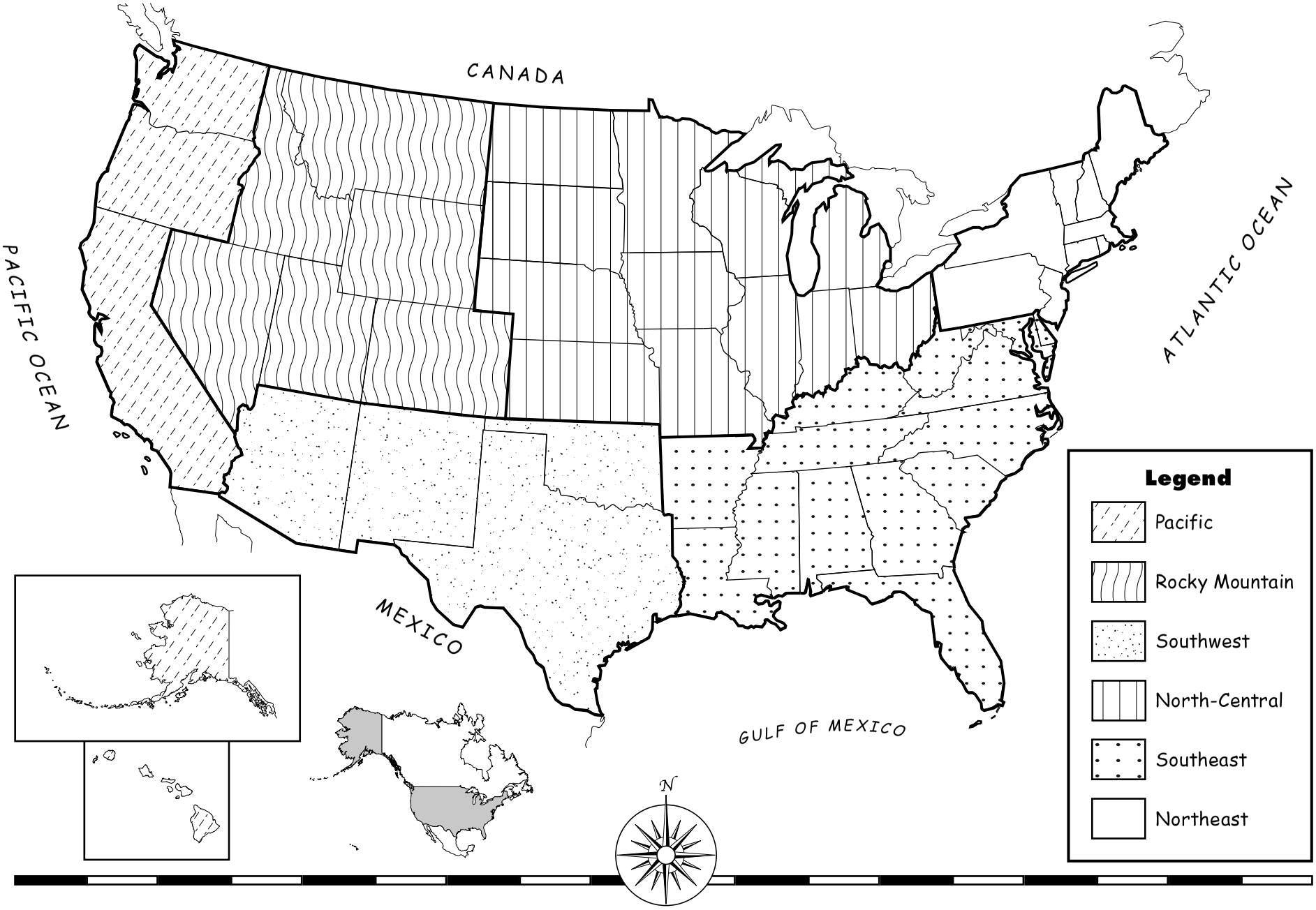
Southeast region (14 states)
Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Northeast region (9 states)
Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

Introducing Vocabulary

region area of land or water with certain characteristics that make it different from other areas

Regions of the United States



Name _____

Regions of the United States

Monday

1. The United States is divided into how many regions? Are all 50 states represented in these regions?

   _____

2. Alaska and Hawaii are part of which region? Why are they part of this region?

   _____

   _____

Tuesday

1. Which regions are named for the directional locations?

   _____

   _____

2. Which region is named for a major landform?

   _____

Wednesday

1. Which regions border the Atlantic Ocean?

   _____

2. The Great Lakes border two regions and two countries. Name them.

   _____

   _____

Name _____

Regions of the United States

Thursday

1. How many states make up the Rocky Mountain region? Name at least three states in this region.

_____

_____

2. Sometimes Arizona and New Mexico are grouped with another region. In which other region could they belong?

_____

Friday

1. If a region were named the Mexican Border region, which states would be included?

_____

_____

2. Rank the six regions from largest to smallest based on the number of states in each region.

_____

_____

_____

Challenge

Make a chart listing the six regions. Under each region, list the states that belong to that region. Attach the chart to the back of the map. Use a United States political map as a reference to help you name the states. Remember to make sure you include all 50!

WEEK 20

Daily Geography

ANSWER KEY

Monday

1. 13
2. Northwest, Nunavut and Yukon Territories

Tuesday

1. New Brunswick, Newfoundland and Labrador, Nova Scotia, Prince Edward Island, and Québec
2. Ontario

Wednesday

1. Nunavut; Arctic and Atlantic Oceans
2. Québec and Prince Edward Island

Thursday

1. Yukon Territory and British Columbia
2. 7

Friday

1. Ottawa; Ontario
2. The border of British Columbia is darker and the northwestern islands are lighter, like the state of Alaska.

Challenge

1. e
2. m
3. f
4. j
5. b
6. i
7. g
8. h
9. k
10. d
11. c
12. l
13. a

Regions of Canada

Introducing the Map

Share with students the definition of a region. Tell students that each region has its own distinctive features.

Show students the political map of Canada. Instead of groups of states like the United States, Canada is divided into regions called provinces. Point out the provinces of Canada: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Québec, and Saskatchewan. Share with students that each province has a capital, and there is also a national capital of Canada, just like the United States.

Canada also has three territories to the north of the provinces. The territories are much like places that belong to the United States, but are not states, such as Puerto Rico or the U.S. Virgin Islands. The territories are the Northwest Territories, Nunavut, and the Yukon Territory. They also have capital cities. Share with students that the territories make up more than a third of the land area. Because of the remote locations and severe climate of the territories, however, few of the country's people live there. The territories have rich mineral deposits, so mining is a chief economic activity.

Introducing Vocabulary

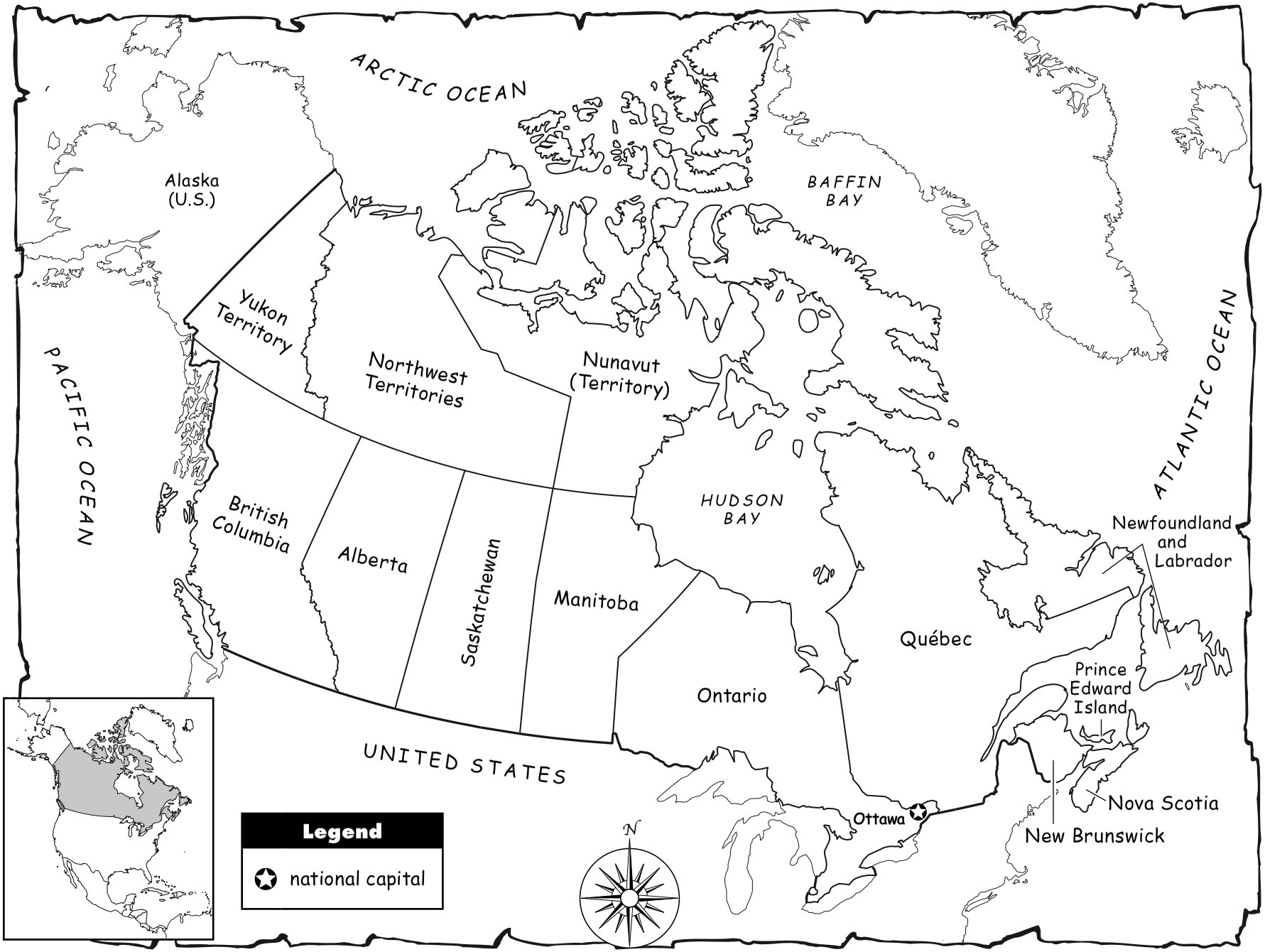
province one of the main administrative divisions of a country

region area of land or water with certain characteristics that make it different from other areas

territory a region of a country not admitted as a state or province but having its own legislature and governor

Name _____

Regions of Canada



Name _____

Regions of Canada

Monday

1. How many provinces and territories make up Canada?

   _____

2. Name the three territories of Canada.

   _____

   _____

Tuesday

1. Name the provinces that border the Atlantic Ocean.

   _____

   _____

2. Which province(s) share the Great Lakes as a border with the U.S.?

   _____

Wednesday

1. Which territory has the most islands? The islands are located in which oceans?

   _____

   _____

2. Name the largest province and smallest province in terms of land area.

   _____

   _____

Name _____

Daily Geography

WEEK 20

Regions of Canada

Thursday

1. Which territory and which province border the state of Alaska?

   _____

2. How many provinces border the U.S.?

   _____

Friday

1. What is Canada's national capital? It is located on the border of which province?

   _____

2. The islands off the northwestern coast of British Columbia belong to the state of Alaska. How is that shown on the map?

   _____

Challenge

Match the following capitals with the correct provinces and territories. Then cut out the quiz and attach it to the back of the map. Use a political map of Canada for help. The first one has been done for you.

Provinces and Territories

_____ **1.** Alberta
__e__ **2.** British Columbia
_____ **3.** Manitoba
_____ **4.** New Brunswick
_____ **5.** Newfoundland and Labrador
_____ **6.** Northwest Territories
_____ **7.** Nova Scotia
_____ **8.** Nunavut
_____ **9.** Ontario
_____ **10.** Prince Edward Island
_____ **11.** Québec
_____ **12.** Saskatchewan
_____ **13.** Yukon Territory

Capitals

a. Whitehorse
b. St. John's
c. Québec
d. Charlottetown
e. Edmonton
f. Winnipeg
g. Halifax
h. Iqaluit
i. Yellowknife
j. Fredericton
k. Toronto
l. Regina
m. Victoria

WEEK 21

ANSWER KEY

Monday

1. 7; Any two of the following: Belize, Costa Rica, Guatemala, Honduras, El Salvador, Nicaragua, and Panama
2. North America

Tuesday

1. South America
2. Caribbean Sea and Pacific Ocean

Wednesday

1. Mexico
2. Colombia

Thursday

1. Belize
2. isthmus

Friday

1. El Salvador
2. Panama; Costa Rica, Colombia, Pacific Ocean, and the Caribbean Sea

Challenge

The Panama Canal runs across the center of the country of Panama, just above Panama City.

The Region of Central America

Introducing the Map

Share with students the definition of a region. Explain that a group of countries can be part of a region. Ask students to name the geographic region that bridges the southern end of North America to South America. The answer is the region of Central America.

Show students the map of Central America. Students should notice that the geographic location of this region gives it its name. However, explain to students that Central America is considered part of the North American continent. Besides its geographic location, Central America is linked to North America in other ways.

- The countries of Central America form a long isthmus that connects southern North America to South America. The Isthmus of Panama is a narrow strip of land that separates the Atlantic and Pacific Oceans in Panama.
- The physical features of the region include many inland, rugged mountains. Many of the mountains are active volcanoes. Devastating earthquakes, volcanic eruptions, and hurricanes strike this region.
- Spanish is the official language of all the Central American countries, except Belize. In Belize, English is the official language.
- Most of the people of Central America live in the highlands, where they live on small farms.
- Central America has large plantations that produce about 10 percent of the world's coffee and about 10 percent of the world's bananas.
- The Maya Indians were the dominant culture from about 400 B.C. to about A.D. 900. Today, descendants of the Maya live in the mountains of Central America.

All these factors help to group the countries into a region.

Introducing Vocabulary

Central America a region of seven countries between Mexico and South America

isthmus narrow strip of land having water on each side and connecting two larger bodies of land

region area of land or water with certain characteristics that make it different from other areas

sea a body of salt water that is part of an ocean, yet is partially enclosed by land

The Region of Central America

The countries of Central America form a long isthmus between the rest of North America and the continent of South America.

Name _____

The Region of Central America

Monday

1. How many countries make up the region of Central America? Name two of them.

   _____

   _____

2. Is Central America part of the continent of North America or South America?

   _____

Tuesday

1. Central America connects the southern part of North America to which continent?

   _____

2. Which waterways border Central America?

   _____

   _____

Wednesday

1. Which country borders Central America to the north?

   _____

2. Which South American country borders Central America to the south?

   _____

Name _____

The Region of Central America

Thursday

1. Name the country whose capital is closest to Mexico.

   _____

2. Central America is a narrow bridge of land. What is another name for this kind of landform?

   _____

Friday

1. Which country does not border the Caribbean Sea?

   _____

2. Which narrow country curves from the west to the east? Name its borders.

   _____

   _____

   _____

Challenge

The Panama Canal is a waterway that cuts across the Isthmus of Panama. It links the Atlantic Ocean and the Pacific Ocean. The canal helps ships travel between Atlantic and Pacific ports without sailing around South America.

On the map, label the Panama Canal. Use an atlas or other resource to help you with its location.

WEEK 22

Daily Geography

ANSWER KEY

Monday
1. England, Northern Ireland, Scotland, and Wales
2. Europe

Tuesday
1. Atlantic Ocean and the North Sea
2. London

Wednesday
1. Northern Ireland
2. British Isles

Thursday
1. England, Scotland, and Wales
2. Ireland

Friday
1. English Channel
2. Sweden, Netherlands, Belgium, and France

Challenge
Belfast, Northern Ireland; Edinburgh, Scotland; Cardiff, Wales

Regions of the United Kingdom

Introducing the Map

Share with students the definition of a region. Have students name regions they have studied. Tell students there is a country in the continent of Europe that has political divisions or regions that are sometimes confusing to people. It is called the United Kingdom.

Show students the map of the United Kingdom as you discuss this region. Tell students that there are several names for this country. The nation's official name is the United Kingdom of Great Britain and Northern Ireland. Most people shorten the name to (1) the United Kingdom, (2) the U.K., (3) Great Britain, or (4) Britain.

The United Kingdom lies in northwestern Europe. The United Kingdom covers most of an island group called the British Isles. The British Isles consist of two large islands—Great Britain and Ireland—and thousands of small islands.

Share with students that within the country are four political divisions, or regions. England, Scotland, and Wales make up the island of Great Britain. Northern Ireland is also part of the United Kingdom. Each of the four divisions has its own capital similar to the states and capitals in the country of the United States. The national capital of the United Kingdom is London, which is the largest city in the country. Note: students will label the other capitals on the challenge question.

Please explain to students that even though the country of Ireland is located in the British Isles, it is not part of the United Kingdom.

Introducing Vocabulary

British Isles a group of islands in northwestern Europe

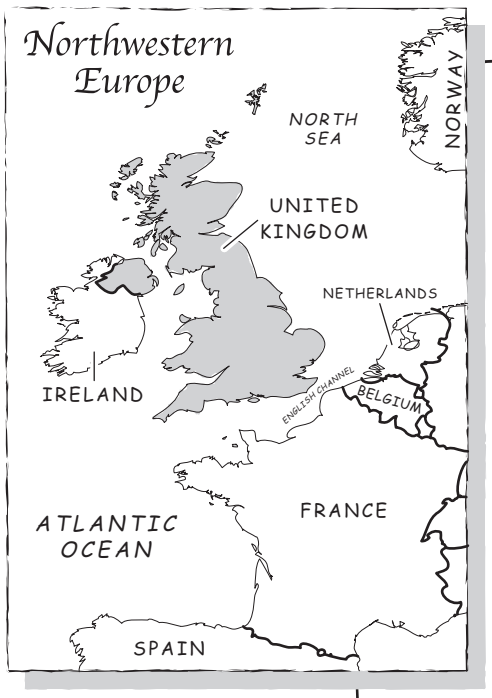
channel a body of water joining two larger bodies of water

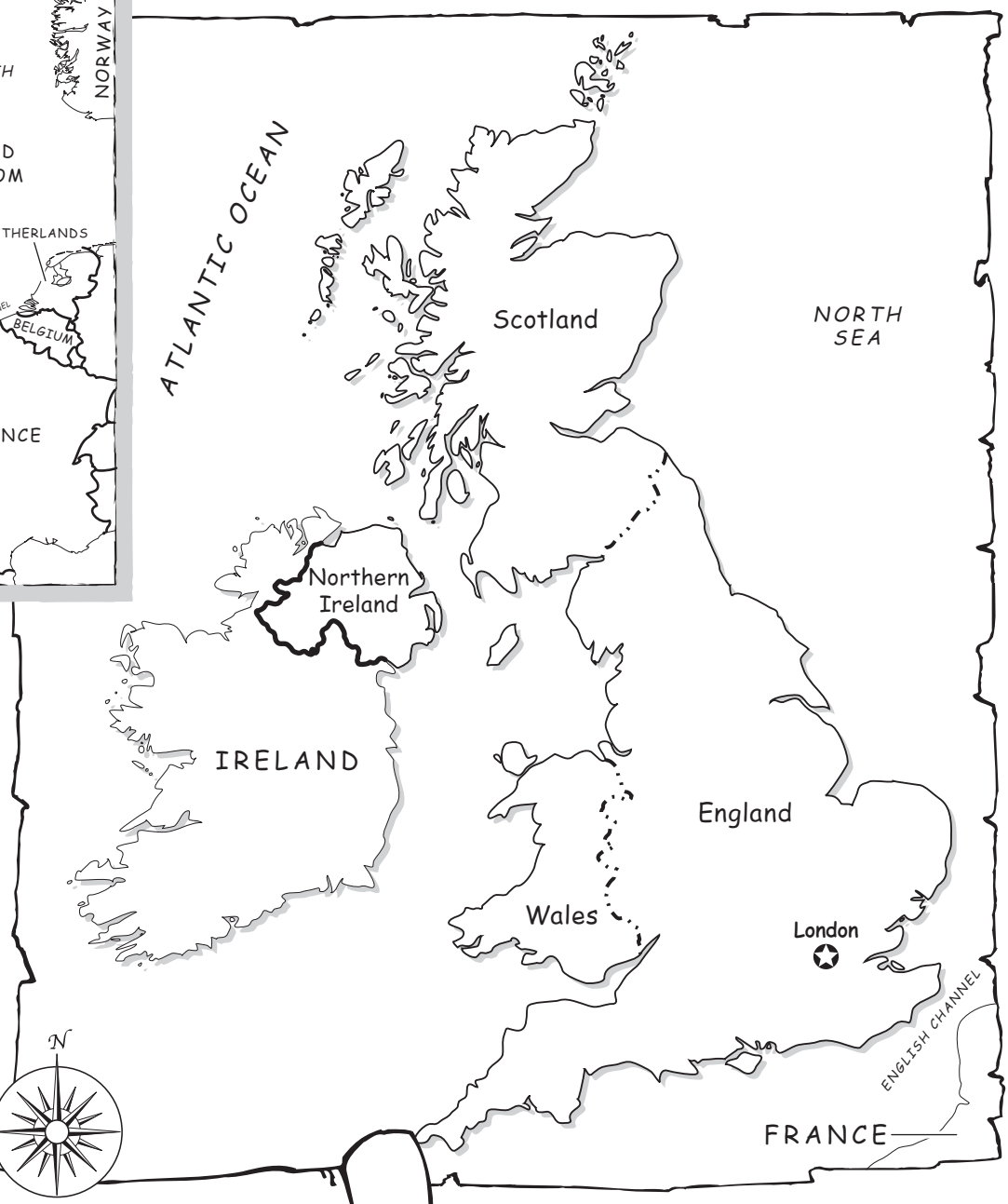
region area of land or water with certain characteristics that make it different from other areas

sea a body of salt water that is part of an ocean, yet is partially enclosed by land

United Kingdom European country consisting of England, Northern Ireland, Scotland, and Wales

Regions of the United Kingdom





The United Kingdom covers most of an island group called the British Isles. The two largest islands are called Great Britain and Ireland. The island of Great Britain includes England, Scotland, and Wales. Northern Ireland is on the northeastern part of the island of Ireland.

Legend

- national capital
- international border
- political division border

Name _____

Regions of the United Kingdom

Monday

1. The country of the United Kingdom is made up of four regions. Name them.

   _____

   _____

2. In which continent does the United Kingdom belong?

   _____

Tuesday

1. The United Kingdom is between which ocean and which sea?

   _____

2. What is the national capital of the United Kingdom?

   _____

Wednesday

1. Which of the four political divisions does not share the same island as the others?

   _____

2. What is the name of the group of islands in which the United Kingdom belongs?

   _____

Name _____

Regions of the United Kingdom

Thursday

1. Which United Kingdom regions make up the island of Great Britain?

   _____

   _____

2. Which independent country shares an island with one of the regions of the United Kingdom?

   _____

Friday

1. If a person sails from southern England to Belgium, which body of water does he or she travel through?

   _____

2. Name four labeled countries that share the North Sea or the English Channel with the United Kingdom.

   _____

   _____

Challenge

London is the national capital of the United Kingdom. It is located in England. Please label on the map the other capitals of the regions of the United Kingdom. Use an atlas or other resource to help you with the names and the locations.

WEEK 23

Daily Geography

ANSWER KEY

Monday
1. District of Columbia
2. Maryland and Virginia

Tuesday
1. White House; section 1
2. in section 16 on the National Mall

Wednesday
1. an oval-shaped, park-like area located between the White House and the Washington Monument
2. National Gallery of Art

Thursday
1. Vietnam Veterans Memorial
2. Library of Congress, Supreme Court, and the U.S. Capitol

Friday
1. Any two of the following: Jefferson, Lincoln Memorials, and the Washington Monument; all were presidents
2. National Air and Space Museum

Challenge
Answers will vary, but students should reference ideas such as: It is the nation's capital; it is home to the national government and its leaders; or that its famous buildings and memorials bring a sense of pride to the country.

A National Symbol:Washington, D.C.

Introducing the Map

Ask students to name the capital of the United States. Students will name Washington, D.C. Explain that Washington covers the area of the District of Columbia, an area of land that is controlled by the federal government. It is the only American city that is not part of a state. Also, share with students that Washington is the headquarters of the country's national government. The president, members of Congress, and thousands of other government employees work there. Further explain that the city is a symbol for the country. It is a cultural landmark that stands for America's unity and democratic traditions.

Show students the map of Washington, D.C. Discuss the location of Washington, D.C. It lies on the Potomac River, between Maryland and Virginia.

The map shows points of interest in west-central Washington. Tell students that there are over 80 important buildings in this area, but the map shows only a sampling of the many popular tourist attractions.

Have students locate the White House on the map. Tell them that the president has the most famous address in the United States—1600 Pennsylvania Avenue. Locate other buildings on the map with the students.

Introducing Vocabulary

capital a city in a country or state where the government is based

Capitol the building in Washington, D.C., occupied by the Congress of the U.S.

cultural landmark a place selected and pointed out as important to a group of people

District of Columbia (D.C.) an area of land controlled by the federal government

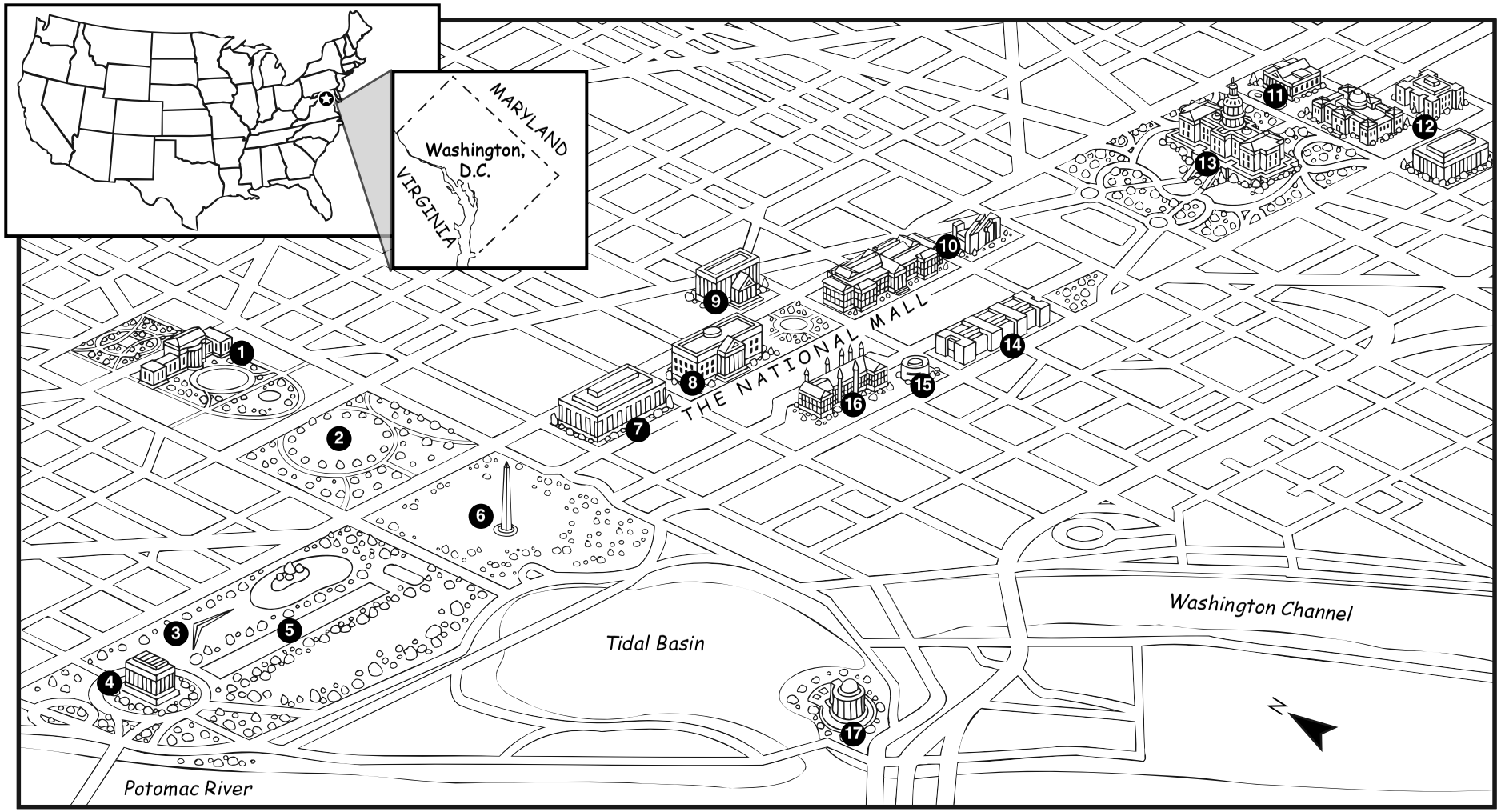
ellipse oval-shaped, park-like area

mall a shaded public walk; park-like area

memorial something built to honor a person or an event such as a monument or a statue

Name

A National Symbol: Washington, D.C.



1. White House
2. The Ellipse
3. Vietnam Veterans Memorial
4. Lincoln Memorial
5. Reflecting Pool
6. Washington Monument
7. National Museum of American History
8. National Museum of Natural History
9. National Archives
10. National Gallery of Art
11. Supreme Court
12. Library of Congress
13. U.S. Capitol
14. National Air and Space Museum
15. Hirshhorn Museum
16. Smithsonian Institution
17. Jefferson Memorial

Name _____

A National Symbol: Washington, D.C.

Monday

1. Washington, D.C., is the national capital of the United States. What do the initials *D.C.* stand for?

   _____

2. Washington, D.C., is located between which two states?

   _____

Tuesday

1. The president of the U.S. lives and works in which building? In which labeled section of the map is this building?

   _____

2. The Smithsonian Institution is the headquarters for many museums. Where on the map is it located?

   _____

   _____

Wednesday

1. What is the Ellipse and which two buildings border this area?

   _____

2. The Hirshhorn Museum is an art gallery. Which other labeled art museum is located on the National Mall?

   _____

Name _____

A National Symbol: Washington, D.C.

Thursday

1. Which labeled memorial honors war veterans?

   _____

2. Capitol Hill rises 88 feet (27 m). Which three important labeled government buildings stand on the hill?

   _____

   _____

Friday

1. Name two labeled memorials that honor a famous person. Why are these people being honored?

   _____

   _____

   _____

2. Which of the Smithsonian museums would exhibit famous historic flights?

   _____

   _____

Challenge

Washington, D.C., is called a symbol for the country. Why? Write your answer on the back of the map.

WEEK 24

Daily Geography

ANSWER KEY

Monday
1. Wyoming, Idaho, and Montana; Wyoming
2. 5; West Entrance

Tuesday
1. Yellowstone River
2. Heart Lake, Lewis Lake, Shoshone Lake, and Yellowstone Lake; Yellowstone Lake

Wednesday
1. Mammoth Hot Springs
2. Norris Geyser Basin and the Grand Canyon of the Yellowstone

Thursday
1. Eagle Peak; 11,358 feet (3,462 m)
2. Old Faithful; about every 90 minutes

Friday
1. Norris Geyser Basin; more than 400°F (200°C)
2. Yellowstone River at the Grand Canyon of the Yellowstone

Challenge
Answers will vary. An example for a paragraph might read: Yellowstone National Park is a national treasure. People from all over the world enjoy its natural beauty. It is a source of pride for all Americans. It is important to help save the park because it belongs to everyone.

A Cultural Landmark: Yellowstone National Park

Introducing the Map

Tell students that places, buildings, structures, and statues have come to represent or symbolize a region. Give students the example of Washington, D.C. When people think of the nation's capital, famous buildings such as the White House, Washington Memorial, or the Lincoln Memorial come to mind. Ask students to name some other cultural symbols in the United States. They may come up with such symbols as the Statue of Liberty, Mount Rushmore, or the Gateway Arch in St. Louis.

Share with students that cultural landmarks can also include places such as national parks. National parks serve important purposes such as appreciation of nature, recreational use, tourism, education, and the preservation of cultural and historical heritage.

Show students the map of Yellowstone National Park. Students will notice that Yellowstone covers the northwest corner of Wyoming and spreads into Idaho and Montana. Share with students the following facts about the park: Yellowstone is the oldest national park in the world. It was established in 1872. The park was named for the yellow rocks that lie along the Yellowstone River, which is north of the park. The park covers 2,200,000 acres (898,000 ha). The park is one of the world's largest wildlife refuges. Bears, elk, and bison roam freely. For these reasons and others, Yellowstone is considered one of America's national treasures, and the preservation of this park is very important.

Then read the other fun facts about some of the points of interest in the park on the map page. Please note that not all points of interest have been included.

Introducing Vocabulary

basin land drained by a river

canyon a deep, narrow river valley with steep sides

cultural landmark a place selected and pointed out as important to a group of people

elevation height of the land above sea level

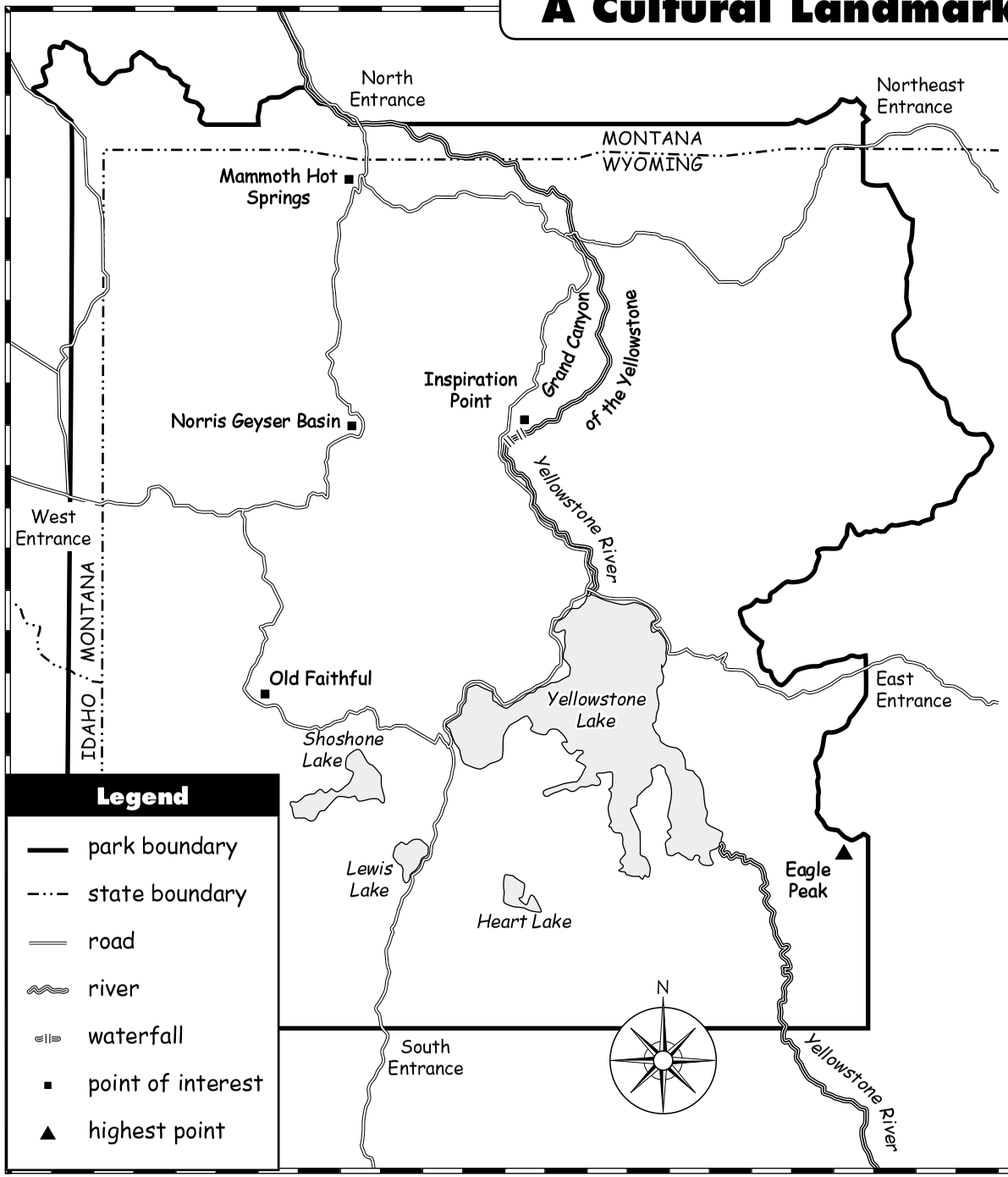
geyser a hot spring that intermittently shoots up a jet of hot water or steam into the air

hot spring a spring of water that is hotter than the temperature of the human body (98.6°F)

national park an area set aside by a nation's government to protect natural beauty, wildlife, or other remarkable features

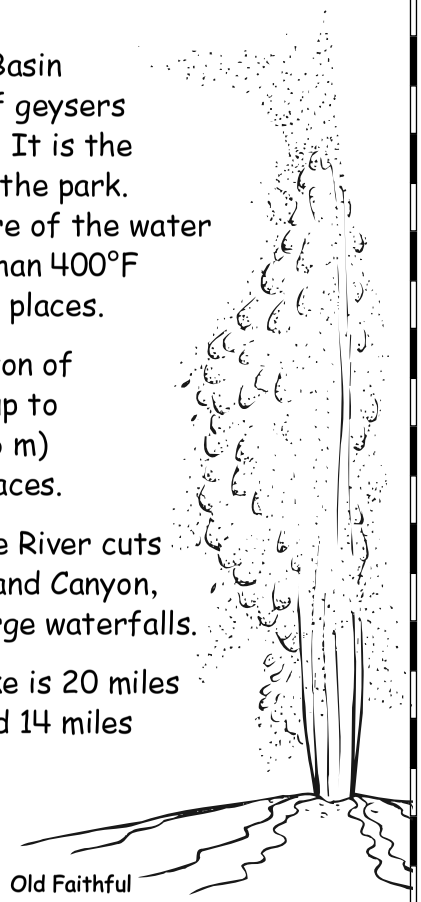
Name

A Cultural Landmark



Yellowstone National Park

- Eagle Peak, at 11,358 feet (3,462 m) is the highest point in the park.
- The park has more than 200 active geysers.
- The most famous geyser is Old Faithful, which erupts about every 90 minutes.
- Norris Geyser Basin has hundreds of geysers and hot springs. It is the hottest area in the park. The temperature of the water reaches more than 400°F (200°C) in some places.
- The Grand Canyon of Yellowstone is up to 1,200 feet (366 m) deep in some places.
- The Yellowstone River cuts through the Grand Canyon, creating two large waterfalls.
- Yellowstone Lake is 20 miles (32 km) long and 14 miles (23 km) wide.



Name _____

Daily Geography

WEEK 24

A Cultural Landmark: Yellowstone National Park

Monday

1. Yellowstone National Park is located in which three states? The park is mostly in which one of these states?

   _____

2. How many entrances are there to the park? Which entrance is closest to Old Faithful?

   _____

Tuesday

1. Which labeled river flows through the national park?

   _____

2. Name the labeled lakes in Yellowstone National Park. Which lake is the largest?

   _____

   _____

   _____

Wednesday

1. Which point of interest is closest to the North Entrance to the park?

   _____

2. Inspiration Point is located due east of which labeled feature?

   _____

Name _____

A Cultural Landmark: Yellowstone National Park

Thursday

1. What is the name and elevation of the highest point in Yellowstone National Park?

   _____

2. What is the most famous geyser in the park? How often does it erupt?

   _____

Friday

1. Where is the hottest area in the national park? How hot can the water reach in this area?

   _____

   _____

2. Where are the two large waterfalls located?

   _____

   _____

Challenge

Yellowstone National Park is considered a national symbol, a cultural landmark, and a national treasure. On the back of the map, write a paragraph telling people why Yellowstone National Park should be preserved and protected.

WEEK 25

Daily Geography

ANSWER KEY

Note: Not all questions can be answered with information from the map. Students will have to use their mental map skills to locate places on the map.

Monday

1. 10
2. tropical and tundra

Tuesday

1. Florida and Hawaii; Florida's southern tip is in the tropical zone, and all of the Hawaiian Islands are in the tropical zone.
2. subarctic and tundra climate zones

Wednesday

1. continental moist; Three of the following: Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, New York, and Wisconsin
2. humid subtropical

Thursday

1. California; Desert, Highland, Marine, Mediterranean, and Semiarid
2. desert; Three of the following: Arizona, California, New Mexico, Nevada, Texas, Utah

Friday

1. marine; Two of the following: Alaska, California, Oregon, and Washington
2. California

Challenge

Answers will vary.

Climate Zones of the United States

Introducing the Map

Ask students to describe the weather today in their area. Words such as *sunny* and *warm*, or *cool* and *rainy* probably will be mentioned. Explain that *weather* is the day-to-day change in the atmosphere around them. Tell them that the three most important elements that make up weather are precipitation, temperature, and wind.

Then discuss the climate in their area. Explain that *climate* is the usual weather in an area over a long period of time. Some words that describe climates are *arctic, temperate,* and *tropical*.

Show students the map of the climate zones. Have students find their state on the map. Then look at the legend to find the climate that is typical in their area of the United States. There may be more than one zone in their area. Go over the map legend carefully so students understand the different climate zones of the country.

Explain to students the phrase "temperatures and precipitation vary with altitude." Altitude is the height above sea level. Unpredictable and extreme weather patterns happen at very low altitudes (deserts) and at very high altitudes (mountains). Define other words that may be unfamiliar to the students such as *arid, humid, latitude,* and *moderate,* as well as the vocabulary list given below.

Introducing Vocabulary

arctic climate a climate of extreme cold

climate usual weather in a particular place over a period of time

climate zone any of the areas of Earth divided according to climate

legend (key) a list that explains the symbols on a map

precipitation rain, snow, sleet, hail, or drizzle

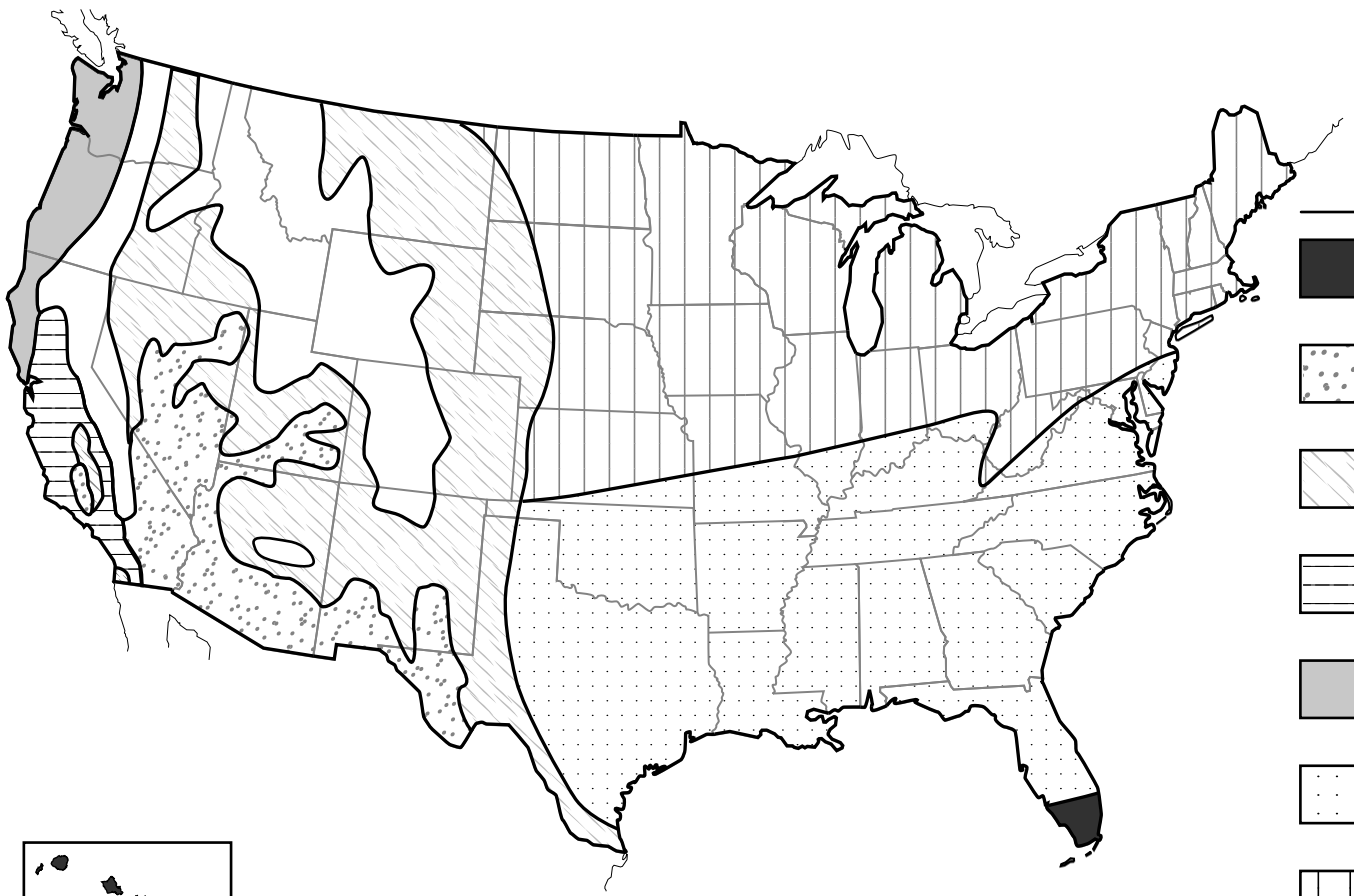
temperate climate a climate without extremes of either cold or heat

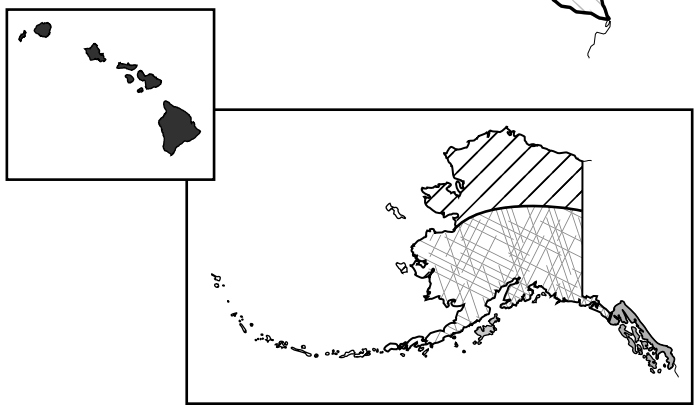
tropical climate a climate of heat and rain

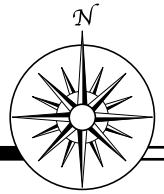
weather conditions in the Earth's atmosphere at a certain place and time

Name

Climate Zones of the United States







Legend

- **Tropical**—Warm throughout the year; light to heavy precipitation
- **Desert**—Dry; temperature varies with latitude and altitude
- **Semiarid**—Temperature varies with latitude and altitude; light precipitation
- **Mediterranean**—Hot, dry summers; mild winters with moderate precipitation
- **Marine**—Warm summers; cool winters; moderate precipitation
- **Humid subtropical**—Hot summers; cool winters; moderate precipitation
- **Continental moist**—Mild summers; cold winters; moderate precipitation
- **Highland**—Temperatures and precipitation vary with altitude
- **Subarctic**—Cold winters; cool summers; precipitation in summer
- **Tundra**—Always cold; little precipitation

Name _____

Daily Geography

WEEK 25

Climate Zones of the United States

Monday

1. How many different kinds of climate zones are shown on the map?

   _____

2. Which two climate zones are the direct opposites—one is always warm and one is always cold?

   _____

Tuesday

1. Which states include tropical climates? Which part of each state includes the tropical climate zone?

   _____

   _____

2. Alaska is unique. It includes two climate zones that are not found in any other state. What are they?

   _____

Wednesday

1. The states that border the Great Lakes are in which climate zone? Name at least three of those states.

   _____

   _____

2. In which climate zone does almost all of the Southeast region belong?

   _____

Name _____

Climate Zones of the United States

Thursday

1. Which state has five climate zones? Name them.

   _____

   _____

2. Which climate zone is the driest of the ten shown on the map? Name three states that are in this climate zone.

   _____

Friday

1. Which climate zone has more rain throughout the year—marine or semiarid? Name two states that have this climate zone.

   _____

2. Which state is the only state in the U.S. that has a Mediterranean climate?

   _____

Challenge

Color your state on the map page. Write a caption for the map, explaining about the climate zone or zones in your state.

ANSWER KEY

Monday

1. A cold, dry land region that borders the Arctic Ocean
2. Alaska, Canada, Greenland (Denmark), Finland, Norway, Sweden, and Russia

Tuesday

1. Winters are long and cold; summers are short and cool.
2. caribou

Wednesday

1. polar bears, seals, and walruses
2. Small, sturdy plants like lichens and mosses can grow; during the short summers

Thursday

1. Asia, Europe, and North America
2. Greenland

Friday

1. It shows the area around the North or South Poles.
2. North Pole

Challenge

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

The Arctic Tundra

Introducing the Map

Define a biome and an ecosystem for students. Talk about different biomes in the world such as grasslands, deserts, and tropical rainforests. Another biome that students may not be as familiar with is the Arctic tundra. Teach students that tundra is a cold, dry region where trees cannot grow. This region lies on top of a layer of ice that never melts, called permafrost. The tundra is covered by snow more than half the year. Mosses, lichens, grasses, and low shrubs, however, grow for a few short months. Many kinds of animals live in the Arctic such as caribou and snowy owl. Names of more plants and animals are listed on the map.

Show students the polar projection map of the Arctic. Show students the Arctic region on the classroom globe so they are able to see and compare the area mapped. Discuss the areas that make up the Arctic region. Tell students the Arctic is the cold region around the North Pole. It includes the Arctic Ocean, the northern parts of the continents of Asia, North America, and Europe. The Arctic tundra is part of this geographic region.

Read the caption that names some of the plants and animals that make their home on the tundra of the Arctic region. Also, share with students that a number of peoples make their home in the Arctic. The Inuit are the most widespread Arctic people. They live in parts of Alaska, Canada, Greenland, and Siberia. You may wish to extend the lesson to research other culture groups that make their homes in the Arctic region.

Introducing Vocabulary

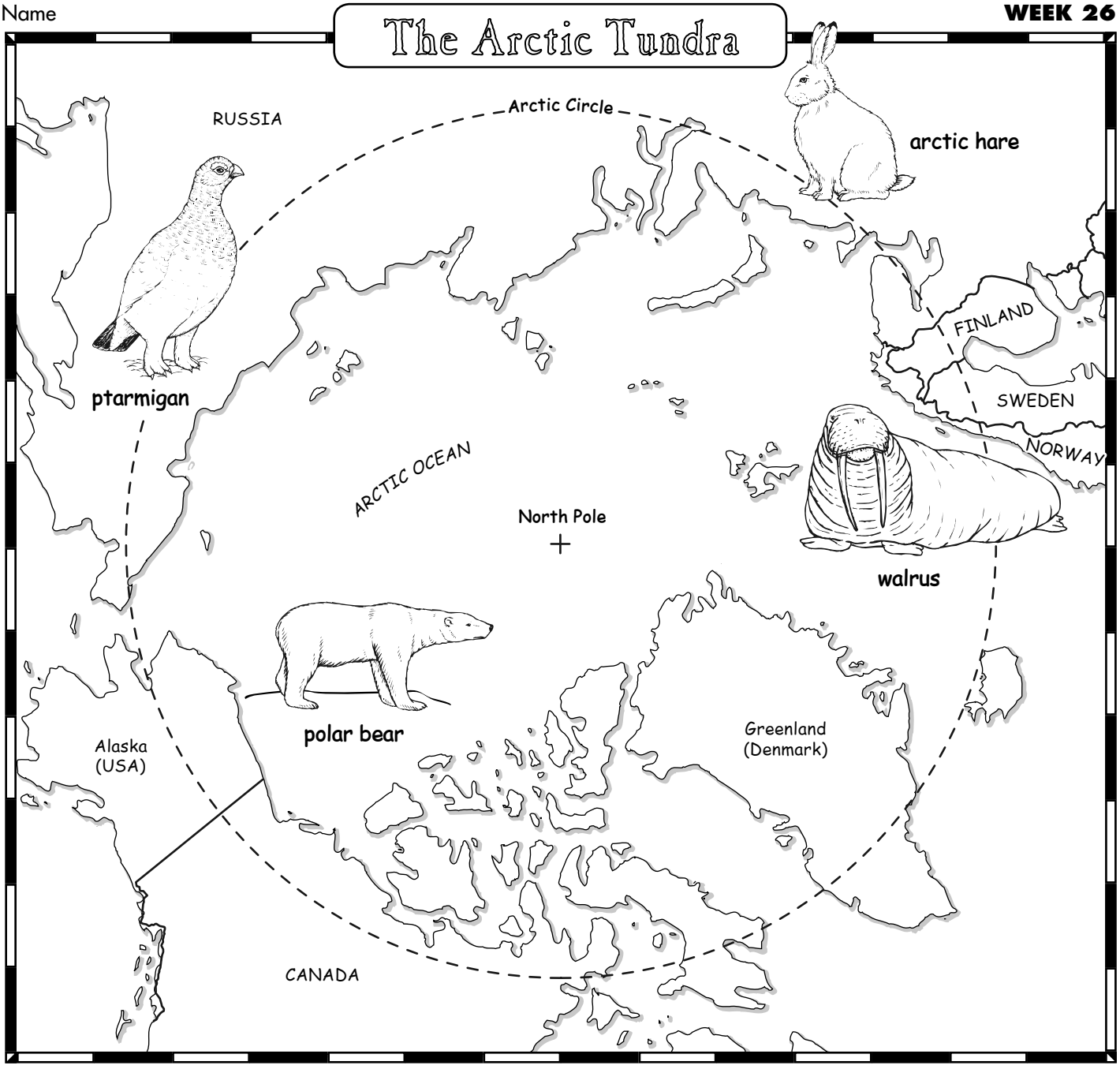
Arctic tundra a cold, dry region near the Arctic Ocean where no trees grow

biome a large area or environment that shares the same general climate of temperature and rainfall. Different biomes support different types of plants and animals.

ecosystem a community of animals and plants, interacting with their environment

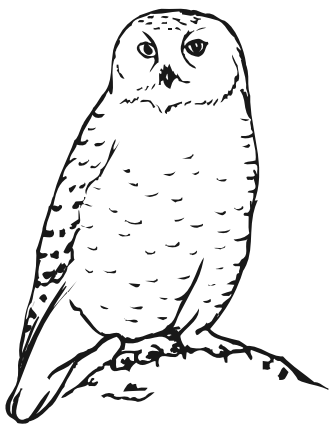
polar projection used for mapping hemispheres instead of the whole Earth; shows accurate distance and direction, but shape and size of area is distorted toward the edges

The Arctic Tundra



Plants and animals live together in a cold, dry region called the Arctic tundra. The Arctic tundra is located in the northern parts of Alaska, Canada, Finland, Greenland, Norway, Russia, and Sweden.

The tundra area has long, cold winters, and short, cool summers. Small, strong plants such as lichens and mosses can grow there. Large animals such as caribou roam the land. Smaller animals such as arctic foxes and hares grow white winter coats. Birds include snowy owls and ptarmigans, plus many more. Seals, walruses, and polar bears are found along the coasts.



snowy owl

Name _____

The Arctic Tundra

Monday

1. What is the *Arctic tundra*?

   _____

2. Which labeled states, countries, or territories are part of the Arctic tundra?

   _____

   _____

Tuesday

1. Describe the winters and summers in the Arctic tundra.

   _____

   _____

2. Name a large land animal that is common in the Arctic tundra.

   _____

Wednesday

1. Which animals are common along the coasts of the Arctic tundra?

   _____

2. What kinds of plants can grow in the Arctic tundra? In which season can you find most plants?

   _____

Name _____

Daily Geography

WEEK 26

The Arctic Tundra

Thursday

1. The Arctic tundra region is in which continents?

   _____

2. Which island is located in the Arctic region but belongs to a country located outside the Arctic region?

   _____

Friday

1. The map is a *polar projection map*. What does this kind of map show?

   _____

2. Which point on the map is in the center of the Arctic Circle?

   _____

Challenge

Animals have to adapt to the harsh climate of the tundra. Take the quiz below. Match the animals to the ways they adapt to the environment. Cut the quiz out and glue it to the back of the map. Use an encyclopedia or other reference to help you.

Animals	Adaptations
_____ **1.** hare	**a.** has feet covered in feathers
_____ **2.** polar bear	**b.** stores fat called blubber
_____ **3.** ptarmigan	**c.** grows two layers of fur
_____ **4.** walrus	**d.** has snowshoe feet

ANSWER KEY

Monday
1. 2010
2. New York City; New York

Tuesday
1. New York City, Los Angeles, Chicago, Houston, Philadelphia
2. California and Texas

Wednesday
1. Chicago and Detroit
2. Charlotte; North Carolina

Thursday
1. 4,382,512 people
2. 1,981,821 people

Friday
1. 1,338,814 people
2. 545,599 people

Challenge
21 Baltimore, MD
22 Boston, MA
23 Seattle, WA
24 Washington, D.C.
25 Nashville, TN

Twenty Largest Cities in the United States

Introducing the Map

Ask students if they know the population of their city. Tell students there is a national government agency that collects population information. It is called The Bureau of the Census, which is an agency of the Department of Commerce. The Census Bureau conducts censuses of population, housing, and other information. The bureau gathers population data such as the total number of people and their ages, education, employment, income, marital status, race, and sex.

Tell students that the United States Constitution calls for a census to be taken every ten years. The last official census was taken in 2010. Talk about how difficult it must be to get population statistics.

Share the following information with students. Conducting a census is a complicated system. Most people in the U.S. receive forms to fill out and send back to the agency. Interviewers are still needed to contact people who do not return their forms. The Census Bureau must also contact U.S. citizens who live outside the United States. In addition, the bureau must get information about people in nursing homes, prisons, and homeless shelters.

Show the map of the United States. Tell students that according to the 2010 census, these are the twenty most populous cities in the United States. Explain to students that these statistics may change in the next census, since population trends fluctuate.

Introducing Vocabulary

census an official count of all the people living in a country or district

population total number of people who live in a place

Name

Twenty Largest Cities in the United States

LEGEND

1. New York City
2. Los Angeles
3. Chicago
4. Houston
5. Philadelphia
6. Phoenix
7. San Antonio
8. San Diego
9. Dallas
10. San Jose
11. Jacksonville
12. Indianapolis
13. San Francisco
14. Austin
15. Columbus
16. Fort Worth
17. Charlotte
18. Detroit
19. El Paso
20. Memphis

Population based on 2010 U.S. Census

Name _____

Twenty Largest Cities in the United States

Monday

1. The map of the twenty largest cities in the U.S. is based on which census?

   _____

2. In the 2010 Census, which city had the largest population? In which state is the city located?

   _____

Tuesday

1. Name the top five largest cities in the United States.

   _____

   _____

2. Which two states each have at least four of the most populous cities?

   _____

Wednesday

1. Which of the largest cities border the Great Lakes?

   _____

   _____

2. Which city was ranked as the 17th largest city in 2010? In which state is it located?

   _____

Name _____

Twenty Largest Cities in the United States

Thursday

1. In 2010, New York City's population was 8,175,133 and Los Angeles's was 3,792,621. Find the difference in their populations.

   _____

2. Chicago's population was 2,695,598 in 2010. Detroit had 713,777 people. Find the difference in their populations.

   _____

Friday

1. The population of Phoenix was 106,818 in 1950 and 1,445,632 in 2010. How much did the population grow in those sixty years?

   _____

2. Philadelphia had a population of 2,071,605 in 1950. In 2010, its population was 1,526,006. How much did its population decline?

   _____

Challenge

Which cities would be added to make the twenty-five largest cities in the United States? Write the names of the five cities as a caption on the map.

Use an almanac, the official Web site of the Census Bureau, or other resource to find the 2010 population figures for the five cities that complete the list.

ANSWER KEY

Monday
1. 32
2. east

Tuesday
1. city
2. Arizona Cardinals, Carolina Panthers, Minnesota Vikings, New York Giants, New York Jets, Tennessee Titans

Wednesday
1. Landover, Maryland
2. New England Patriots; Northeast region

Thursday
1. East Rutherford, New Jersey
2. California; Oakland Raiders, San Diego Chargers, and San Francisco 49ers

Friday
1. 7 states
2. XLV, XLVI, and XLVII

Challenge
Answers will vary.

A Cultural Map: National Football League

Introducing the Map

Survey the students to see how many watch professional football. Ask students to name as many National Football League (NFL) teams as they can. Students will probably be able to name quite a few, but will they be able to locate them on a map?

Share with students that a cultural map can show them just that. Discuss the kinds of things that are shown on a cultural map. Then show students the map of the United States. They should recognize that this is a cultural map, since it focuses on a recreational pastime of many people. The map shows the location of the NFL teams in the United States.

Read the list of teams in the index. Tell students the teams are listed in alphabetical order. Have students notice that the numbers on the index correspond to the numbers on the map. Most teams are named after the city in which they play. Several are not, so the cities in which they play are included in parentheses. Share with students that the NFL welcomed a new team in 2002, the Houston Texans, so now there are 32 NFL teams. Ask students where the concentration of teams is located in the United States. They should notice that the concentration of teams is located east of the Mississippi River.

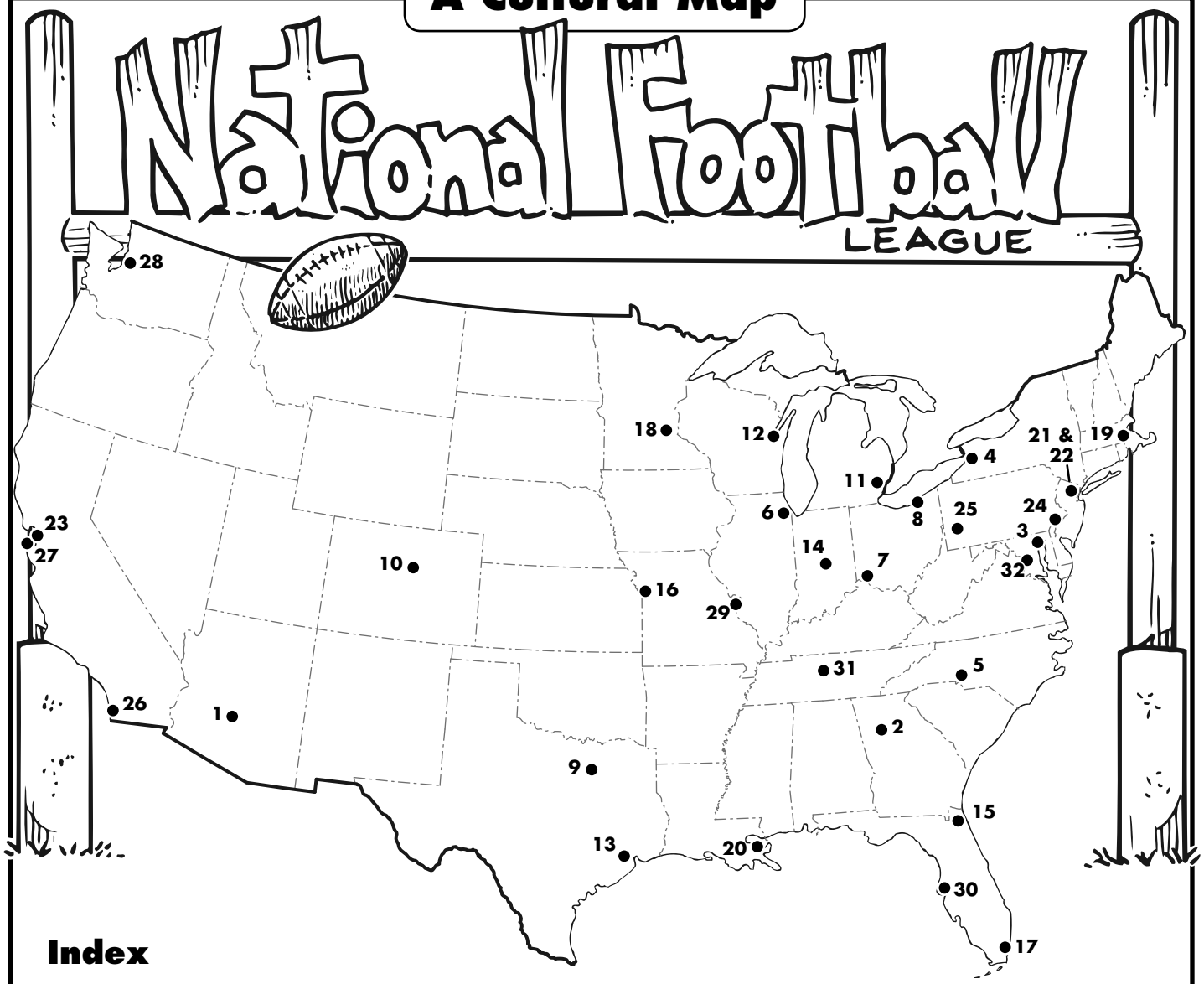
The state names are not given on the map, so students will have to use their mental map skills. You may choose to give students a political map of the United States for student reference as they work on the week's lessons.

Introducing Vocabulary

cultural map a map that shows patterns of ethnic groups, religious practices, languages spoken, educational levels, or recreational choices

culture language, beliefs, traditions, arts and crafts, political systems, and technologies of a group of people

A Cultural Map



Index

1. Arizona (Phoenix) Cardinals
2. Atlanta Falcons
3. Baltimore Ravens
4. Buffalo Bills
5. Carolina (Charlotte) Panthers
6. Chicago Bears
7. Cincinnati Bengals
8. Cleveland Browns
9. Dallas Cowboys
10. Denver Broncos
11. Detroit Lions
12. Green Bay Packers
13. Houston Texans
14. Indianapolis Colts
15. Jacksonville Jaguars
16. Kansas City Chiefs
17. Miami Dolphins
18. Minnesota (Minneapolis) Vikings
19. New England (Foxboro, MA) Patriots
20. New Orleans Saints
21. New York (East Rutherford, NJ) Giants
22. New York (East Rutherford, NJ) Jets
23. Oakland Raiders
24. Philadelphia Eagles
25. Pittsburgh Steelers
26. San Diego Chargers
27. San Francisco 49ers
28. Seattle Seahawks
29. St. Louis Rams
30. Tampa Bay Buccaneers
31. Tennessee (Nashville) Titans
32. Washington (Landover, MD) Redskins
33. _____

Name _____

A Cultural Map: National Football League

Monday

1. How many National Football League teams are there in the U.S.?

   _____

2. Are most NFL teams located east or west of the Mississippi River?

   _____

Tuesday

1. Are most of the NFL teams named after a city, region, or state?

   _____

2. Which teams are named after a state?

   _____

   _____

   _____

Wednesday

1. Where do the Washington Redskins play?

   _____

2. Foxboro, Massachusetts, is home to which NFL team? Is this team located in the Northeast or Southeast region of the U.S.?

   _____

   _____

Name _____

A Cultural Map: National Football League

Thursday

1. The New York Giants and the New York Jets play at Giants Stadium. Where is that stadium located?

   _____

2. Which state on the West Coast has three NFL teams? Name them.

   _____

   _____

Friday

1. How many states have more than one NFL team?

   _____

2. Super Bowl XLIV was held on February 7, 2010. What are the Roman numerals for the Super Bowls held in 2011, 2012, and 2013?

   _____

Challenge

Pretend you have just been appointed to name the next NFL team. Choose which city and state you think should have one. Name the NFL team. Place a dot on the location of the new team on the map. Add the team to the index at the bottom of the page.

ANSWER KEY

Monday
1. 93 percent
2. ranches; cattle

Tuesday
1. beef cattle
2. corn; cattle and hogs

Wednesday
1. beans, corn, grain sorghum, hay, oats, potatoes, soybeans, sugar beets, and wheat
2. beef cattle, corn, hogs, and soybeans

Thursday
1. animals raised on a farm or ranch; beef cattle, dairy cattle, and hogs
2. Omaha

Friday
1. It is a major farming state.
2. Any two of the following: food processing, transportation of farm products, breakfast cereal processing, livestock feed processing, meatpacking

Challenge
Answers will vary.

A Product Map: Nebraska

Introducing the Map

Ask students to name a state that is known for its farming. Students could say almost any state in the United States. Yet, there is a group of states in the Midwest that are especially known for large areas of rolling farmland. Share with students that Nebraska is one of those leading farming states. Farms make up 93 percent of the state's land area.

Discuss how farm products are important to the economy of Nebraska. The leading farm products are beef cattle and hogs, and the grains corn and soybeans. Livestock and livestock products provide about two-thirds of Nebraska's farm income. Beef cattle and hogs rank first and second for livestock income. Some farmers also raise dairy cattle. Milk is another important source of farm income.

Crops provide about a third of Nebraska's farm income. Corn and soybeans are the leading crops, but Nebraska farmers also grow large amounts of hay, grain sorghum, and wheat. Other minor crops include beans, oats, potatoes, and sugar beets.

Agriculture is the base for other industries in Nebraska. Besides direct farming, the transport of agricultural goods by truck and rail contributes to the economy. The leading manufacturing industry is food processing. Meat products and grain products provide most of the income from food processing activity in Nebraska.

Show students the product map of Nebraska. Discuss the different products shown on the map. Have them use the legend to point out the symbols.

Be sure to read the captions with students for a more complete picture of the major farm crops grown in Nebraska. Please note that not all of Nebraska's farm products are represented on this map.

Introducing Vocabulary

agriculture business of farming

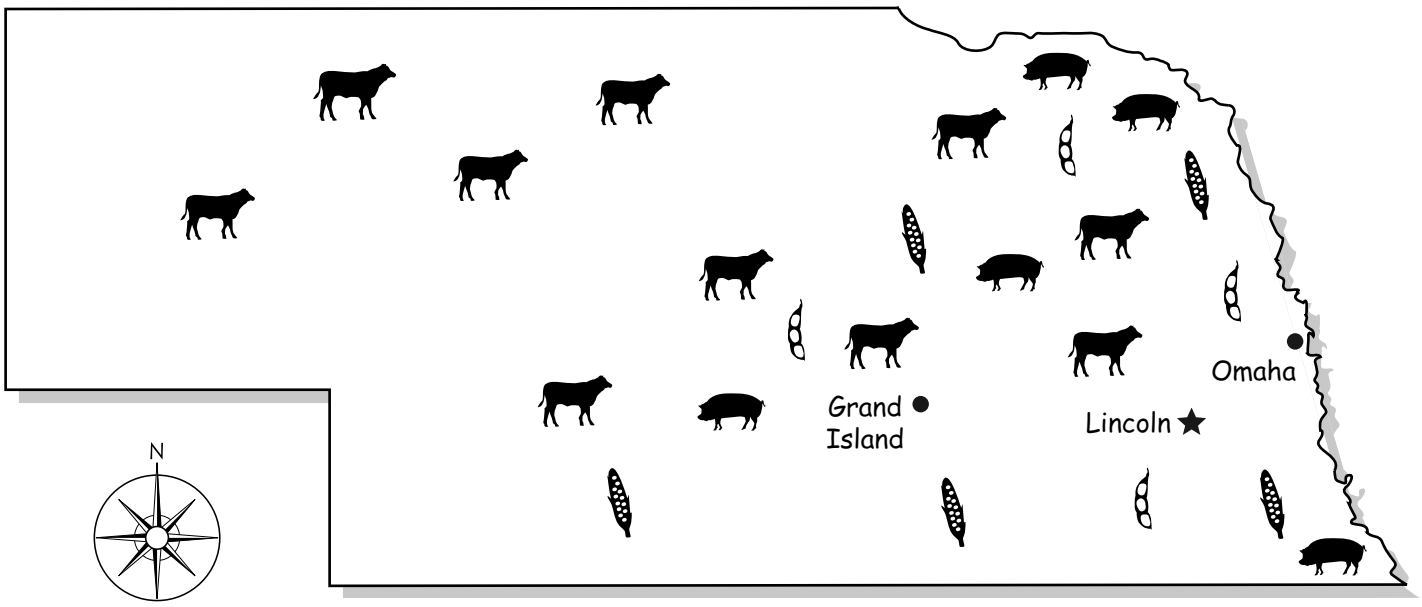
economy the way a state or country develops, divides up, and uses its money, goods, and services

legend (key) a list that explains the symbols on a map

livestock animals raised on a farm or ranch

product something that is made by a natural process

A Product Map of Nebraska

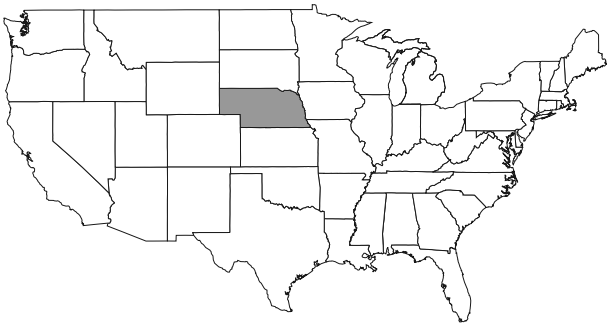


Legend of Major Farm Products

- beef cattle
- hogs
- corn
- soybeans

Did You Know?

- Farms make up 93 percent of the land area in the state.
- Nebraska's largest farms are cattle ranches.
- Beef cattle are the most important farm product.
- Hogs are the second most important livestock product.
- Farmers also raise dairy cattle for milk production.
- Corn is Nebraska's chief crop. Most of it is grown to feed cattle and hogs.
- Other leading crops are hay, soybeans, wheat, beans, grain sorghum, oats, potatoes, and sugar beets.
- Nebraska is one of the world's major centers for the meatpacking industry.
- The Omaha area is a major center for processing breakfast cereals and livestock feed.



Name _____

A Product Map: Nebraska

Monday

1. What percentage of Nebraska's land area is farmland?

   _____

2. Nebraska has about 47,000 farms. What are the largest farms called, and what do they raise?

   _____

Tuesday

1. What is Nebraska's most important farm product?

   _____

2. What is Nebraska's chief crop? This crop is grown mostly as feed for which two animals?

   _____

Wednesday

1. Name all the crops that are listed on the map of Nebraska.

   _____

2. Nebraska is one of the leaders in the production of which four products?

   _____

   _____

Name _____

A Product Map: Nebraska

Thursday

1. What are *livestock*? Name three kinds of livestock that are listed on the map of Nebraska.

   _____

   _____

2. Which city is a major center for processing of grain products?

   _____

Friday

1. Nebraska is a leading agricultural state. What is meant by that statement?

   _____

2. Farming is important to Nebraska's economy. Name two other important industries in Nebraska that are related to agriculture.

   _____

Challenge

Nebraska is called "The Cornhusker State." This nickname comes from the cornhusking contests that were held each fall in many rural communities.

Design a new logo for Nebraska, highlighting its farm products. Place your new design on the map.

ANSWER KEY

Monday

1. Brooklyn, Bronx, Manhattan, Queens, and Staten Island
2. 8,175,133; First in population so it is the largest city in the U.S.

Tuesday

1. Bronx
2. Brooklyn; 2,504,700

Wednesday

1. Brooklyn
2. Queens

Thursday

1. Statue of Liberty
2. Ellis Island

Friday

1. 2,035,970 people
2. Bronx

Challenge

Answers will vary, but students should draw the statue and write four facts. Examples of facts might include: The statue stands on Liberty Island. It is a huge copper statue of a woman wearing a crown. She is carrying a tablet and holding a torch. She is 151 feet (46 m) tall, situated on a five-star base.

Boroughs of New York City

Introducing the Map

Share with students that New York City is the largest city in the United States. The 2010 census gave the population as 8,175,133. The people of New York City represent nearly all nationalities. Tell students the following background information about the people who settled the area.

The first people to settle in New York were several tribes from the Algonquian family of Native Americans. The first Europeans were the Dutch colonists who settled the area in the 1600s. During the 1800s and early 1900s, millions of Europeans seeking a better life came to New York. During the mid-1900s, many black people from the southern states moved into the city. Also during this time, Spanish-speaking Americans from Puerto Rico came to New York. Since that time, immigrants from all over the world have poured into New York. Now it is one of the most culturally and ethnically diverse cities in the world. In fact, five ethnic groups—black, Irish, Italian, Jewish, and Puerto Rican—make up 80 percent of the population.

Show students the map of New York City. Talk about how the city is divided into five areas called boroughs. Share information about each of these areas.

- Manhattan is the smallest in land area and the oldest borough. Manhattan has giant skyscrapers and is an important world center of commerce.
- The borough of Brooklyn has the largest population in New York City. It is an important port and industrial center. The Brooklyn, Manhattan, and Williamsburg bridges link the two boroughs.
- The Bronx is north of Manhattan and is chiefly a residential area.
- Queens is the largest borough in terms of area. It is linked to the other boroughs by busy expressways and subways.
- Staten Island has the smallest population. Staten Island ferries carry people to and from the mainland.

Introducing Vocabulary

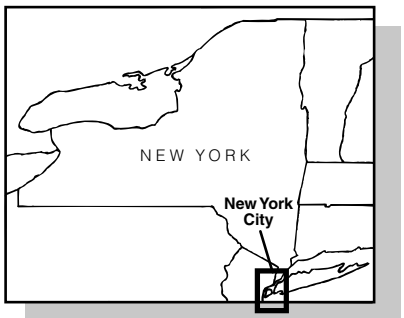
borough any of the five political divisions of New York City

diverse varied

ethnic to do with a group of people sharing the same national origins, language, or culture

port a harbor where ships can dock or anchor safely

Boroughs of New York City



UPSTATE NEW YORK
LONG ISLAND SOUND
BRONX
Hudson River
MANHATTAN
East River
QUEENS
Ellis Island
Liberty Island
NEW JERSEY
BROOKLYN
STATEN ISLAND
ATLANTIC OCEAN
N

Legend
borough border
major bridge or tunnel

Borough	Population
Brooklyn	2,504,700
Bronx	1,385,108
Manhattan	1,585,873
Queens	2,230,722
Staten Island	468,730

Population based upon 2010 U.S. Census

With a population of 8,175,133, New York City is the largest city in the U.S. It is also one of the most ethnically diverse cities in the world. The city is divided into five boroughs. There are several small islands that are also part of the city. The two most famous are Liberty Island and Ellis Island. The Statue of Liberty stands on Liberty Island, welcoming people to America. Historic Ellis Island was used as a port of entry for millions of immigrants until 1954.

Name _____

Boroughs of New York City

Monday

1. New York City is divided into five areas called *boroughs*. Name the five boroughs.

   _____

   _____

2. What was the population of New York City in 2010? What is its ranking among all cities in the United States?

   _____

Tuesday

1. Manhattan is famous for its giant skyscrapers. Which borough is northeast of Manhattan?

   _____

2. Which borough has the largest population? What is its population?

   _____

Wednesday

1. Staten Island is the only borough not directly connected to Manhattan. Staten Island is linked by bridge to which other borough?

   _____

2. Which borough is the largest in area and second largest in population?

   _____

Name _____

Boroughs of New York City

Thursday

1. Liberty Island is home to which famous landmark?

   _____

2. Prior to 1954, where did immigrants have to go to enter New York City?

   _____

Friday

1. Find the difference in population between the largest and smallest boroughs.

   _____

2. Which borough is the only one not separated from upstate New York by water?

   _____

Challenge

The Statue of Liberty is located on an island in New York Harbor. She is a symbol of the United States that stands for freedom. Millions of immigrants have passed by the Statue of Liberty as they entered the United States.

On a piece of paper, draw a picture of the Statue of Liberty and write four facts to describe this famous landmark. Attach the paper to the back of the map. Use an encyclopedia or other resource to help you.

WEEK 31

Daily Geography

ANSWER KEY

Note: Not all questions can be answered with information from the map. Students will have to use their mental map skills to locate places on the map.

Monday

1. 6; Hawaii-Aleutian, Alaska, Pacific, Mountain, Central, and Eastern Times
2. one hour

Tuesday

1. earlier
2. Eastern Time

Wednesday

1. Hawaii-Aleutian Time
2. 11:00 A.M.

Thursday

1. 10:00 P.M.
2. North Dakota, South Dakota, Nebraska, Kansas, and Texas

Friday

1. No, it's 2:00 A.M. and Grandfather is probably sleeping.
2. It is Daylight Saving Time.

Challenge

Answers will vary, but students should make up two questions and provide answers to the questions.

Time Zones of the United States

Introducing the Map

Ask students what it would be like if every community in the United States used a different time. The obvious answer is that people would be confused and many problems would be created. To avoid this confusion, a cooperative system was designed called *standard time zones*. Talk about the advantages of having regional time zones.

Explain the concept of time zones. A day is 24 hours long—the time it takes Earth to complete one rotation on its axis. Earth is divided into 24 time zones. The United States is divided into six of those twenty-four time zones.

Show students the Time Zones of the United States map. Tell students that each zone uses a time one hour different from its neighboring zones. The hours are earlier to the west of each zone and later to the east.

Go over all the names of the time zones and have students notice the one hour difference between each of them. Talk about how Alaska is so large that it covers two time zones. Explain that some of the Aleutian Islands of Alaska are so far west that scientists placed them with Hawaii, thus creating Hawaii-Aleutian Time.

Ask students which time zone Chicago, Illinois, is in. They will probably say Central Time. Then ask them: If it is 3:00 P.M. in Chicago, what time is it in Denver? The answer is 2:00 P.M. Ask students a couple more questions, each time changing the local times to help students understand the concept.

Extend the lesson to discuss daylight saving time. This is a plan in which clocks are set one hour ahead of standard time for a certain period of time. The plan provides for an additional hour of daylight. It begins on the second Sunday in March and ends on the first Sunday in November. Most states choose to go on daylight saving time, but several don't. Talk about how that complicates things.

Introducing Vocabulary

daylight saving time a plan in which clocks are set one hour ahead of standard time for a specific period of time

standard time zone a region in which the same time is used

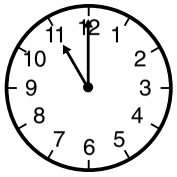
time zone a region in which the same time is used; Earth is divided into 24 time zones

Name

Time Zones of the United States

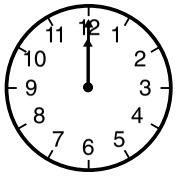
Daylight Saving Time begins on the second Sunday in March and ends on the first Sunday in November. Remember this trick to set your clocks one hour ahead in the spring and one hour back in the fall: spring ahead, fall back.

11:00 A.M.



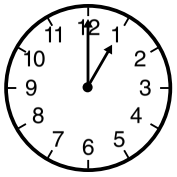
Hawaii-Aleutian Time

12:00 P.M.



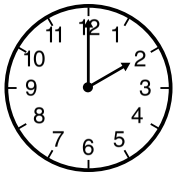
Alaska Time

1:00 P.M.



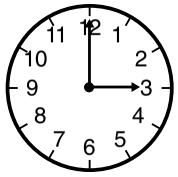
Pacific Time

2:00 P.M.



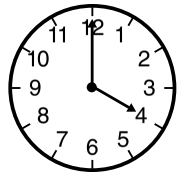
Mountain Time

3:00 P.M.



Central Time

4:00 P.M.



Eastern Time

Name _____

Time Zones of the United States

Monday

1. The United States is divided into how many standard time zones? Name them from west to east.

   _____

   _____

   _____

2. What is the time difference between each neighboring time zone?

   _____

Tuesday

1. Are the hours earlier or later to the west of each time zone?

   _____

2. Cities in the Northeast region are part of which time zone?

   _____

Wednesday

1. Which time zone includes Hawaii and some of the western islands of Alaska?

   _____

2. If it is 1:00 P.M. in Chicago, what time is it in Los Angeles?

   _____

Name _____

Time Zones of the United States

Thursday

1. If it is midnight in Chicago, what time is it in Seattle, Washington?

   _____

2. Which states have areas that are part of the Central and Mountain time zones?

   _____

   _____

   _____

Friday

1. If you live in Honolulu and it is 9:00 P.M., is it a good time to call your grandfather in New York? Why or why not?

   _____

   _____

2. It is the second Sunday in March and clocks have been set one hour ahead. Why?

   _____

Challenge

Make up two time zone questions. Write your questions on the back of the map. Don't forget to include the answer. Pair up with a classmate and ask each other the time zone questions.

ANSWER KEY

Monday

1. Rocky Mountains of Colorado
2. 7; Arizona, California, Colorado, New Mexico, Nevada, Utah, and Wyoming

Tuesday

1. Utah; Green River and San Juan River
2. Grand Canyon

Wednesday

1. 14 dams
2. Arizona and Nevada; Lake Mead

Thursday

1. Gila, Verde, Salt, and San Pedro Rivers
2. Mexico

Friday

1. a system to regulate the amount of water from the Colorado so it can reach homes, businesses, farms in an otherwise dry region
2. the area of land that is drained by the Colorado River

Challenge

Answers will vary. Solutions to the problem should include a cooperative effort by cities, farms, and businesses to conserve more water.

Sharing the Colorado River

Introducing the Map

Share with students that the Colorado River is one of the major rivers in the United States. It is 1,450 miles (2,334 km) long.

Show students the map of the Colorado River Basin. Talk about how the Colorado River and its tributaries help to bring water to seven western states. Read the caption to follow the course of the Colorado River. Share the following information while the students study the map.

- The development of 14 major dams, dozens of canals, aqueducts, and irrigation projects have allowed the waters of the Colorado River to spread over seven states.
- The seven states are Arizona, California, Colorado, Nevada, New Mexico, Utah, and Wyoming.
- Since 1922, there has been a set amount of water each of the states may take from the Colorado River.
- Water is taken for a variety of uses. It provides drinking water for millions of people. It is used to water lawns and fill pools in the cities. It is used to irrigate the crops grown in this region, and it generates large amounts of electricity.
- Arizona, California, and Nevada are the fastest growing areas, and they have exceeded or are nearing their allocations of water from the Colorado River.

Discuss with students that because the Colorado River is a limited natural resource, the seven states have to work together to conserve the waters of the Colorado River.

Introducing Vocabulary

aqueduct a large pipe or channel that carries water a long distance

basin an area of land that is drained by a large river

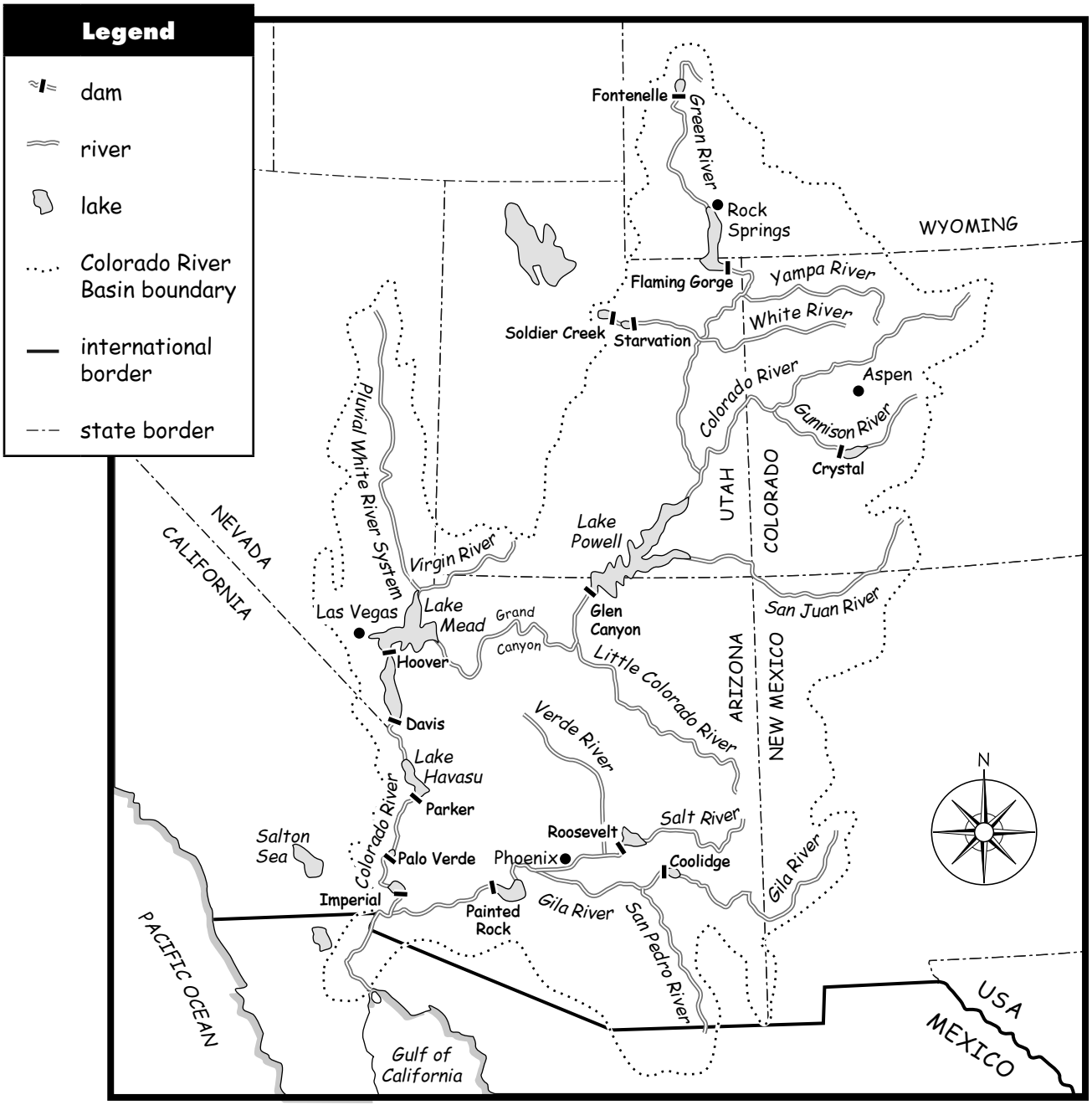
canal a channel that is dug across land to connect bodies of water

dam a strong barrier built across a stream or river to hold back water

irrigation a process of bringing a supply of water to crops by artificial means

tributary a stream or river that flows into a larger stream or river

Sharing the Colorado River



The Colorado River begins in the Rocky Mountains of Colorado and flows southwest into Utah. The Green River in eastern Utah and the San Juan River in southern Utah join the Colorado River. The Colorado flows southwest into Arizona. The Little Colorado River merges with the Colorado River and then flows west through the Grand Canyon. The Virgin River of Nevada joins up with the Colorado River, and then the river turns south and forms the Arizona/California border. It flows across the Mexican border to the Gulf of California. The Gila River of Arizona joins the Colorado just north of the border.

The Colorado River drains an area of about 250,000 square miles (650,000 square km), which is called the Colorado River Basin. Seven states are part of this basin.

Name _____

Sharing the Colorado River

Monday

1. Where does the Colorado River begin?

   _____

2. How many states share the water from the Colorado River? Name them.

   _____

   _____

   _____

Tuesday

1. From Colorado, the Colorado River flows southwest into which state? Which two rivers join the Colorado in this state?

   _____

   _____

2. The Colorado River flows through which famous canyon in Arizona?

   _____

Wednesday

1. How many dams are along the Colorado River system's entire route?

   _____

2. Hoover Dam forms a border with which two states? Which large lake is near this dam on the Colorado River?

   _____

Name _____

Daily Geography

WEEK 32

Sharing the Colorado River

Thursday

1. Name the labeled rivers that join the Colorado River in southern Arizona.

   _____

2. Besides the seven states of the U.S., which other country shares the water of the Colorado River?

   _____

Friday

1. What have the dams, canals, aqueducts, and irrigation projects on or near the Colorado River provided for the seven states?

   _____

   _____

2. What is the Colorado River Basin?

   _____

Challenge

In 1922, the Colorado River Compact was written. This agreement set the amount of water that each of the seven states could take from the river every year. Since then, the states of Arizona, California, and Nevada have grown in population dramatically. They need more water from the Colorado River. This has become a major problem.

On the back of the map, write a paragraph about how people could help to solve this huge problem.

WEEK 33

Daily Geography

ANSWER KEY

Monday
1. 40 million
2. Everglades National Park

Tuesday
1. Any of the following: Epcot Theme Park, Sea World, Universal Studios, or Walt Disney World
2. Atlantic Ocean and the Gulf of Mexico

Wednesday
1. Florida Keys
2. Cape Canaveral

Thursday
1. It averages 300 days of sunshine each year.
2. manatee

Friday
1. It is the oldest permanent European settlement in U.S.
2. Pensacola and Tallahassee

Challenge
Answers will vary.

A Tourist Map: Florida

Introducing the Map

Explain political and physical maps to the students. Talk about a third kind of map called a geopolitical map. Tell students that people like to look at this kind of map when visiting places. Geopolitical maps can show where cities are located, natural features in the area, and human-made structures such as tourist attractions.

Ask students to name a state they would like to visit and tell why. An example might be the state of California. Students may point out cities they would like to visit such as Los Angeles or San Francisco. Natural features might include such places as beaches along the coast or Yosemite National Park. Human-made structures might include such things as the Golden Gate Bridge or Disneyland.

Explain to students that the physical features of a state help to determine what kinds of tourist attractions are possible. Show students the tourist map of Florida. Talk about the physical features. Because it's a peninsula, Florida is ideal for tourist attractions near the water. Florida has 1,800 miles (2,880 km) of warm, sandy beaches. Share with students that the Florida Keys is a chain of islands. Forty-two bridges connect this archipelago.

Ask students which tourist attractions are human-made structures. They should point out such things as Walt Disney World and Cape Canaveral. Talk about the cities that are labeled on the map as well. Miami and nearby Miami Beach are leading North American tourist centers. Also, be sure to read the "fun facts" with students.

Tell students that only a sampling of tourist attractions have been included on this map. You may wish to extend this lesson to have students research the tourist attractions labeled or add others to the map.

Introducing Vocabulary

archipelago chain of islands

everglade an area of swampy land with tall grasses and many slow streams

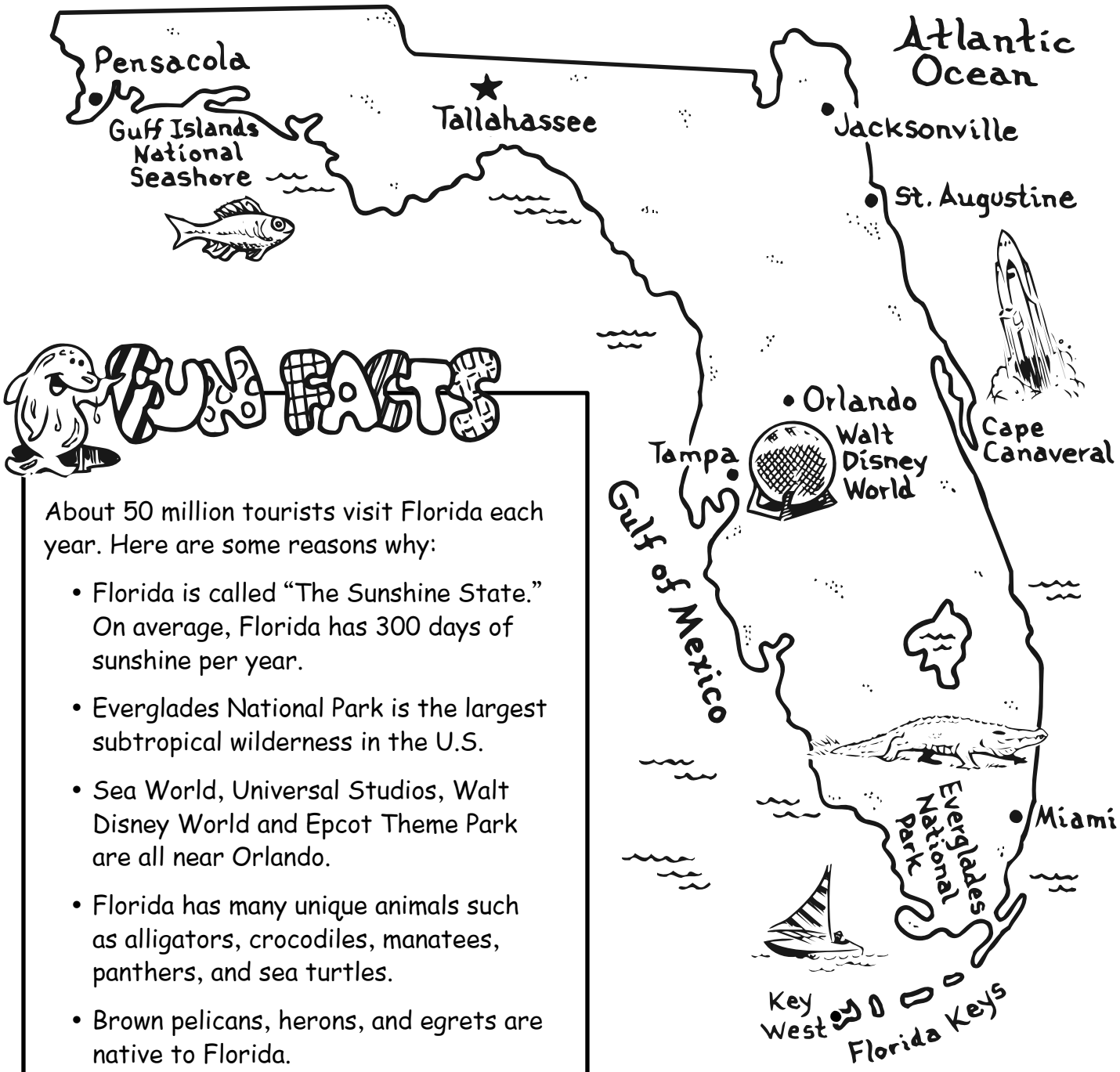
geopolitical map shows political and physical features on one map

physical map a map that shows natural landforms and water on Earth's surface

political map a map that shows human-made features and boundaries such as cities, highways, and countries

tourist map a map that shows places of interest for people traveling for pleasure

A Tourist Map: Florida



Fun Facts

About 50 million tourists visit Florida each year. Here are some reasons why:

- Florida is called "The Sunshine State." On average, Florida has 300 days of sunshine per year.
- Everglades National Park is the largest subtropical wilderness in the U.S.
- Sea World, Universal Studios, Walt Disney World and Epcot Theme Park are all near Orlando.
- Florida has many unique animals such as alligators, crocodiles, manatees, panthers, and sea turtles.
- Brown pelicans, herons, and egrets are native to Florida.
- St. Augustine is the oldest permanent European settlement in the U.S.
- The Cape Canaveral area is home to the John F. Kennedy Space Center.
- Miami hosts the Orange Bowl football game on or near New Year's Day.

Name _____

A Tourist Map: Florida

Monday

1. Florida is a major tourist destination. About how many people visit each year?

   _____

2. Which national park is a subtropical wilderness where alligators and crocodiles exist side by side?

   _____

Tuesday

1. Name at least one tourist attraction near Orlando.

   _____

2. Name the waterways that help to make Florida a peninsula.

   _____

Wednesday

1. Florida has a chain of islands that are North America's largest coral reef system. Name this chain of islands.

   _____

2. NASA launches its manned space flights on Merritt Island, which is near which area?

   _____

Name _____

A Tourist Map: Florida

Thursday

1. Florida is called "The Sunshine State." Why?

   _____

2. Which large water mammal makes its home in the bays and rivers of Florida?

   _____

Friday

1. Saint Augustine was founded in 1565. Why is it considered historic?

   _____

   _____

2. Which labeled cities are located on the panhandle of Florida?
   Hint: A *panhandle* is a strip of land projecting like the handle of a pan.

   _____

Challenge

Florida has many nicknames—The Sunshine State, The Alligator State, The Orange State, The Peninsula State, and The Southernmost State.

You have been assigned to promote tourism in Florida. Decide which nickname is the best and design a logo for it. Draw your logo on the map.

ANSWER KEY

Monday

1. Texas, Alaska, California, North Dakota, and Oklahoma
2. Louisiana, New Mexico, Wyoming, Kansas, and Colorado

Tuesday

1. 8 states
2. 3; Alaska, California, and Texas

Wednesday

1. 645,462,000 barrels
2. Louisiana and Texas; Texas

Thursday

1. Alaska ranks 2nd and California ranks 3rd
2. Canada: Alaska and North Dakota; Mexico: California, New Mexico, and Texas

Friday

1. There is not an endless supply of this mineral fuel; it can be used up.
2. These states have oil wells that are located off the coast in water.

Challenge

11.6 million barrels

The Top Ten Oil-Producing States

Introducing the Map

Ask students to name a natural resource. Students may say resources such as air, water, and land. Tell students that natural resources include those things, but that there are also mineral natural resources on Earth.

Mineral resources include such things as coal, oil, stone, and sand. Mineral fuels—coal, oil, and natural gas—provide heat, light, and power to many people. Explain that mineral fuels, or fossil fuels, can be used up. They are not renewable.

Talk about one fossil fuel—oil. Share these facts with students about oil:

- Oil was formed from the remains of animals and plants that lived millions of years ago. The remains were covered by layers of mud. Heat and pressure helped turn the remains into crude oil.
- Crude oil is yellow-to-black liquid and is usually found in underground reservoirs. Wells are dug and derricks are built above the wells to house the tools and pipes. Drilled wells bring a flow of oil to the surface. There are also offshore wells, which are wells drilled in oceans, seas, or lakes.
- After crude is removed from the ground, it is sent to a refinery by pipeline, ship, or barge. At the refinery, different parts of the crude oil are separated into petroleum products. Crude oil is measured in barrels. Most of the petroleum products are used to produce energy. Gasoline, diesel fuel, and heating oil are examples of energy uses.

Show students the map of the United States. Share with students that the United States is the largest producer of oil. Share with students that there are thirty-one oil-producing states, but only the top ten for 2010 are shown on the map. Please note that the states' ranking changes from year to year, but consistently these are the top oil-producing states.

Introducing Vocabulary

coal a black mineral formed from the remains of ancient plants

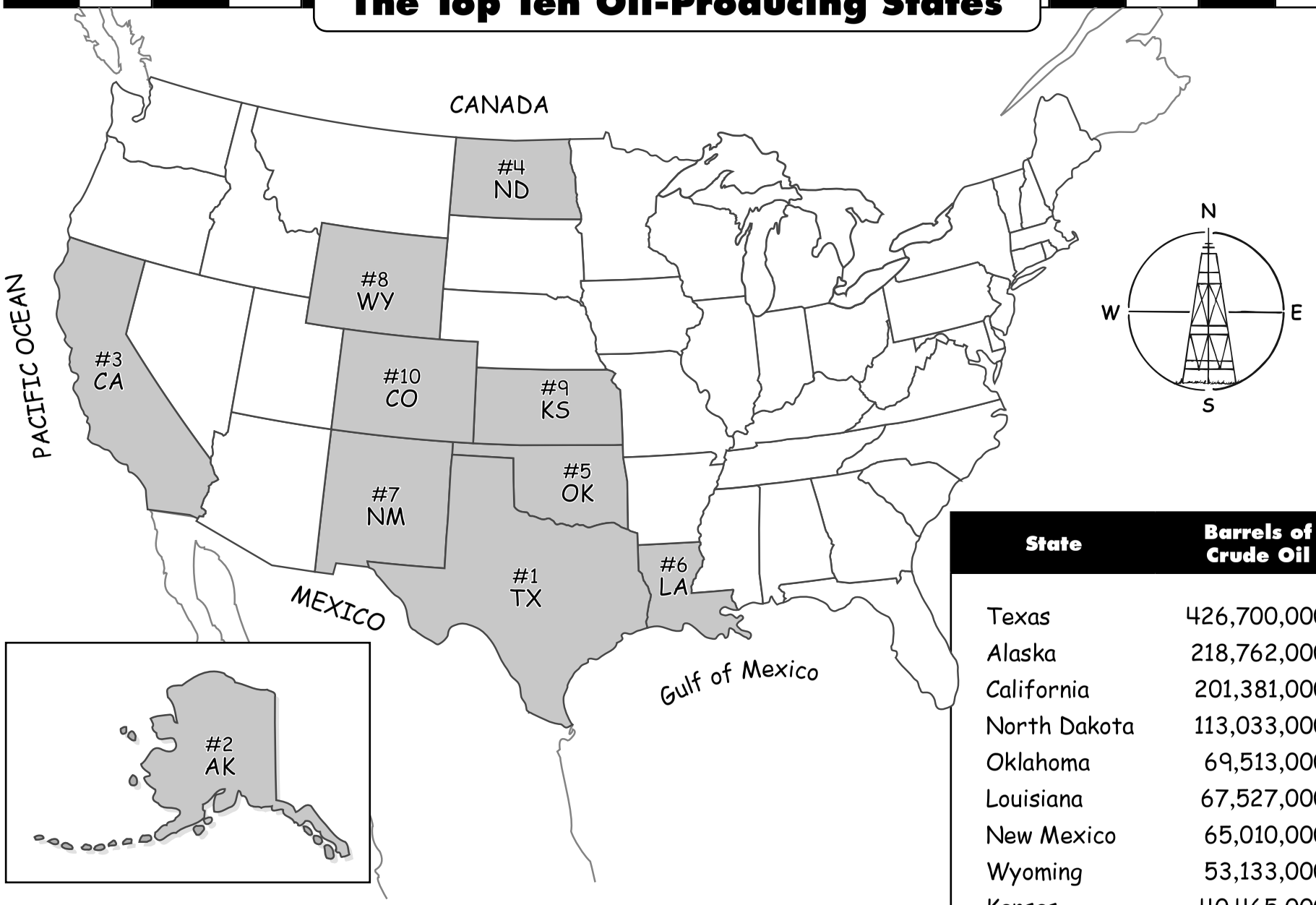
crude oil yellow-to-black oil as it occurs naturally in a reservoir

natural resources materials supplied by nature that are useful or necessary for life

petroleum another name for oil

Name

The Top Ten Oil-Producing States



State	Barrels of Crude Oil
Texas	426,700,000
Alaska	218,762,000
California	201,381,000
North Dakota	113,033,000
Oklahoma	69,513,000
Louisiana	67,527,000
New Mexico	65,010,000
Wyoming	53,133,000
Kansas	40,465,000
Colorado	30,870,000

2010 Statistics from Energy Information Administration

Name _____

The Top Ten Oil-Producing States

Monday

1. Name the top five oil-producing states.

   _____

   _____

2. Which states rank from 6th to 10th in oil production?

   _____

   _____

Tuesday

1. In 2010, how many states produced more than 50 million barrels of crude oil?

   _____

2. In 2010, how many states produced more than 100 million barrels of crude oil? Name them.

   _____

Wednesday

1. How many barrels of crude oil did the top two states produce together in 2010?

   _____

2. Name the two top-ten oil states that border the Gulf of Mexico. Which one produced more crude oil in 2010?

   _____

Name _____

The Top Ten Oil-Producing States

Thursday

1. What are the rankings of the two oil states that border the Pacific Ocean?

   _____

2. Canada and Mexico are top oil-producing countries. Which oil-producing states border Canada and Mexico?

   _____

   _____

   _____

Friday

1. Oil is a nonrenewable natural resource. What does *nonrenewable natural resource* mean?

   _____

2. Alaska, California, Louisiana, and Texas drill for crude oil offshore. What does *offshore drilling* mean?

   _____

Challenge

Write this story problem and the answer on the back of the map:

The U.S. produces 9.08 million barrels of crude oil per day. It consumes 19.7 million barrels per day. How many barrels of oil have to be imported each day from other oil-producing countries?

WEEK 35

Daily Geography

ANSWER KEY

Monday
1. 1861
2. 34

Tuesday
1. 23 states
2. 11 states

Wednesday
1. territories
2. the North

Thursday
1. California and Oregon
2. Arkansas, Tennessee, and Virginia

Friday
1. West Virginia
2. The states were divided. The northern and southern states fought against each other.

Challenge
Began at Fort Sumter in Charleston Harbor, South Carolina, on April 12, 1861; ended at Appomattox Court House in Virginia on April 9, 1865

A History Map: The United States in 1861

Introducing the Map

Share with students that some maps they see show what places were like long ago. An example of this might be a map of historic Williamsburg, Virgina. Tell students that this kind of map is called a history map.

Discuss how the map of the United States has changed over time. An example is the map of the thirteen original colonies. As America grew, maps of the Western Expansion showed areas of exploration. As each new state joined the Union, new maps were made.

Another kind of history map shows historical events. Show students the map of the United States in 1861. Share with students that 1861 was the year the Civil War began. Eleven southern states wanted to break away or secede from the Union and become their own nation. They disagreed with President Lincoln and wanted to continue the practice of slavery. They did secede and became known as the Confederate States of America, or the Confederacy. The map shows which states were aligned with the South. The map also shows the twenty-three states that sided with the Northern States. These states were also called "the North," or the "Union." Point out to students that at this time in history West Virginia was not a separate state. This might be confusing to students. Explain that it was part of Virginia, but the area of West Virginia fought with the North.

The map also shows that a large part of the United States was not yet organized into states. The territories sided with the North during the Civil War. Explain that the Civil War lasted four long years. The North finally defeated the South, and a fragile peace was called.

Introducing Vocabulary

civil war war between states within the same nation

Confederate States of America (the South) league of southern states that seceded from the U.S.

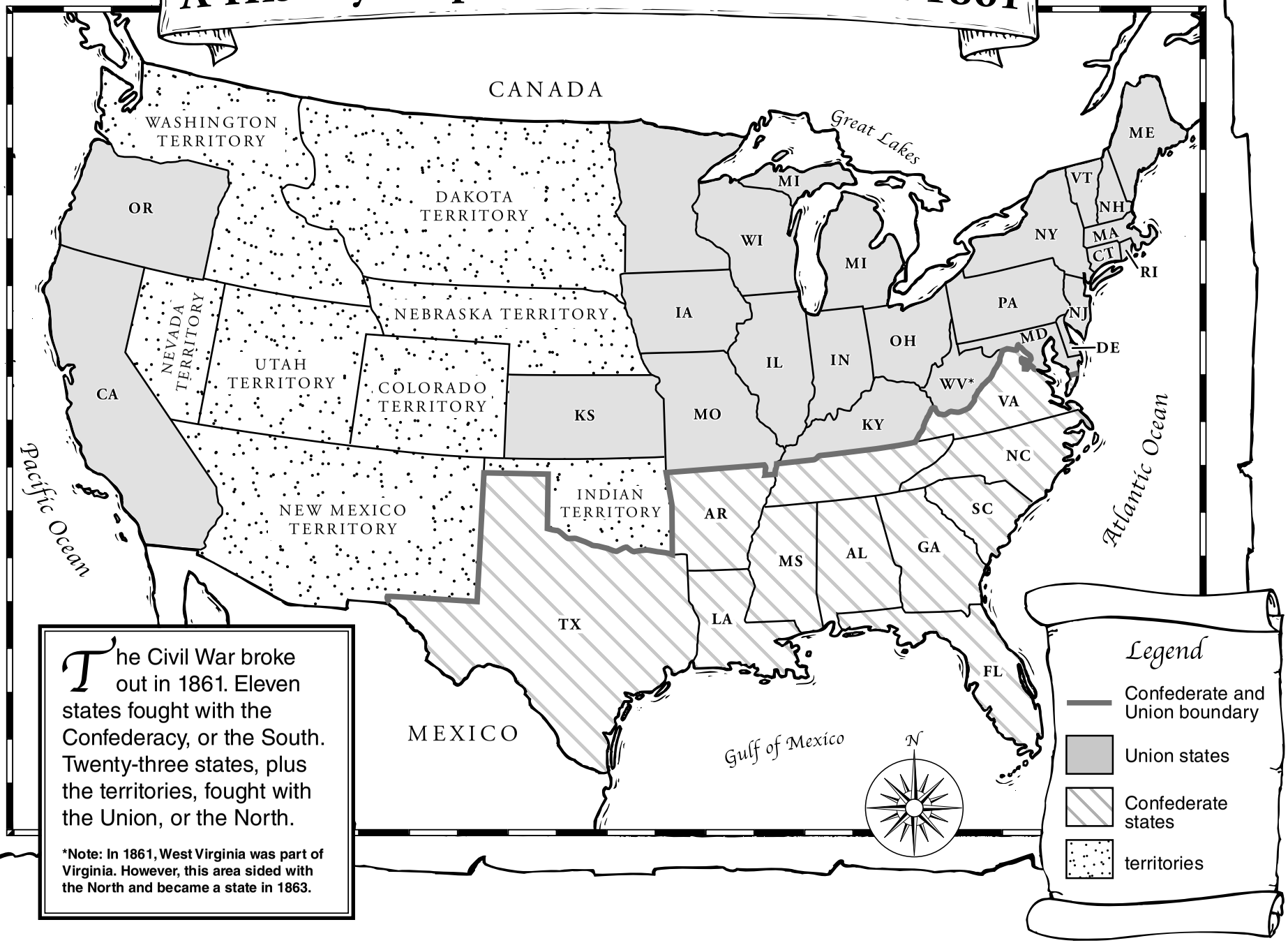
history map a map that depicts places or events from the past

secede to formally withdraw from a group or an organization

territory a part of the United States not admitted as a state

Union (the North) states that remained loyal to the federal government during the Civil War

A History Map: The United States in 1861



The Civil War broke out in 1861. Eleven states fought with the Confederacy, or the South. Twenty-three states, plus the territories, fought with the Union, or the North.

***Note: In 1861, West Virginia was part of Virginia. However, this area sided with the North and became a state in 1863.**

Name _____

Daily Geography

WEEK 35

A History Map: The United States in 1861

Monday

1. In what year did the Civil War begin?

   _____

2. How many states were there at the beginning of the Civil War?

   _____

Tuesday

1. The North was also called the Union. How many states sided with the Union?

   _____

2. How many states became known as The Confederate States of America (the South)?

   _____

Wednesday

1. In 1861, there were areas of the United States that weren't called states yet. What were they called?

   _____

2. Did the Dakota Territory side with the North or the South?

   _____

Name _____

A History Map: The United States in 1861

Thursday

1. Name the two states that fought with the Union but did not share a border with the other twenty-one Union states.

   _____

2. Which Confederate states bordered at least one Union state?

   _____

   _____

Friday

1. Virginia was divided about the war. Which part of Virginia sided with the Union and became its own state in 1863?

   _____

2. The Civil War is also called the "War Between the States." Why?

   _____

   _____

Challenge

Find the dates when the Civil War began and ended. Find the places where the Civil War began and ended. Note the states and dates on the map. Use an encyclopedia, history book, or other resource to help you.

WEEK 36

Daily Geography

ANSWER KEY

Monday
1. 16 areas
2. 8; high school and bus station

Tuesday
1. 2; section 5
2. sections 11 and 14

Wednesday
1. presidents
2. airport, bus station, city street, highway

Thursday
1. industrial area
2. no; The library is on the south edge of the city.

Friday
1. section 16, commerical area
2. Any four of the following: elementary school, high school, city library, city park, and fire and police stations

Challenge
Answers will vary. Students should look at the sites—the airport, the industrial area, and residential areas—that surround the area to determine their opinion.

Students should also draw and label a landfill or another choice in section 3.

A City Plan

Introducing the Map

Ask students to name places in their town or city. They might name such places as a park, school, video store, or hospital. Discuss how hard and complicated it would be to plan a city. Where would the residential areas be? Would they build new neighborhood homes near parks or busy commercial areas? City leaders and planners have a lot to think about.

Talk about how a city grows. People have to think about the additional needs of the community. City planning involves the work of many people such as local government officials, citizen volunteers, and city planners.

City planners make proposals on ways to improve the city. Their proposals may include projects to build or replace run-down commercial or housing developments. They may include plans for new recreation areas, shopping centers, or ways to improve transportation routes.

The city planners come up with a master plan. The master plan shows how land should be used. It shows how public facilities and services such as schools and transportation systems should be improved or expanded.

Show students the map of a fictitious city. Talk about the different parts of the city. Read the key to see the different areas. Have students note the different residential areas, commercial areas, and community services of the city. Students should also notice the undeveloped land area. Tell them the city planners have proposed that this undeveloped land be used for a new landfill site. Discuss the pros and cons of this use of land. Students will be asked for their opinion on the challenge question at the end of the week.

Introducing Vocabulary

city planner a person who advises local governments on ways to improve the community

commercial area an area where businesses and stores are found

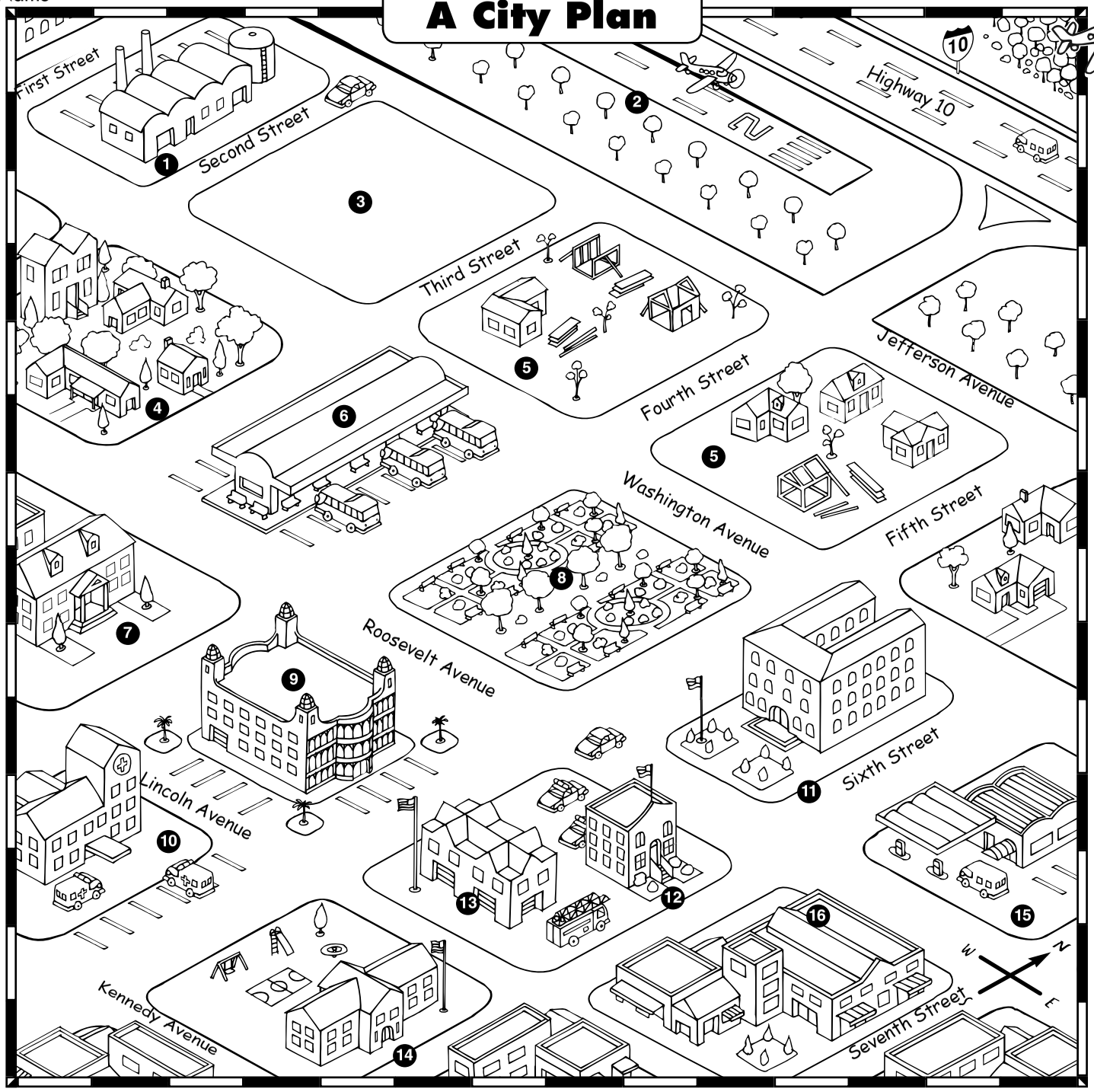
community services public places that provide for the needs of a community such as schools, hospitals, police stations, and parks

industrial area an area where factories are found

landfill site a large area where garbage is buried

residential area an area where people's homes are found

A City Plan



LEGEND

Section	Area
1	Industrial area
2	Airport
3	Undeveloped land
	_____
	_____
	_____
4	Older residential area
5	New residential area
6	Bus station
7	City library
8	City park
9	Offices and apartments
10	Hospital
11	High school
12	Police station
13	Fire station
14	Elementary school
15	Gas station
16	Commercial area

Name _____

Daily Geography

WEEK 36

A City Plan

Monday

1. How many different areas are labeled on the map?

   _____

2. In which section is the city park located? Name the places that are east and west of the park.

   _____

Tuesday

1. How many residential areas are shown on the map? Which residential area has the newest houses?

   _____

2. In which sections are schools found?

   _____

Wednesday

1. The avenues are named after _____.

2. Name the transportation systems shown on the map.

   _____

   _____

Name _____

Daily Geography

WEEK 36

A City Plan

Thursday

1. Which area should have large factories?

   commercial area industrial area residential area

2. The people of the community wanted the city library in the center of town. Was that plan followed? Why or why not?

   _____

Friday

1. Stores and small businesses are in which section and area?

   _____

2. The hospital is a community service for the city. Name four other community service places that are shown on the map.

   _____

   _____

Challenge

Pretend you are a city official and you have just received a proposal from the city planner. She has recommended that the undeveloped land in the city be used for a landfill site. Look at the city map and decide if you think this is a good site for the new landfill area. Write your opinion on the back of the map.

Draw what you think should be placed in section 3 on the map and write the name of the area in the legend.

Geography Glossary

belongs to:

Glossary

absolute location description of a place using grid coordinates (latitude and longitude)

aqueduct a large pipe or channel that carries water a long distance

archipelago a group of islands

arctic climate a climate of extreme cold

Arctic tundra a cold, dry region near the Arctic Ocean where no trees grow

agriculture business of farming

axis an imaginary line that passes through the center of Earth between the North and South Poles on which Earth rotates

bar scale a graphic that compares the distance on a map to the distance it represents

basin land drained by a river

bay a portion of the ocean that is partly enclosed by land

biome a large area or environment that shares the same general climate of temperature and rainfall. Different biomes support different types of plants and animals.

borough any of the five political divisions of New York City

British Isles a group of islands in northwestern Europe

Canadian Shield U-shaped region of ancient rock that curves around the Hudson Bay; southern part of shield is thick with forests; northern part is tundra

canal a channel that is dug across land to connect bodies of water

canyon a deep, narrow river valley with steep sides

Glossary

cape a point of land that extends into a sea or ocean

capital a city in a country or state where the government is based

Capitol the building in Washington, D.C., occupied by the Congress of the U.S.

cardinal directions north, south, east, and west (N, S, E, and W)

Caribbean Islands island nations and territories that border the Caribbean Sea; also called Greater Antilles and Lesser Antilles

census an official count of all the people living in a country or district

Central America a region of seven countries between Mexico and South America

channel a body of water joining two larger bodies of water

city planner a person who advises local governments on ways to improve the community

civil war war between states within the same nation

climate usual weather in a particular place over a period of time

climate zone a region in which usual weather patterns occur over time

coal a black mineral formed from the remains of ancient plants

commercial area an area where businesses and stores are found

community services public places that provide for the needs of a community such as schools, hospitals, police stations, and parks

compass rose a symbol that shows directions on a map

Glossary

Confederate States of America (the South) league of southern states that seceded from the U.S.

continent one of the seven large landmasses of the Earth: Africa, Antarctica, Asia, Australia, Europe, North America, and South America

coordinates the latitude and longitude address of a place on a map

crude oil yellow-to-black oil as it occurs naturally in a reservoir

cultural landmark a place selected and pointed out as having great historical or cultural importance.

cultural map a map that shows patterns of ethnic groups, religious practices, languages spoken, educational levels, and recreational choices

culture language, beliefs, traditions, arts and crafts, political systems, and technologies of a group of people

dam a strong barrier built across a stream or river to hold back water

daylight saving time a plan in which clocks are set one hour ahead of standard time for a specific period of time

degrees units of latitude or longitude; (° is the symbol for degrees)

desert a dry area with little or no rainfall

District of Columbia (D.C.) an area of land controlled by the federal government

diverse varied

economy the way a state or country develops, divides up, and uses its money, goods, and services

Glossary

ecosystem a community of animals and plants, interacting with their environment

elevation height of the land above sea level

ellipse oval-shaped, park-like area

equator an imaginary line that runs around the center of Earth, halfway between the North and South Poles at 0° latitude

ethnic to do with a group of people sharing the same national origins, language, or culture

Eurasia landmass made up of the continents of Asia and Europe

everglade an area of swampy land with tall grasses and many slow streams

forest a large area thickly covered with trees and plants

geographic grid the intersecting pattern formed by the lines of latitude and longitude

geopolitical map shows political and physical features on one map

geyser a hot spring that intermittently shoots up a jet of hot water or steam into the air

Great Lakes five freshwater lakes—Superior, Michigan, Huron, Erie, and Ontario—that form an important inland waterway in North America

grid a pattern of lines that form squares

gulf a large area of ocean partly surrounded by land

harbor a sheltered body of water where ships anchor

hemisphere half of the Earth

Glossary

highway interchange a place where major roads meet or join

history map a map that shows places or events from the past

hot spring a spring of water that is hotter than the temperature of the human body (98.6°F)

index an alphabetical listing of place names on a map and the grid squares in which they are found

industrial area an area where factories are found

inset map a smaller map set within the border of a larger one

intermediate directions northeast, southeast, southwest, and northwest (NE, SE, SW, and NW)

international border border between countries

interstate highway a major public road that is part of a nationwide highway system; the interstate highway system was created after the U.S. highway system

irrigation a process of bringing a supply of water to crops by artificial means

isthmus narrow strip of land having water on each side and connecting two larger bodies of land

lake a large body of fresh water surrounded by land

landfill site a large area where garbage is buried

landform natural land feature on Earth's surface, such as mountain or hill

legend (key) a list that explains the symbols on a map

lines of latitude (parallels) imaginary lines on the Earth that run parallel to the equator

lines of longitude (meridians) imaginary lines that run between the North and South Poles

livestock animals raised on a farm or ranch

lock a part of a canal with gates at each end where ships are raised or lowered to different water levels

mall a shaded public walk; park-like area

map sketch a rough drawing of a mental map

memorial something built to honor a person or an event such as a monument or a statue

mental map a map that a person pictures in his mind

mountain range a chain of mountains

mouth the part of the river where it empties into another body of water

national park an area set aside by a nation's government to protect natural beauty, wildlife, or other remarkable features

natural resources materials supplied by nature that are useful or necessary for life

North Pole the point north on Earth where the lines of longitude meet (90°N latitude)

ocean the great body of salt water that covers almost three-fourths of Earth's surface; any of its five main divisions—the Arctic, Atlantic, Indian, Pacific, or Southern Oceans

Glossary

parallel lines lines that are the same distance apart; lines that never meet or cross

peninsula land that is surrounded by water on three sides

petroleum another name for oil

physical features natural landforms and waterways on Earth's surface

physical map a map that shows natural landforms and water on Earth's surface

plains a large, flat area of land

plateau an area of high, flat land

polar projection used for mapping hemispheres instead of the whole Earth; shows accurate distance and direction, but shape and size of area are distorted toward the edges

political map a map that shows human-made features and boundaries such as cities, highways, and countries

population total number of people who live in a place

port a harbor where ships can dock or anchor safely

precipitation rain, snow, sleet, hail, or drizzle

prime meridian an imaginary line that runs from the North Pole to the South Pole at 0° longitude

product something that is made by a natural process

projection a system for mapping the round Earth on a flat surface

province one of the main administrative divisions of a country

Glossary

rainforest a dense, tropical forest where a lot of rain falls

region an area of land that is different from other areas due to its physical features, climate, people, or industries

relative location description of a place using the relation of one place to another

residential area an area where people's homes are found

Rio Spanish for river

river a large natural stream of fresh water that flows into a lake or an ocean

road map a map for motorists that shows the highways in an area

route a road or course for traveling from one place to another

scale the ratio between the measurements on a map and the actual measurements, as in one inch represents 100 miles

sea a large body of salt water wholly or partially enclosed by land

seaway a route by sea

secede to formally withdraw from a group or an organization

shield a land region formed by ancient rock

sound a long, wide body of water, larger than a strait or channel

source the place where a river starts

South Pole the point south on Earth where the lines of longitude meet (90°S latitude)

standard time zone a region in which the same time is used

Glossary

strait a narrow channel connecting two bodies of water

temperate climate a climate without extremes of either cold or heat

territory a region of a country not admitted as a state or province but having its own legislature and governor

time zone a region in which the same time is used; Earth is divided into 24 time zones

tourist map a map that shows places of interest for people traveling for pleasure

tributary a stream or river that flows into a larger stream or river

tropical climate a climate of heat and rain

tundra an arctic plain that remains frozen except for the ground just at the surface. Mosses and small shrubs are the only kinds of plants that grow there.

Union (the North) states that remained loyal to the federal government during the U.S. Civil War

United Kingdom European country consisting of England, Northern Ireland, Scotland, and Wales

U.S. highway a major public road that is part of a nationwide highway system; the U.S. highway system was created before the interstate highway system

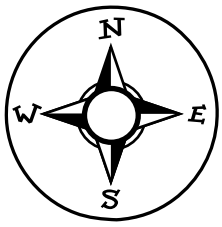
valley an area of low ground between two hills

volcanic mountain a mountain formed by molten lava and ash

weather conditions in the Earth's atmosphere at a certain place and time

My Glossary Words

As you work through the weekly maps, you may find other words that are new to you. Write the definitions of those words on this page.



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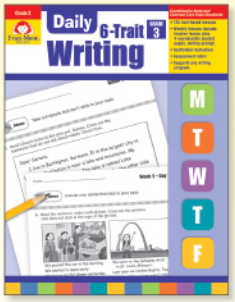

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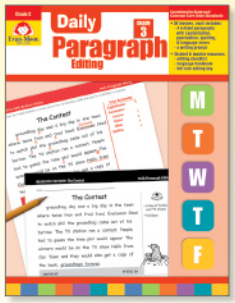

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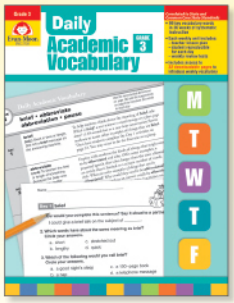

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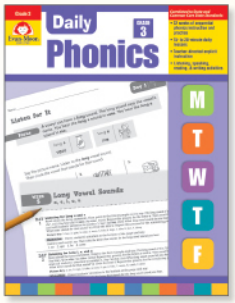

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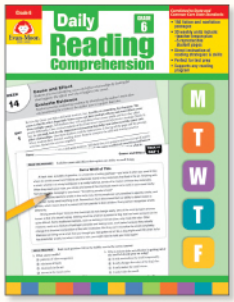

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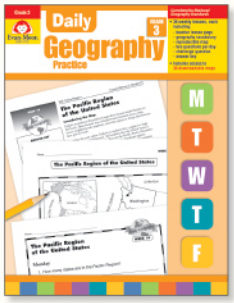

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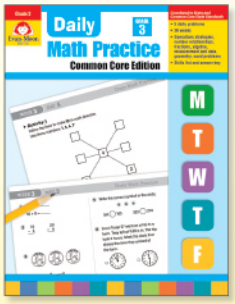

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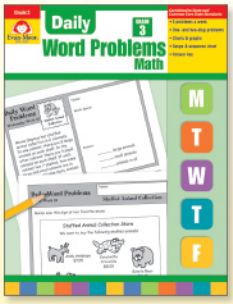

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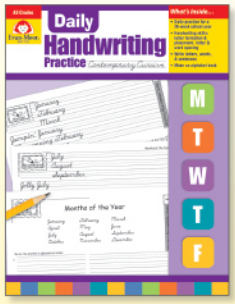

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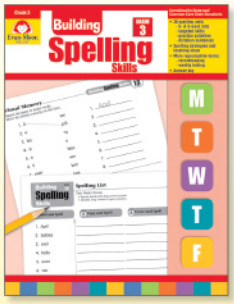

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