

World Geography and Cultures

UNIT 2 RESOURCES

The United States and Canada

- CHAPTER 5** Physical Geography of the
United States and Canada
- CHAPTER 6** Cultural Geography of the
United States and Canada
- CHAPTER 7** The Region Today: The
United States and Canada

Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 2 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of the United States and Canada in Chapter 6.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 5 blackline masters appear in this book immediately following Unit 2 materials. The materials appear in the order you teach—Chapter 5 activities; Chapter 5, Section 1 activities; Chapter 5, Section 2 activities; and so on. Following the end of the last section activity for Chapter 5, the Chapter 6 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

Acknowledgments

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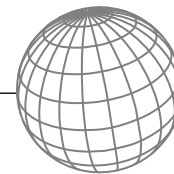
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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe's Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**

These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students' awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**

These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**

These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**

These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world's regions. Case studies include critical thinking questions and activities designed to extend students' knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**

These readings provide students with the opportunity to read literature by or about people who live in each of the world's geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**

These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**

These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**

These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**

These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.

World Geography and Cultures

Unit 2

Resources

Location Activity 2

The United States and Canada 1

Real-Life Applications and Problem Solving Activity 2

Locating a Fish Cannery 3

GeoLab Activity 2

A Sporting Chance of Success 5

Environmental Issues Case Study 2

PCBs in the Hudson River: To Dredge or Not to Dredge? 9

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Location Activity 2A



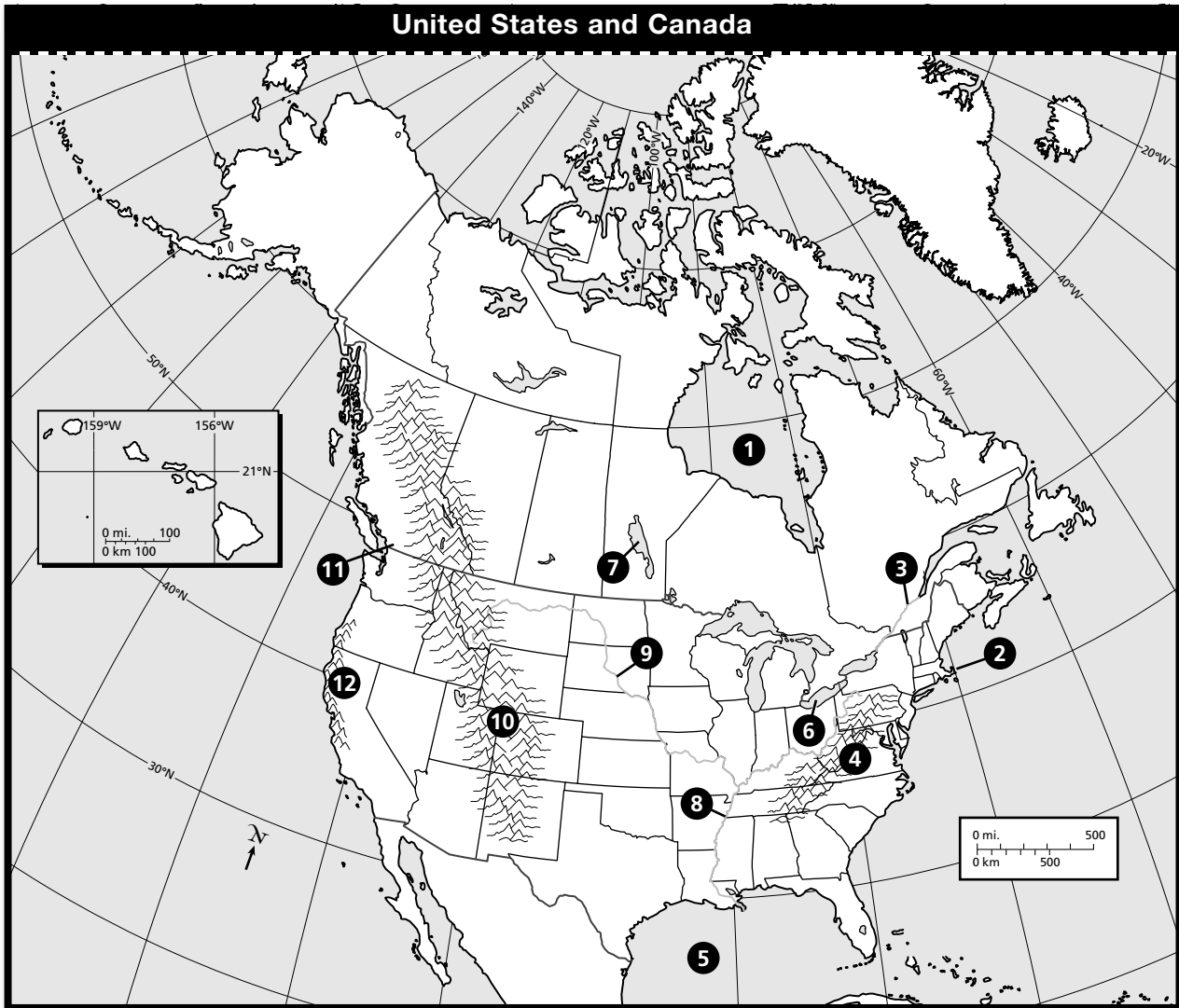
Use with Unit 2

DIRECTIONS: Label each U.S. state, city, and Canadian province or territory using the Unit 2 Regional Atlas on pages 120–123 of *World Geography and Cultures*.



Location Activity 2B

DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.



1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

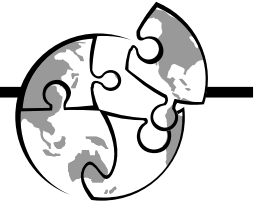
5. _____

11. _____

6. _____

12. _____

Real-Life Applications & Problem Solving



Locating a Fish Cannery

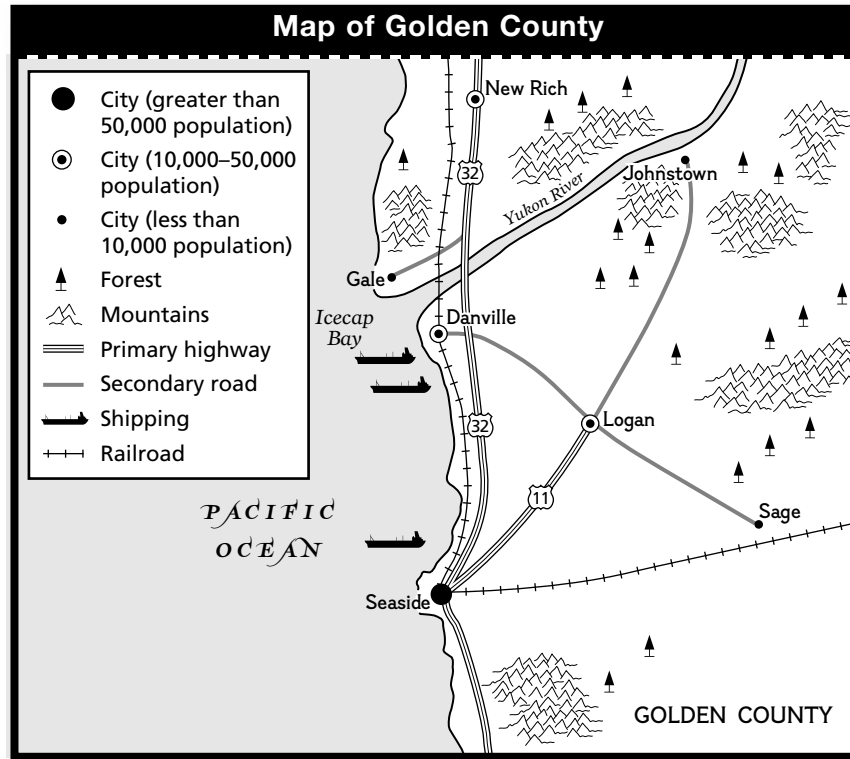
Assume the role of an executive in the Corporate Development Department of SeaFair Corporation, a large seafood distribution company. SeaFair is interested in opening a small fish cannery that will employ about 50 people on the coastline of the northern Pacific Ocean. Before your company can build the cannery, it must decide on a suitable location. They have asked you to evaluate the area and decide on a site. For this task, you must utilize your knowledge of geography and how it affects development. Complete the chart below to help you identify the most important considerations for choosing an optimum site for the SeaFair fish cannery.

| | |
|--|--|
| <p>What modes of transport will the cannery require?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>Where will the cannery's labor pool come from?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Location of Fish Cannery</p> | |
| <p>What utilities and other infrastructure will the cannery require?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>What other requirements are important at the site of the cannery?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Real-Life Applications & Problem Solving

UNIT 2

A previous study of the region has concluded that the cannery will be located somewhere in Golden County. Now that you have identified the needs of the cannery, study the map of Golden County at the right. Consider the needs of the cannery that you have listed and the geographical features of the area to determine the best location for the cannery. Mark your final choice on the map. Then, in the space below, write a memo to the president of the SeaFair Corporation in which you explain your reasons for choosing that location.



m e m o

To: President of SeaFair Corporation

From: _____

Re: Location of SeaFair Fish Cannery

Since it has been decided that SeaFair's fish cannery will be located somewhere in Golden County, I have evaluated geographic data about the area and decided the following:

My recommendation for the location of the fish cannery: _____

My reasons for this decision: _____



GeoLab Activity

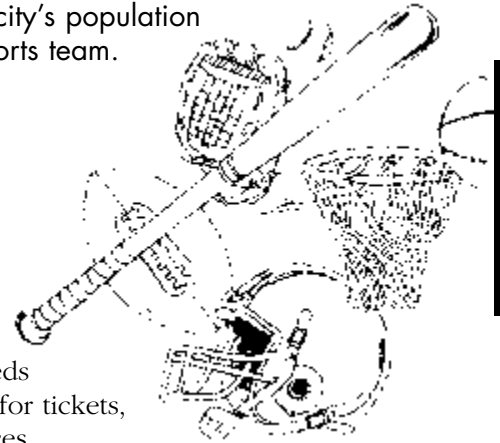
In this Geolab Activity you will learn how a city's population affects its ability to support a professional sports team.

A Sporting Chance Of Success

OVERVIEW

Professional sports leagues are big businesses. High player salaries and huge stadiums are among the major expenses for the franchise owners. The income that each team's management receives comes from ticket sales, television and radio revenue, and sales of team merchandise. Hundreds of jobs are created in the team's home city when fans pay for tickets, food, hotel rooms, transportation, parking, and other services.

In addition to the money and prestige that professional sports bring to a city, the events also provide entertainment and a source of local pride. All of these factors make choosing a team's location critical. In this activity, you will use population figures to analyze the locations of major sports franchises.



OBJECTIVES

1. To locate major United States cities on a map.
2. To determine the population base needed to support a professional sports team.
3. To determine the best location for an expansion team.

1 Materials

- outline map of the United States
- wall map of the United States
- pushpins or small stick-on dots in 3 colors
- world almanac, sports almanac, or access to the Internet
- world atlas
- colored pencils or markers in 3 colors

2 Procedures

- Use a world almanac, sports almanac, or the Internet to determine the locations of existing professional football, basketball, and baseball teams in the United States.
- Record the locations of sports teams on the U.S. Metropolitan Area Population Chart on the next page by putting a check mark (✓) in the box for each team located in that city. Some cities may have more than one team for each sport. Note: Some cities that have sports teams may not be listed on the chart but may be near another metropolitan area.
- Using a different colored pencil or marker for each sport, place a mark on the outline map of the United States to show the locations of the sports teams. Consult the atlas to determine the locations of the cities. Be sure to make a key for your map indicating what sport each color represents.
- Using pushpins or stick-on dots, transfer the data from your outline map to the wall map of the United States.

(continued)



U.S. METROPOLITAN STATISTICAL AREAS, 2008

| CITY | POPULATION | FOOTBALL | BASEBALL | BASKETBALL |
|--------------------------------|------------|----------|----------|------------|
| New York, NY | 19,006,798 | | | |
| Los Angeles, CA | 12,872,808 | | | |
| Chicago, IL | 9,569,624 | | | |
| Washington, D.C./Baltimore, MD | 5,358,130 | | | |
| Philadelphia, PA | 5,838,471 | | | |
| Dallas/Fort Worth, TX | 6,300,006 | | | |
| Miami, FL | 5,414,772 | | | |
| Houston, TX | 5,728,143 | | | |
| Atlanta, GA | 5,376,285 | | | |
| Detroit, MI | 4,425,110 | | | |
| Boston, MA | 4,522,858 | | | |
| San Francisco, CA | 4,274,531 | | | |
| Riverside, CA | 4,115,871 | | | |
| Phoenix, AZ | 4,281,899 | | | |
| Seattle, WA | 3,344,813 | | | |
| Minneapolis, MN | 3,229,878 | | | |
| San Diego, CA | 3,001,072 | | | |
| St. Louis, MO | 2,816,710 | | | |
| Tampa/St. Petersburg, FL | 2,733,761 | | | |
| Pittsburgh, PA | 2,351,192 | | | |
| Denver, CO | 2,506,626 | | | |
| Cleveland, OH | 2,088,291 | | | |
| Portland, OR | 2,207,462 | | | |
| Cincinnati, OH | 2,155,137 | | | |
| Sacramento, CA | 2,109,832 | | | |
| Kansas City, KS | 2,002,047 | | | |
| Orlando, FL | 2,054,574 | | | |
| San Antonio, TX | 2,031,445 | | | |
| San Jose, CA | 1,819,198 | | | |
| Las Vegas, NV | 1,865,746 | | | |
| Columbus, OH | 1,773,120 | | | |
| Norfolk/Virginia Beach, VA | 1,658,292 | | | |
| Indianapolis, IN | 1,715,459 | | | |
| Providence, RI | 1,596,611 | | | |
| Charlotte, NC | 1,701,799 | | | |
| Milwaukee, WI | 1,549,308 | | | |
| Austin, TX | 1,652,602 | | | |
| Nashville, TN | 1,550,733 | | | |
| New Orleans, LA | 1,134,029 | | | |
| Memphis, TN | 1,285,732 | | | |
| Jacksonville, FL | 1,313,228 | | | |
| Louisville, KY | 1,244,696 | | | |
| Hartford, CT | 1,190,512 | | | |
| Richmond, VA | 1,225,626 | | | |
| Oklahoma City, OK | 1,206,142 | | | |
| Buffalo, NY | 1,124,309 | | | |
| Birmingham, AL | 1,117,608 | | | |
| Rochester, NY | 1,034,090 | | | |
| Salt Lake City, UT | 1,115,692 | | | |

Source: U.S. Census Bureau

(continued)



GeoLab Activity

LAB ACTIVITY REPORT

1. What appears to be the smallest population needed to support a professional sports franchise?

2. If population were the only consideration, what cities would you select for the location of a new football team? _____

A new baseball team? _____

A new basketball team? _____

3. Why are there so few teams located in the Rocky Mountain and Great Plains states?

Critical Thinking

4. **Making Inferences** What factors other than population might affect the success of a team in a city with a small population?

Environmental Issues

Case Studies

PCBs in the Hudson River: To Dredge or Not to Dredge?

The U.S. Environmental Protection Agency (EPA) and the General Electric Company disagree on what is best for the Hudson River. Between the late 1940s and 1977, General Electric power plants located in Hudson Falls and Fort Edward, New York, on the upper Hudson—an area of the river north of New York City—disposed of PCBs, or polychlorinated biphenyls, in the river. These PCBs, which are liquid but heavier than water, settled in the river bottom and were ingested by fish and other river life. Used as coolants and lubricants in transformers and capacitors, PCBs



have been shown to cause cancer in animals and probably in humans. PCB contamination also has been linked to liver dysfunction, digestive disorders, headaches, nausea, and fatigue, as well as to male sterility.

In December 2000, the EPA proposed a massive river-dredging project that will clear some of the PCBs in the upper Hudson River. However, some scientists believe that dredging the river creates the risk of spreading the settled PCBs and that a major dredging will damage the Hudson River ecosystem by killing many fish, destroying sensitive wetlands, wildlife food sources and habitats, and by slowing or reversing the declines in PCB levels. The EPA proposal holds General Electric financially responsible for the dredging project; however, General Electric did not violate any laws. When New York State deemed PCB dumping illegal in 1977, the company stopped the dumping. Since then, General Electric has financed a \$200 million clean-up program that has, according to the company, reduced the level of PCBs in the river by 90 percent by controlling and reducing the remaining PCB sources.

DIRECTIONS: Read the pro and con arguments below. Then answer the questions under **Examining the Issue**. Use another sheet of paper for your answers if necessary.

PRO

PCBs are a dangerous presence in the Hudson River. These toxins are believed to cause many health problems in humans, from cancer to brain dysfunction to birth defects. Dredging the river can safely eliminate hundreds of pounds of these harmful PCBs before they have the chance to spread to other areas of the river. This EPA proposal is an important step in preserving the health of humans and wildlife in the Hudson River Valley.

"[Dredging the river will] protect the health of millions of families and a vast array of fish and wildlife that live with and depend upon the Hudson River and its estuaries. This river needs to be cleaned, it will not clean itself. Failure to clean this river will leave fish highly contaminated for generations."

—Carol Browner, Environmental Protection Agency Administrator, news conference, December 6, 2000

(continued)

Environmental Issues

Case Studies

CON PCBs are a health threat; however, this dredging project would do more harm than good to the Hudson River ecosystem. The level of PCBs in the river has been dramatically reduced over the years using safer clean-up methods, such as those managed by General Electric. In 1984, the Environmental Protection Agency believed that dredging the river would harm the ecosystem, and now that the levels of PCBs are much lower, there is no need to take such a risk.

“EPA has willfully ignored its own finding in 1984 that a massive dredging program like the one proposed today would be ‘devastating to the river ecosystem.’ This proposal makes no sense because, as people who live near the river know, the Hudson is dramatically cleaner today than it was when EPA rejected dredging sixteen years ago. . . . EPA also has ignored the objections of more than 60 Hudson Valley communities that have opposed dredging and may be forced to endure a generation of EPA-sponsored disruption of the river.”

—General Electric Press Release, December 6, 2000



Examining the Issue

Recalling Facts

1. Why are PCBs in the Hudson River a problem? _____

2. What are the proposed solutions to the problem? _____

Critical Thinking Skills

3. **Making Judgments** In your opinion, would it be more effective to dredge the river now to remove the PCBs or to wait and continue the current clean-up methods by controlling and reducing the remaining PCB sources? Explain your answer.

4. **Making Inferences** Why did General Electric dispose of PCBs in the river in the first place?

Investigating Further

Work with a small group of students to prepare an argument for a debate on the Hudson River dredging issue. Choose a position, research to learn more about the issue, and then partner with an opposing group to argue whether the river should or should not be dredged.



World Literature: The United States and Canada

About the Author

N. Scott Momaday (b. 1934) is one-half Kiowa Indian. He was born in Oklahoma and grew up on various Kiowa reservations in the southwest. He has been a college and university professor of English and comparative literature since 1963. Momaday has published several collections of poetry in addition to his prose fiction and nonfiction and has illustrated some of his own work. *House Made of Dawn*, his 1969 Pulitzer Prize-winning novel excerpted below, looks at the difficulties of mixing Indian and Anglo cultures and was based on the lives of his ancestors.

GUIDED READING As you read the following passage from *House Made of Dawn*, think about the mood created by the description of the setting and the behavior of the animals.

from House Made of Dawn

The canyon is a ladder to the plain. The valley is pale in the end of July, when the corn and melons come of age and slowly the fields are made ready for the yield, and a faint, false air of autumn—an illusion still in the land—rises somewhere away in the high north country, a vague suspicion of red and yellow on the farthest summits. And the town lies out like a scattering of bones in the heart of the land, low in the valley, where the earth is a kiln and the soil is carried here and there in the wind and all harvests are a poor survival of the seed. It is a remote place, and divided from the rest of the world by a great forked range of mountains on the north and west; by wasteland on the south and east, a region of dunes and thorns and burning columns of air; and more than these by time and silence.

. . . Frequently in the sun there are pairs of white and russet hawks soaring to the hunt. And when one falls off and alights, there will be a death in the land, for it has come down to place itself like a destiny between its prey and the burrow from which its prey has come; and then the other, the killer hawk, turns around in the sky and breaks its glide and dives. . . . In the highest heat of the day, rattlesnakes lie outstretched upon the dunes, as if the sun had

wound them out and lain upon them like a line of fire, or, knowing of some vibrant presence on the air, they writhe away in the agony of time. . . . Coyotes have the gift of being seldom seen; they keep to the edge of vision and beyond, loping in and out of cover on the plains and highlands. And at night, when the whole world belongs to them, they parley¹ at the river with the dogs, their higher, sharper voices full of authority and rebuke. . . .

Higher, among the hills and mesas and sandstone cliffs, there are foxes and bobcats and mountain lions. Now and then, when the weather turns and food is scarce in the mountains, bear and deer wander down into the canyons. Once there were wolves in the mountains, and the old hunters of the town remember them. . . . But they were killed out for bounty, and no one will remember them in a little while.

. . . These—and the innumerable meaner creatures, the lizard and the frog, the insect and the worm—have tenure² in the land. The other, latecoming things—the beasts of burden and of trade, the horse and the sheep, the dog and the cat—these have an alien and inferior aspect, a poverty of vision and instinct, by which they are estranged from the wild land, and made tentative.

(continued)



World Literature: The United States and Canada

(continued)

They are born and die upon the land, but then they are gone away from it as if they had never been. Their dust is borne away by the wind, and their cries have no echo in the rain and the river, the commotion of wings, the return of boughs bent by the passing of dark shapes in the dawn and dusk.

Man came down the ladder to the plain a long time ago. It was a slow migration, though he came only from the caves in the canyons and the tops of the mesas nearby. . . . For man, too, has tenure in the land; he dwelt upon the land twenty-five thousand years ago, and his gods before him.

The people of the town . . . do not hanker³ after progress and have never changed their

essential way of life. Their invaders were a long time in conquering them; and now, after four centuries of Christianity, they still pray in Tanoan⁴ to the old deities⁵ of the earth and sky and make their living from the things that are and have always been within their reach. . . . They have assumed the names and gestures of their enemies, but have held on to their own, secret souls; and in this there is a resistance and an overcoming, a long outwaiting.

¹meet in conference with one's enemy

²higher status granted because of longevity or skill

³have a strong desire

⁴a family of American Indian languages spoken in New Mexico and Arizona

⁵gods

DIRECTIONS: Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. Which region of the United States does this excerpt describe? How do you know?

2. Describe the mood the description of the setting conveys to the reader.

3. What ideas do the descriptions of the animals give the reader about life in this region?

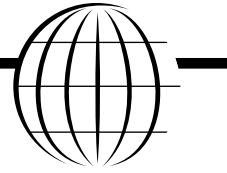
CRITICAL THINKING

4. **Comparing and Contrasting** In the passage, how are the people of today similar to their ancestors? How are they different?

World Geography and Cultures

Chapter 5 Resources

| | |
|--|----|
| Vocabulary Activity 5 | |
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| Reinforcing Skills Activity 5 | |
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| The Great Divide | 19 |

VOCABULARY**5****A C T I V I T Y**

Physical Geography of the United States and Canada

DIRECTIONS: Choose a word or phrase from the box to complete each sentence.

Word Bank

| | | |
|-------------|-------------|------------|
| aquaculture | fall line | prairie |
| blizzards | fishery | supercells |
| chaparral | fossil fuel | timberline |
| chinook | headwaters | tributary |
| divide | hurricane | |

1. A _____ is a high point or ridge that determines the direction that rivers flow.
2. A _____ is a brook, river, or stream that connects with larger rivers.
3. The source of a river is called its _____.
4. To catch fish and other sea animals, you would go to a _____.
5. The boundary in the eastern United States that marks the place where higher land drops to the lower coastal plain is the _____.
6. The elevation above which trees cannot grow is referred to as the _____.
7. A _____ is a warm, dry wind that may blow down the east slopes of the Rockies.
8. A naturally treeless expanse of grass is known as a _____.
9. Violent spring and summer thunderstorms called _____ create tornadoes in the Great Plains.
10. An ocean storm hundreds of miles wide is a _____.
11. _____ are snow storms that meet specific measurements of wind, temperature, and length of time.
12. _____, or fish farming, is a growing practice.
13. Coal and natural gas are two forms of _____.
14. A _____ is a drought-resistant woodland.

RETEACHING ACTIVITY 5

Physical Geography of the United States and Canada

Terms and Concepts

DIRECTIONS: Match each term from Chapter 5 with the correct definition.

- | | |
|----------------------|--|
| _____ 1. divide | a. ridge that determines the direction rivers flow |
| _____ 2. fossil fuel | b. source of a river |
| _____ 3. fishery | c. place where the land drops into the Atlantic Coast Plain |
| _____ 4. fall line | d. coal, petroleum, and natural gas formed hundreds of millions of years ago |
| _____ 5. headwaters | e. smaller part of a river |
| _____ 6. tributary | f. places for catching fish and other sea animals |

Visualizing Information

DIRECTIONS: Look at the table below. Write two facts for each climate zone.

SELECTED CLIMATE ZONES OF THE UNITED STATES AND CANADA

| CLIMATE ZONE | FACT 1 | FACT 2 |
|-----------------------|--------|--------|
| 7. subarctic | _____ | _____ |
| | _____ | _____ |
| 8. tundra | _____ | _____ |
| | _____ | _____ |
| 9. desert | _____ | _____ |
| | _____ | _____ |
| 10. marine west coast | _____ | _____ |
| | _____ | _____ |
| 11. humid continental | _____ | _____ |
| | _____ | _____ |
| 12. humid subtropical | _____ | _____ |
| | _____ | _____ |
| 13. highlands | _____ | _____ |
| | _____ | _____ |

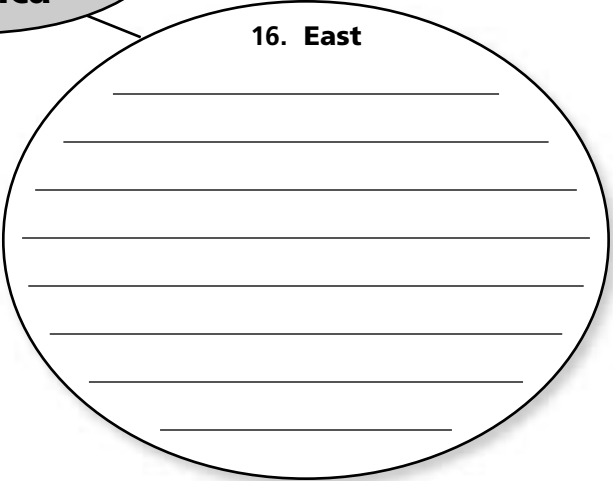
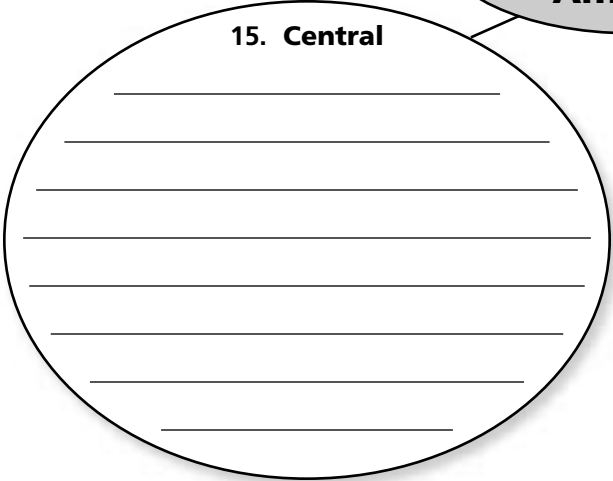
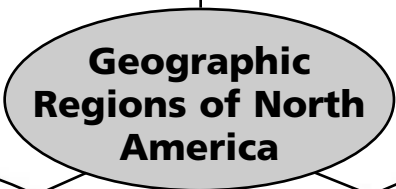
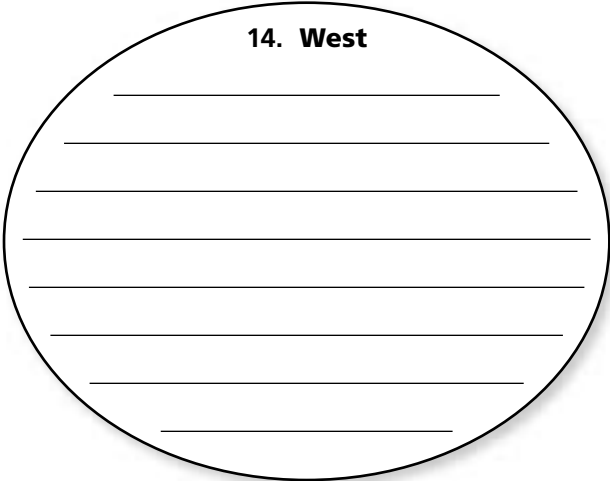
(continued)

RETEACHING ACTIVITY 5

Working with Geography

DIRECTIONS: Complete the web below, using the geographical features listed in the box.

- | | | |
|--------------------|------------------------|-------------------|
| Mojave Desert | Great Plains | Greenland |
| Great Lakes | Mount McKinley | Mississippi River |
| Everglades | Rocky Mountains | Yukon Territory |
| Newfoundland | Appalachian Mountains | Niagara Falls |
| St. Lawrence River | Piedmont | Canadian Shield |
| Pacific Ranges | Atlantic Coastal Plain | Chihuahuan Desert |



CHAPTER 5

CHAPTER 5 REINFORCING SKILLS ACTIVITY

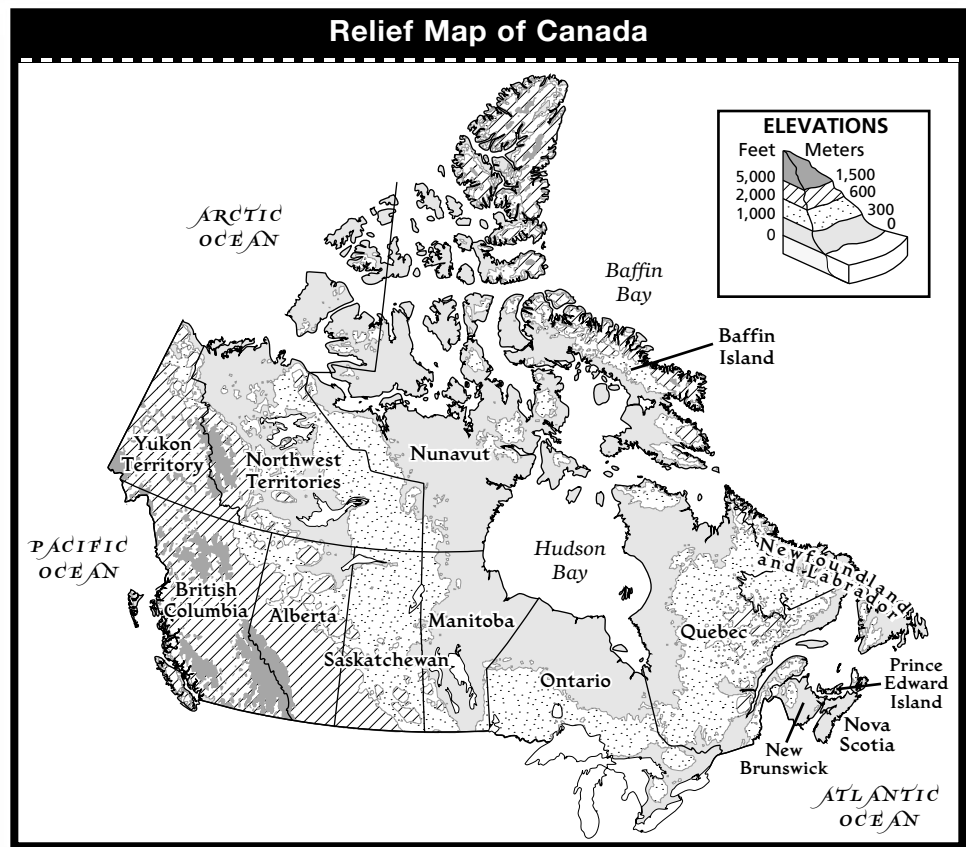
Reading a Relief Map

A relief map uses color or patterns to indicate differences in the heights of land areas in relation to sea level. All elevation is measured from sea level, the average level of water in the world's oceans.

Reading a relief map requires using the map key. As the elevation changes from place to place, the key will help you determine the difference in elevation between locations. Relief maps come in varying levels of detail. The key to a map reveals how detailed the information will be. Maps that show a large area generally show less detail than maps showing a small area.

Practicing the Skill

DIRECTIONS: Use the relief map of Canada to answer the following questions.



1. What is the elevation of the area around Hudson Bay? _____
2. In which area of Canada are the highest elevations found? _____
3. When traveling west from Hudson Bay, would the land's elevation generally increase or decrease?

4. What is the approximate elevation of most of British Columbia? _____
5. Which provinces and territories have elevations that span from zero to over 5,000 feet (over 1,500 meters)?

Enrichment Activity 5



The Great Divide

The continental divide in North America is sometimes called the *Great Divide*. All rivers east of the Great Divide flow toward the Atlantic Ocean, some by way of Hudson Bay or the Gulf of Mexico. All rivers west of the Great Divide flow toward the Pacific Ocean.

In 1978 the United States Congress approved the creation of the Continental Divide National Scenic Trail, a 3,102-mile (4,992-km) route which twists and turns from the southern border of New Mexico to the northern border of Montana. Over 60 percent of the route was already in place as existing trails or roads when Congress created the Continental Divide Trail. A portion of the route along the Idaho/Montana border, for example, was a trail created by Native Americans and used by Lewis and Clark in 1805 during their exploration of the Louisiana Purchase. When constructing the Continental Divide Trail, modern surveyors connected existing trails and made new ones to make it the longest national scenic trail in the United States.

DIRECTIONS: Use the article above and study the map showing the Great Divide to answer the questions below.

Western United States Showing the Great Divide



- Through which states does the Continental Divide Trail extend? _____

- On the map, which major rivers in the United States are west of the Great Divide?

- Which river shown on the map has the southernmost mouth? The northernmost? _____

- Through which U.S. state bordering Canada does the Continental Divide run? _____

- Where is Triple Divide Peak? What is its significance? _____

- Which oceans receive runoff from Triple Divide Peak? By what means does water enter the Atlantic? _____

World Geography and Cultures

Chapter 5 Section Resources

| | |
|------------------------------------|----|
| Guided Reading Activity 5-1 | |
| The Land | 21 |
| Guided Reading Activity 5-2 | |
| Climate and Vegetation | 22 |

Guided Reading Activity 5-1

For use with textbook pages 130–135.

The Land

Underline the Correct Word

DIRECTIONS: Read each incomplete sentence below and the two answer choices in parentheses. Underline the word or phrase in the parentheses that best completes the sentence.

- Both the east and west coasts of Canada and the United States are edged with _____.
(mountains/plains)
- In the west, tectonic collisions have given rise to the _____, which include the Cascades and the Sierra Nevada. (Appalachians/Pacific Ranges)
- The lowest and hottest spot in the United States is _____, in the Great Basin.
(Fraser Plateau/Death Valley)
- The _____ of central North America appear flat, but actually slope downward as you move east.
(Northwest Territories/Great Plains)
- East of the Mississippi lie the _____ mountains in North America, the Appalachians.
(highest/oldest)
- Abundant _____ has/have helped make the United States and Canada wealthy.
(forests/freshwater)
- The _____ in the Rockies separate(s) the flow of water to the Pacific or to the Gulf of Mexico.
(headwaters/Continental Divide)
- The _____ River begins in Minnesota and flows to the Gulf of Mexico, draining 31 states.
(Missouri/Mississippi)
- The St. Lawrence River borders the United States and Canada and is important as a _____ resource. (transportation/fisheries)
- _____ Falls forms the boundary between Ontario, Canada, and New York in the United States.
(New England/Niagara)
- Canada's Great Bear Lake and Great Slave Lake were formed by the gouging of _____.
(earthquakes/glaciers)
- Inland cities such as _____ grew wealthy from their location on the Great Lakes-St. Lawrence Seaway. (Chicago/Philadelphia)
- Coal has been mined in _____ for more than 100 years. (British Columbia, Alberta)
- The _____ contain valuable ores, such as gold, silver, and copper.
(Rocky Mountains/Great Plains)
- About _____ percent of the United States is covered by forests. (70/30)
- The _____ waters of the Pacific and Atlantic Oceans, and the Gulf of Mexico are traditionally rich fishing areas. (fresh/coastal)

Guided Reading Activity 5-2

For use with textbook pages 138–142.

Climate and Vegetation

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. Describe the seasons in the two-thirds of Canada that lie in higher latitudes.

2. What causes the cold winter winds that chill much of the central United States?

3. List the factors that contribute to the variations in climate and vegetation in western North America.

4. Why are areas along the Pacific Ranges so rainy?

5. Why are the plateaus and basins between the Pacific Ranges and the Rocky Mountains so arid?

6. How does the chinook warm the Rocky Mountains?

7. Describe the climate and seasons found in the Great Plains.

8. What caused the Dust Bowl?

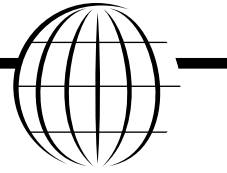
9. Where are the Everglades, and why are they important?

10. Where are tropical climates located in the United States?

World Geography and Cultures

Chapter 6 Resources

| | |
|--|----|
| Vocabulary Activity 6 | |
| Cultural Geography of the United States and Canada | 24 |
| Reteaching Activity 6 | |
| Cultural Geography of the United States and Canada | 25 |
| Reinforcing Skills Activity 6 | |
| Understanding GIS and GPS | 27 |
| Enrichment Activity 6 | |
| Preserving Inuit Culture in Nunavut | 29 |

VOCABULARY**6****A C T I V I T Y**

Cultural Geography of the United States and Canada

DIRECTIONS:

Match the word or phrase from the box with the correct definition. Write the letter of the correct answer in the blanks to the left.

- _____ 1. movement of people into one country from another
- _____ 2. Arctic Native peoples of North America
- _____ 3. nickname for the southern United States
- _____ 4. concentration of population in cities
- _____ 5. an outlying community
- _____ 6. great city
- _____ 7. colonist who wished to remain loyal to the British government
- _____ 8. spread of people and suburban development
- _____ 9. informal network of safe houses
- _____ 10. cultivating land so it catches and holds rainwater
- _____ 11. a treaty eliminating tariffs and trade barriers
- _____ 12. a political unit similar to a state
- _____ 13. Quebec's French-speaking inhabitants
- _____ 14. partially self-governing country
- _____ 15. Canada's national legislature
- _____ 16. having two languages
- _____ 17. form of music blending African rhythms with European harmonies
- _____ 18. the breaking away of one part of a country to create a separate country
- _____ 19. percentage of people who can read and write
- _____ 20. a city with a population of at least 50,000 people and its outlying communities

- a. bilingual
- b. dominion
- c. dry farming
- d. immigration
- e. Inuit
- f. jazz
- g. literacy rate
- h. Loyalist
- i. megalopolis
- j. metropolitan area
- k. North American Free Trade Agreement
- l. Parliament
- m. province
- n. Quebecois
- o. separatism
- p. suburb
- q. Sunbelt
- r. Underground Railroad
- s. urbanization
- t. urban sprawl

RETEACHING ACTIVITY 6

Cultural Geography of the United States and Canada

Terms and Concepts

DIRECTIONS: Match each term from Chapter 6 with the correct definition

- | | |
|----------------------------------|---|
| _____ 1. megalopolis | a. a partially self-governing country |
| _____ 2. metropolitan area | b. term describing the United States and Canada |
| _____ 3. bilingual | c. large city and its outlying suburbs |
| _____ 4. “nations of immigrants” | d. being able to speak two languages |
| _____ 5. Quebecois | e. Quebec’s French-speaking inhabitants |
| _____ 6. dominion | f. chain of closely linked cities |

Visualizing Information

DIRECTIONS: Compare and contrast the governments of the United States and Canada. Fill in the chart with the correct terms relating to each country’s government.

| | The United States | Canada |
|-------------------------------|-----------------------------|-----------|
| Type of government: | 7. _____ | 8. _____ |
| Power shared with: | 9. _____ | 10. _____ |
| Plan of government: | 11. _____ | 12. _____ |
| Branches of government: | 13. _____ _____ _____ | |
| Created as a: | | 14. _____ |
| Name of national legislature: | 15. _____ | 16. _____ |
| Head of government: | 17. _____ | 18. _____ |

RETEACHING ACTIVITY 6

Organizing Information

DIRECTIONS: Read each item of information in the Fact Bank below. Think about the concept that it describes. Then write it under the correct heading.

FACT BANK

- concentration of population in cities
- factories harnessed waterfalls for power
- people came seeking religious and political freedom
- huge linked metropolitan areas
- uses mineral and agricultural resources
- provides jobs, education, health care, and culture
- movement by Europeans had begun by the late 1500s
- created demand for cotton production
- sought jobs and economic opportunity
- ancestral heritage of most Americans and Canadians
- houses communities of many cultures
- technology improves production and manufacturing
- healthy economies support large populations
- creates pollution and environmental problems
- fled wars or natural disasters

19. Industrialization _____

20. Urbanization _____

21. Immigration _____

CHAPTER 6 REINFORCING SKILLS ACTIVITY

Understanding GIS and GPS

The United States military developed the Global Positioning System (GPS) so troops could determine precisely where they were in unfamiliar surroundings. Explorers, mountain climbers, and sailors traveling through uncharted territory also use GPS receivers to avoid becoming lost. When used with a map showing latitude and longitude, a GPS receiver enables a person to find his or her position on a map with great accuracy.

Geographic information systems (GIS) use information from GPS receivers to coordinate a variety of data that can be associated to a map location. It is then possible to make comparisons between different areas.

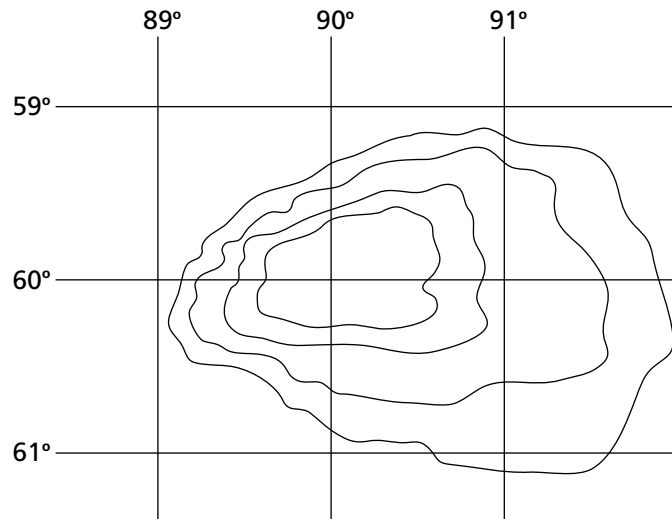
Practicing the Skill

DIRECTIONS: The sample map shown below is a wilderness area. Suppose that three people are hiking in this area. Each has a GPS receiver. Locate with the numerals 1, 2, or 3 each person on the map using his or her GPS readings. Then use the GIS data to help you answer the questions.

| GPS Readings | Longitude | Latitude | Elevation |
|--------------|-----------|----------|-----------|
| Person #1 | 89° | 59° | 100 ft. |
| Person #2 | 90° | 60° | 857 ft. |
| Person #3 | 91° | 61° | 305 ft. |

GIS Data:

- The area around 60° latitude and 90° longitude has steep slopes and a high frequency of avalanches.
- This same area has been noted for recent heavy snowfalls.



1. Which person is located in the southern part of the wilderness area? _____
2. Which person is at the highest elevation? _____
3. What danger might rescuers face in reaching Person #2's location? _____

Enrichment Activity 6



Preserving Inuit Culture in Nunavut

For thousands of years, the Inuit people of northern Canada followed a traditional way of life. They lived a semi-nomadic existence that revolved around seasonal changes. The migratory habits of caribou herds and other wildlife dictated human movement. The Inuit depended on these animals for food and clothing.

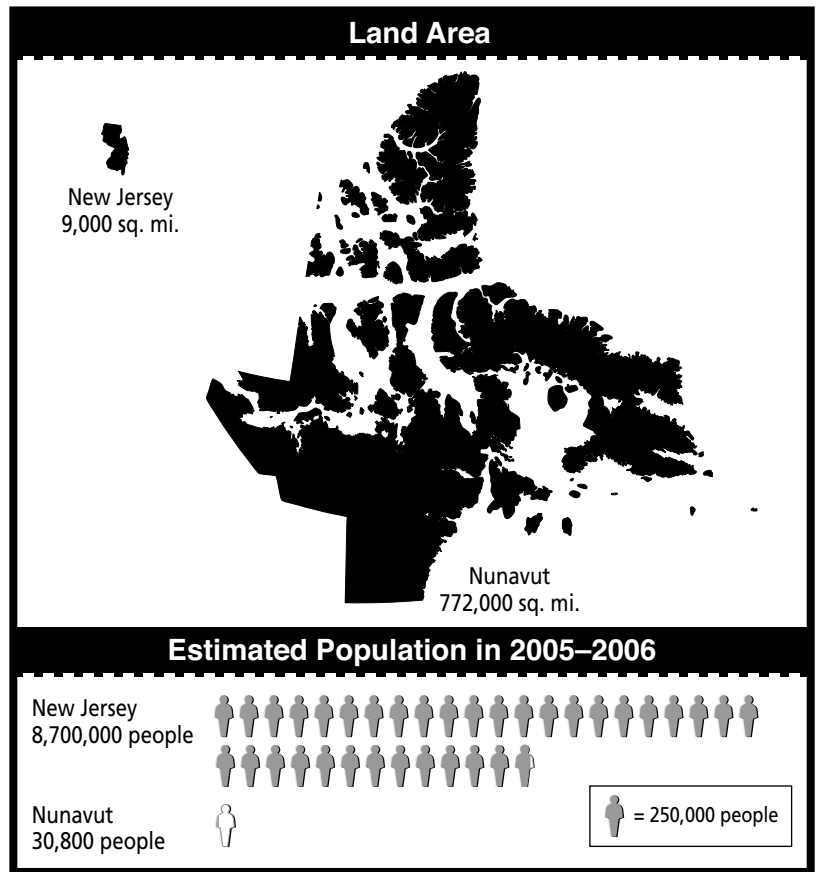
The family was the basic social unit. Younger children learned life skills from parents and older siblings. Elders, who had acquired wisdom through experience, were the ultimate cultural authority. The elders passed on Inuit values through the oral tradition of stories.

Inuit children now attend modern schools. In classrooms, they study subjects such as reading, mathematics, and computer science—subjects needed to compete economically in the high-tech world. Some Inuit people fear that future generations will forget their cultural heritage. They are determined to prevent this loss.

Faculty and students at Nunavut Arctic College have responded to the challenge. Their Oral History Project is making a permanent record of Inuit culture and wisdom. Students interview Inuit elders who describe the time-honored customs. The college is publishing the interviews both in print and on the Internet. Volume I, an introduction to Inuit culture, appeared in 1999. Four additional volumes—*Perspectives on Traditional Law*, *Inuit Spirituality*, *Health Practices*, and *Child Rearing Practices*—will discuss traditional Inuit ways. These cultural records will be available in both English and Inuktitut, the Inuit language.

DIRECTIONS: Use the article above and study the maps and graph to answer the following questions. Use a separate sheet of paper.

1. Why were caribou and other wildlife so important to the traditional Inuit culture?
2. What role did the elders play in traditional Inuit culture?
3. According to the article, how have the lives of Inuit children changed in recent years?
4. Why would the Inuit make records available in Inuktitut if the children have learned English?
5. What part does the climate of Nunavut play in its population density?
6. Would lack of human resources be an obstacle to Nunavut's development of mineral resources? Explain.



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World Geography and Cultures

Chapter 6 Section Resources

| | |
|------------------------------------|----|
| Guided Reading Activity 6-1 | |
| The United States | 31 |
| Guided Reading Activity 6-2 | |
| Canada | 32 |

Guided Reading Activity 6-1

For use with textbook pages 148–154.

The United States

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. Approximately when did the first immigrants to the region now known as the United States begin to arrive, and from where did they come?

2. List the reasons people have immigrated to the United States.

3. What percentage of the United States population is foreign born?

4. Where do most people in the United States live?

5. How did the development of mechanized agriculture affect the United States?

6. Describe the differences between a metropolitan area and a megalopolis.

7. What were the main industries of the New England, Middle, and Southern Colonies by the 1700s?

8. What was the American Revolution, and what was its result?

9. What was the Underground Railroad?

10. Why did the United States invade Afghanistan in October 2001?

Guided Reading Activity 6-2

For use with textbook pages 155–160.

Canada

Fill In the Blanks

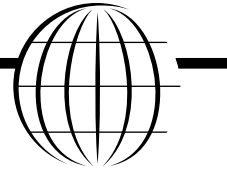
DIRECTIONS: Use the information in your textbook to fill in the blanks in the sentences below.

1. Immigrants to Canada, called _____, remained loyal to the British government and fled to Canada after the American Revolution.
2. Quebec's people are mostly of _____ descent.
3. Today, most of the Canadian population lives along the _____.
4. Canada's largest city is _____.
5. When Europeans arrived in what is now Canada, about _____ native peoples were already living there.
6. In 1670, territorial rivalry over what is now Canada began between France and _____.
7. In 1774, the _____ gave French settlers the right to maintain their own language, religion, and laws.
8. Self governing, but with close ties to Great Britain, Canada was created as a _____.
9. In 1885, British immigration fueled French _____ in Quebec.
10. Canada became a military and industrial power as a result of _____.
11. FTA and NAFTA have eliminated trade _____ between Canada and the United States.
12. Today many French-speaking Canadians support _____ to create independent countries.
13. Canada's two official languages are _____.
14. The largest religious group in Canada is made up of _____.
15. The literacy rate for Canada is _____.
16. Toronto is the third-largest _____ in the English-speaking world.
17. With its high standard of living, Canada is one of the _____ countries in the world.

World Geography and Cultures

Chapter 7 Resources

| | |
|---|----|
| Vocabulary Activity 7 | |
| The Region Today: The United States and Canada | 34 |
| Reteaching Activity 7 | |
| The Region Today: The United States and Canada | 35 |
| Reinforcing Skills Activity 7 | |
| Interpreting a Climate Map | 37 |
| Enrichment Activity 7 | |
| Wildland Fires in the Western United States in 2006 | 39 |

VOCABULARY**7****A C T I V I T Y**

The Region Today: The United States and Canada

A. DIRECTIONS: Write the letter of the best answer from the answer choices in the blank to the left.

- _____ 1. What allows people to own, operate, and profit from their own businesses?
- a. most favored nation status c. rich natural resources
b. market economy d. trade surplus
- _____ 2. What has transformed the workplace in the United States and Canada into a post-industrial economy?
- a. agriculture c. manufacturing
b. technology d. retooling
- _____ 3. What do cities use to convert old industries into new factories and other buildings?
- a. retooling c. demolishing
b. revising d. detoxifying
- _____ 4. What word indicates total control of a type of industry by one person or one company?
- a. tariff c. diversity
b. regulation d. monopoly
- _____ 5. Water pollution is responsible for speeding up what process and causing an overgrowth of small plants?
- a. acid rain c. eutrophication
b. clear-cutting d. smog production

B. DIRECTIONS: Choose a word or phrase from the box to complete each sentence.

Word Bank

| | | | |
|---------------|-----------------|---------------|-------------|
| trade deficit | post-industrial | monopoly | commodities |
| arable | acid rain | clear-cutting | smog |

6. A developed country produces and sells agricultural _____, or goods.
7. _____ land is land suited for farming.
8. A _____ occurs when a country imports more than it exports.
9. Chemical emissions from industries and automobiles react with water vapor to cause _____.
10. Air pollution created when the sun's rays interact with exhaust gases and industrial emissions is called _____.

RETEACHING ACTIVITY 7

The Region Today: The United States and Canada

Terms and Concepts

DIRECTIONS: Place the following terms from Chapter 7 in the correct category below. Then write a definition for each term.

| | | | |
|----------------|---------------|-------------|-------------------------|
| global economy | clear-cutting | commodities | post-industrial economy |
| acid rain | outsourcing | smog | eutrophication |

Economic Advantages

- _____
- _____
- _____
- _____

Environmental Problems

- _____
- _____
- _____
- _____

RETEACHING ACTIVITY 7

Visualizing Information

DIRECTIONS: Fill in each box with three related facts or concepts from Chapter 7.

North American Employment Sectors

9. Agriculture

11. Service Industries

10. Manufacturing

12. High-Tech Companies

Working with Geography

DIRECTIONS: Write a problem and a solution statement for each of the following regions. For each case, explain what the environmental problem is or was and what is being done or has been done to remedy it.

13. lakes in the Adirondack Mountains

14. the Great Lakes

15. Mexico

CHAPTER 7 REINFORCING SKILLS ACTIVITY

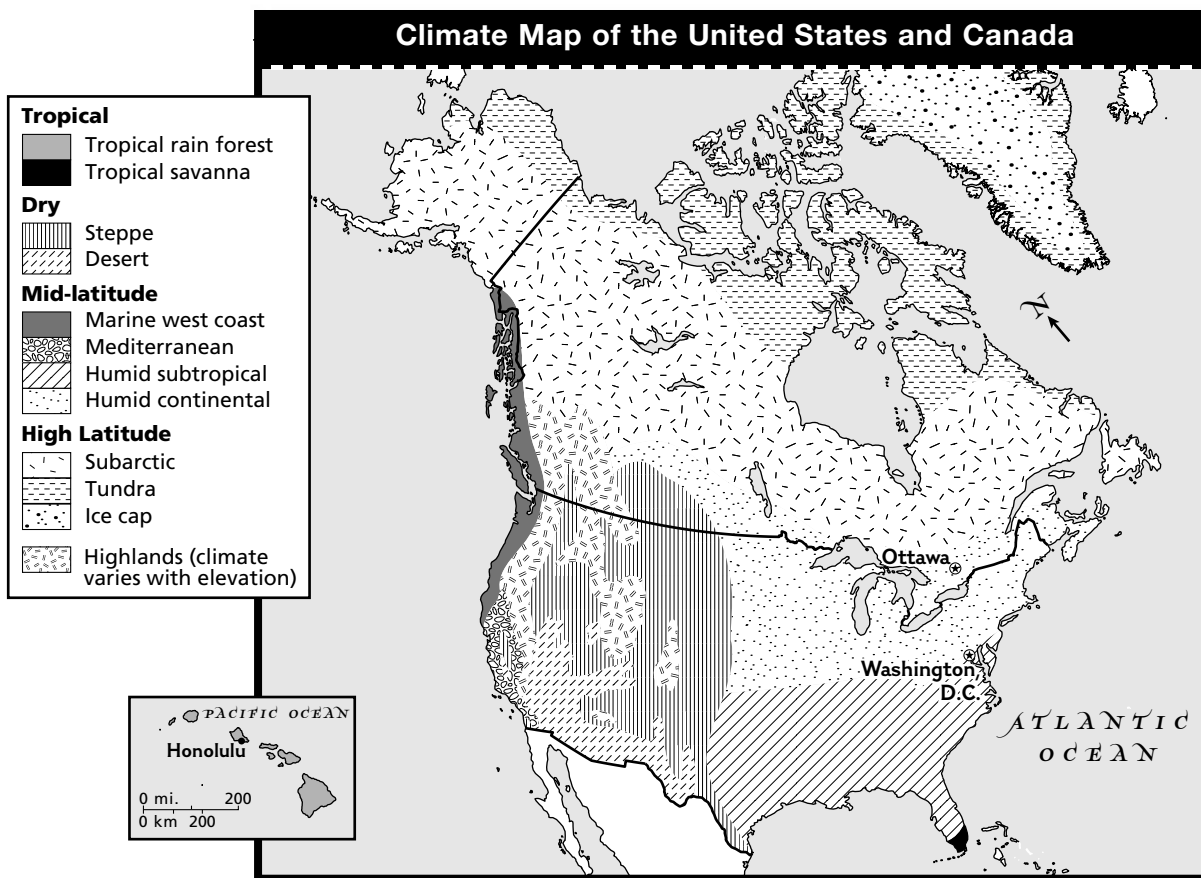
Interpreting a Climate Map

Several factors determine the climate of a region. Elevation, latitude, landforms, nearness to waterways, wind patterns, and temperatures all influence climate.

Climate maps show the climate zones of a region. Colors or patterns on the map represent different climate zones. The map key explains the color or pattern code.

Practicing the Skill

DIRECTIONS: Use the climate map of the United States and Canada to answer the following questions.



1. What type of climate is found throughout most of Canada? _____
2. Where can a tropical savanna climate be found? _____
3. Which climate prevails in the southeastern United States? _____

4. The Great Lakes area has what types of climate zones? _____
5. Where is a Mediterranean climate found? _____

Enrichment Activity 7



Wildland Fires in the Western United States in 2006

In 2006 wildland fires devastated vast areas of the western United States. Dry brush and timber provided the fuel. The western states experienced a prolonged dry spell during which hardly any rain fell. In addition, the Esperanza fire in California was caused by arson. Nearly 25,000 fires had burned 5 million acres (2,023,430 ha) in 10 western states. The chart shows fire statistics for these 10 states through November 13. These states remain at high risk for more fires.

DIRECTIONS: Use the above information and the chart to answer the questions that follow.

**National Year-to-Date Report on
Fires and Acres Burned
January 1–November 13, 2006**

| State | Number of Wildfires | Number of Acres Burned |
|---------------|------------------------|---------------------------|
| California | 7,972 | 675,942 |
| Colorado | 2,016 | 93,483 |
| Idaho | 1,823 | 933,180 |
| Montana | 2,302 | 1,047,118 |
| New Mexico | 2,478 | 597,317 |
| Nevada | 1,256 | 1,341,177 |
| Oregon | 3,230 | 525,220 |
| Utah | 1,832 | 336,711 |
| Washington | 1,543 | 475,405 |
| Wyoming | 616 | 184,476 |
| Totals | 25,068 | 5,003,029 |

- Which state experienced the greatest number of wildland fires? How many fires occurred in this state? _____

- Which two states suffered the greatest loss in total acreage burned? How many acres burned in these two states combined? _____

- Why would this region be susceptible to wildland fires? _____

- Why were many of these wildland fires impossible to prevent? _____

- What effect would normal precipitation in spring 2006 likely have had on this region?

- Why are areas east of these states less vulnerable to wildfires? _____

World Geography and Cultures

Chapter 7 Section Resources

| | |
|------------------------------------|----|
| Guided Reading Activity 7-1 | |
| The Economy | 41 |
| Guided Reading Activity 7-2 | |
| People and Their Environment | 42 |

Guided Reading Activity 7-1

For use with textbook pages 166–171.

The Economy

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks in the sentences below.

1. Seventy-seven percent of people in the United States and Canada are employed in _____ jobs.
2. The freedom to own, operate, and profit from one's own business is the basis for a _____ economic system.
3. _____ is the third-largest U.S. high-tech center after New York and Washington, D.C.
4. The United States has about _____ of land used for agriculture.
5. The Prairie Provinces of Canada and the Great Plains of the United States is a region called _____.
6. Since the 1950s, the number of farmers in the U.S. and Canada has _____.
7. Today, crops can be grown in nontraditional growing areas because of advances in agricultural _____.
8. In both the United States and Canada, manufacturing makes up about _____ percent of economic activity.
9. One of the region's largest manufacturing exports is _____ machinery and equipment.
10. A post-industrial economy is one in which technology and _____ employ a large number of people.
11. The implementation of _____ created one of the world's largest trading blocs.
12. Transforming old or abandoned factories for new uses is called _____.
13. Heavy use of the automobile in the region has contributed greatly to _____, which harms most urban areas.
14. The U.S. government monitors rates and services of broadcasting and telephone services to make sure _____ do not exist.
15. Because the United States and Canada produce a _____ of goods, they have plenty of goods to trade with the rest of the world.
16. The United States has a large _____ because it imports many more goods than it exports.
17. After the terrorist attacks of 2001, the U.S. and Canada created the _____ to enhance border security.

Guided Reading Activity 7-2

For use with textbook pages 172–176.

People and Their Environment

Modified True or False

DIRECTIONS: A word or phrase in each sentence below is underlined. If the underlined word or phrase makes the sentence true, circle "true" after the sentence. If it makes the sentence false, circle "false." If you circle "false," on the line that follows write the word or phrase that should replace the underlined word or phrase to make the sentence true.

1. Many of the region's old-growth forests have been destroyed because of disease, which cuts the whole forest down. (true/false) _____
2. Natural resource management involves taking into account the impact of natural activity on the environment. (true/false) _____
3. The introduction by humans of harmful materials into the environment is called pollution. (true/false) _____
4. Acid rain occurs when chemicals such as carbon monoxide and nitrogen oxide from cars, factories, and power plants react with water vapor and fall as acid rain. (true/false) _____
5. Acid rain is harmful to the region's oceans, where it kills fish and surrounding vegetation. (true/false) _____
6. Much of the acid rain that falls in Canada comes from the United States. (true/false) _____
7. When sunlight causes automobile exhaust and industrial emissions to change chemically, nitrogen is produced. (true/false) _____
8. Using electric cars or cars that burn gasoline with a very low sulfur content will help reduce air pollution. (true/false) _____
9. Waterways in the United States and Canada have been polluted with non-toxic wastes from industry and agriculture. (true/false) _____
10. Eutrophication occurs when too many dissolved nutrients enter bodies of water. (true/false) _____
11. In 1972 the United States and Canada signed the North American Free Trade Agreement (NAFTA) to combat pollution in the Great Lakes. (true/false) _____
12. Coastal flooding is a danger if polar ice melts and winds rise. (true/false) _____

Answer Key

Location Activity 2 pp. 1–2

- A.** Labeling should be consistent with the Unit 2 Regional Atlas.
- B.**
1. Hudson Bay
 2. Cape Cod
 3. St. Lawrence River
 4. Appalachian Mountains
 5. Gulf of Mexico
 6. Lake Erie
 7. Lake Winnipeg
 8. Mississippi River
 9. Missouri River
 10. Rocky Mountains
 11. Vancouver, BC
 12. Coast Ranges

Unit 2 Real-Life Applications pp. 3–4

Answers will vary. Students might identify Danville as a good location for the following reasons: it is near the sea and the Yukon River; it has access to the railroad, highway, and shipping; it has access to employees from several surrounding towns; and the geography of the land poses little challenge. Students also might choose Seaside for many of the same reasons.

Unit 2 GeoLab Activity pp. 5–7

1. about a million
2. **football**—Los Angeles, Houston, Portland, Milwaukee, Sacramento, Norfolk/Virginia Beach, San Antonio, Columbus, Orlando, Las Vegas, Salt Lake City
baseball—Tampa/St. Petersburg, Portland, Sacramento, Norfolk/Virginia Beach, San Antonio, Indianapolis, Orlando, Columbus
basketball—San Diego, St. Louis, Pittsburgh, Tampa/St. Petersburg, Cincinnati, Kansas City, Columbus, Las Vegas, New Orleans, Nashville, Buffalo
3. lower population density, fewer large cities

Critical Thinking

4. Answers may include: proximity to large airports or other easy access; proximity to colleges and universities that have sports; proximity to cities that have major industries or other economic bases; history and tradition

Unit 2 Environmental Issues pp. 9–10

1. PCBs are a problem because they occur in large numbers in the upper Hudson River and they are known to cause cancer in animals and probably in humans. They also cause other health problems in humans.
2. Students should note that a major dredging program for the river is an option. Another option is to let General Electric continue with its current clean-up program without implementing the dredging program.
3. Answers will vary, but students might say that dredging should be done now before PCBs harm more humans and animals. Others might say that the risks of the dredging procedure are too high, especially when the river is becoming cleaner without such drastic measures.
4. Answers will vary. Students might suggest that, many years ago when this happened, scientists and lawmakers did not know how harmful PCBs would be to the environment and that prior to 1977 it was not illegal to dump them into rivers.

Unit 2 World Literature pp. 11–12

Interpreting the Reading

1. It describes the southwest. The climate seems very hot and dry, and the harvest is relatively early. The writer refers to mesas, canyons, plains, coyotes, rattlesnakes, sandstone cliffs, bobcats, mountain lions, and “a region of dunes and thorns.”
2. Answers will vary. The mood is still and watchful, somber and reverent. The reader gets a sense of limitless space filled with bare earth and sky, and distant mountains and rocks.
3. The animals are quietly watching and waiting, as if there were a constant threat looming. They go about their lives wasting no time or effort. They wait when it is time to wait and they act swiftly when it is time for action. The region has a harsh beauty in which every living and nonliving thing has its place. Nothing is taken for granted, and the inhabitants do not waste anything.

Critical Thinking

4. Many people still worship the gods their ancestors worshipped, in their ancestral language. They still respect the earth and the animals of the earth. They have also learned the language and religion of their European conquerors, but their souls have not been affected.

Vocabulary Activity 5 p. 14

1. divide
2. tributary
3. headwaters
4. fishery
5. fall line
6. timberline
7. chinook
8. prairie
9. supercells
10. hurricane
11. Blizzards
12. Aquaculture
13. fossil fuel
14. chaparral

Reteaching Activity 5 pp. 15–16

1. a
2. d
3. f
4. c
5. b
6. e
7. coniferous forests, very cold winters
8. bitter winters, cool summers, few plants, few people
9. scorching heat, dry, cacti and hardy wildflowers
10. more than 100 inches of rain in parts every year, coniferous forests, ferns and mosses
11. Great Plains has this climate, bitterly cold winters, hot summers, extends to southern Canada
12. in southeast United States, long muggy summers, mild winters, deciduous forests, land cleared for farming
13. elevation, not latitude, influences climate and vegetation, coniferous forests in middle elevations, above timberline only lichens and mosses grow
14. Rocky Mountains, Mount McKinley, Pacific Ranges, Yukon Territory, Chihuahuan Desert, Mojave Desert

15. Great Plains, Great Lakes, Mississippi River
16. Everglades, Newfoundland, Canadian Shield, Niagara Falls, St. Lawrence River, Greenland, Atlantic Coastal Plain, Appalachian Mountains, Piedmont

Reinforcing Skills Activity 5 p. 17

1. 0–1,000 feet (0–300 meters)
2. western Canada
3. increase
4. 2,000–5,000 feet (600–1,500 meters) above sea level
5. Alberta, Yukon, Northwest Territories, Nunavut

Enrichment Activity 5 p. 19

1. Montana, Idaho, Wyoming, Colorado, New Mexico
2. Colorado, Columbia, Yukon, Snake
3. Rio Grande; Mackenzie
4. Montana
5. Triple Divide Peak is in northern Montana. Runoff from the peak flows into three different oceans.
6. Arctic, Pacific, Atlantic; water enters the Atlantic by way of Hudson Bay or the Gulf of Mexico

Guided Reading Activity 5-1 p. 21

1. mountains
2. Pacific Ranges
3. Death Valley
4. Great Plains
5. oldest
6. freshwater
7. Continental Divide
8. Mississippi
9. transportation
10. Niagara
11. glaciers
12. Chicago
13. British Columbia
14. Rocky Mountains
15. 30
16. coastal

Guided Reading Activity 5-2 p. 22

1. long cold winters and brief, mild summers
2. A persistently high atmospheric pressure area over the Canadian subarctic generates these winds.

3. The variations are due to the combined effects of latitude, elevation, ocean currents, and rainfall.
4. The mountains force wet ocean air upward, where it cools and releases its moisture.
5. the rain shadow effect
6. The chinook blows down the eastern slopes of the Rocky Mountains in late winter and early spring, warming at a rate of about 1°F for every 180 feet that it descends.
7. The Great Plains have a humid continental climate, with bitterly cold winters and hot summers.
8. The Dust Bowl was caused when settlers removed the prairie grass that anchored the soil, and the wind eroded the unprotected top soil.
9. The Everglades are located in Florida. Like most wetlands, they shelter a great variety of vegetation and wildlife.
10. southern tip of Florida, Hawaii, and Puerto Rico
8. democracy
9. state governments
10. provincial governments
11. constitution
12. constitution
13. executive, legislative, judicial
14. dominion
15. Congress
16. Parliament
17. president
18. prime minister
19. factories harnessed waterfalls for power; uses mineral and agricultural resources; created demand for cotton production; technology improves production and manufacturing; creates pollution and environmental problems
20. concentration of population in cities; huge linked metropolitan areas; provides jobs, education, health care, and culture; houses communities of many cultures; healthy economies support large populations
21. people came seeking religious and political freedom; fled wars or natural disasters; sought jobs and economic opportunity; ancestral heritage of most Americans and Canadians; movement by Europeans had begun by the late 1500s

Vocabulary Activity 6 p. 24

1. d
2. e
3. q
4. s
5. p
6. i
7. h
8. t
9. r
10. c
11. k
12. m
13. n
14. b
15. l
16. a
17. f
18. o
19. g
20. j

Reteaching Activity 6 pp. 25–26

1. f
2. c
3. d
4. b
5. e
6. a
7. democracy

Reinforcing Skills Activity 6 p. 27

1. Person #3
2. Person #2
3. danger of avalanches, recent heavy snowfalls

Enrichment Activity 6 p. 29

1. The Inuit depended on caribou and other wildlife for food and clothing.
2. Elders were the ultimate cultural authority, passing on traditional values through storytelling.
3. Inuit children once learned life skills primarily from parents and older siblings. Today they attend schools and study academic subjects.
4. Providing the records in Inuktitut preserves a record of the Inuit language and promotes its preservation.
5. The harsh climate discourages migration to the area and presents obstacles to permanent settlement, keeping the population density low.
6. Yes; lack of workers limits the amount of mineral resources Nunavut can mine and export.

Guided Reading Activity 6-1 p. 31

1. It is believed the first peoples moved into the region from Asia about 20,000 years ago.
2. People immigrate to the United States to enjoy religious and political freedom, to flee wars and natural disasters, or to find better economic opportunities.
3. In 2008, 12.5 percent was foreign born.
4. The Great Lakes region, the Northeast, and the Pacific coast are the most densely populated areas of the United States.
5. Fewer agricultural workers were needed, so workers moved to cities.
6. A metropolis includes one city with at least 50,000 people and its suburbs. A megalopolis is a chain of closely linked metropolitan areas.
7. New England Colonies: shipbuilding and fishing; Middle Colonies: cash crops; Southern Colonies: plantation agriculture
8. The thirteen American colonies fought for and gained independence from Great Britain.
9. An informal network of safehouses through which enslaved African Americans escaped from the South to freedom in the North.
10. Its rulers, the Taliban, had harbored Osama bin Laden and the al-Qaeda terrorist network, which had attacked the United States on September 11, 2001.

Guided Reading Activity 6-2 p. 32

1. Loyalists
2. French
3. U.S.-Canadian border
4. Toronto
5. 200,000
6. Great Britain
7. Quebec Act
8. dominion
9. nationalism
10. World War II
11. barriers
12. separatism
13. English and French
14. Christians
15. 99 percent
16. production center
17. wealthiest

Vocabulary Activity 7 p. 34

1. b
2. b
3. a

4. d
5. c
6. commodities
7. Arable
8. trade deficit
9. acid rain
10. smog

Reteaching Activity 7 pp. 35–36

1. global economy: economy that crosses national borders
2. outsourcing: setting up businesses abroad to produce parts and products for domestic use or sale
3. commodities: goods produced
4. post-industrial economy: economy in which fewer people work in industry and more people work in service, high-tech, or light industry
5. acid rain: rain with high acid content, caused by industrial pollution and destructive to forests and lakes
6. clear-cutting: cutting all the trees in an area of a forest
7. smog: air pollution caused by factories and cars, causes health problems
8. eutrophication: when pollution causes too much algae growth in a body of water, killing other living things
9. most farms owned by families; cattle ranches in the west; United States and Canada are leading producers of beef, milk, eggs, corn, wheat, and other grains; cornbelt is Ohio to Nebraska; rich soil and abundant rainfall
10. 20 percent of region's economy; robots and computers improving production; transportation equipment and machinery are the largest exports
11. includes education, health, government, tourism, entertainment, and real estate; a growing sector
12. an important sector of the service industry; manufactures software and computers; includes telecommunications and Internet businesses
13. Pollution from midwestern and eastern factories is blown great distances, creating acid rain which turns lakes acidic and kills fish. The Canadian and U.S. governments are working together to enforce tighter industrial pollution controls and thus lessen acid rain.

14. Industrial dumping and toxic chemicals polluted the Great Lakes. Lake Erie was in danger of eutrophication. Canada and the United States signed the Great Lakes Water Quality Agreement in 1972; the lakes are returning to their natural state.
15. There is concern over the rapid industrialization along the Rio Grande. Canada, the United States, and Mexico have established the Commission for Environmental Cooperation to monitor and lessen pollution.

Reinforcing Skills Activity 7 p. 37

1. subarctic
2. southern Florida
3. humid subtropical
4. humid continental and subarctic
5. California

Enrichment Activity 7 p. 39

1. California; 7,972
2. Nevada and Montana; 2,388,295 acres
3. The region contains large expanses of grassy plains.
4. The fires were caused by natural conditions, including a long, hot, dry spell over a large area of land.
5. Normal temperatures and precipitation may have limited the spread of these fires, and fewer acres would have been destroyed.
6. Possible answer: The Great Plains farther east are less vulnerable to wildfires because they receive more rain and less extreme temperatures.

Guided Reading Activity 7-1 p. 41

1. service
2. free market
3. Silicon Valley
4. 920 million acres
5. the Wheat Belt
6. decreased
7. technology
8. 20
9. transportation
10. service industries
11. NAFTA
12. retooling
13. pollution
14. monopolies
15. surplus
16. trade deficit
17. Smart Border plan

Guided Reading Activity 7-2 p. 42

1. false: clear-cutting
2. false: human
3. true
4. false: sulfur dioxide
5. false: lakes
6. true
7. false: smog
8. true
9. false: toxic
10. true
11. false: Great Lakes Water Quality Agreement
12. false: ocean levels

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