

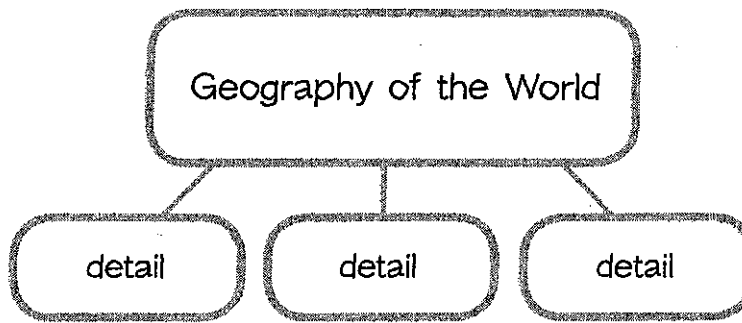
## CHAPTER 1 | LESSON 1 Geography of the World

**Lesson 1 Geography of the World****BEFORE YOU READ**

In this lesson, you will learn about the many elements that make up geography.

**AS YOU READ**

Use this diagram to list the main ideas about the geography of the world. Answering the question at the end of each section will help you fill in the diagram.

**TERMS & NAMES**

- **geography** the study of Earth's features
- **continent** a large landmass
- **landform** a feature of the earth's surface
- **weather** the condition of the atmosphere at a particular place and time
- **climate** the typical weather conditions at a particular location over a period of time

**Looking at Earth**

(pages 9–10)

*What covers the surface of the Earth?*

**Geography** is the study of the earth's features, such as rivers and deserts. Geographers are people who study geography. Geographers also study how living things and Earth's features interact. Geography has shaped where people lived and how people lived. It has also influenced historical decisions.

Geographers divide the world into seven **continents**. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. All continents are large landmasses, but their sizes vary greatly. That is because geographers define continents not just by size. They also consider landforms and common cultural characteristics.

The earth has many types of **landforms**. They include mountains, plateaus, hills, valleys, and plains. Landforms have had a

strong influence on the way people live. For example, farming in a mountainous region is different from farming in a plains region.

Nearly 75 percent of the earth is covered by water. Some of the water is fresh and some is salt water. Only fresh water is drinkable. Bodies of water include oceans, lakes, and rivers. Since ancient times, people used waterways to transport goods. Water travel helped people to communicate with each other. People have also harvested fish from oceans, lakes, and rivers.

1. How has geography shaped the lives of people?

*Geography has shaped where people live & how people live. It also influenced historical decisions.*

## READING STUDY GUIDE CONTINUED

**Climate, Weather, and Vegetation**

(pages 10–11)

*What is the difference between climate and weather?*

The condition of the atmosphere at a particular place and time is called **weather**. **Climate** is the typical weather conditions at a particular location over a period of time.

Throughout history, climate has affected the way people lived. For example, the Arabian Peninsula has a very hot, dry climate. This region also has short rainy seasons. During dry seasons, people would move with their animal herds. They went to a place that had a steady source of water. During the rainy season, they would move again. At this time, they headed to pastures. Over time, many people developed a way of life around moving along these routes.

Vegetation, or plant life, varies from place to place. The types of plants common to a place depend on temperature, rainfall, and type of soil. For example, tropical rain forests grow in areas that always have warm, wet weather.

Vegetation also affects ways of life. For example, a thousand years ago Europe had many forests. People used these forests for fuel, hunting, and building materials. In contrast, parts of Southwest Asia have very few trees. People there got what they needed through trade.

2. What factors determine which types of plants are common to a place?

temperature, soil,  
rainfall

**Five Themes of Geography**

(pages 12–13)

*How do geographers organize the study of geography?*

The geographic theme location answers the question “Where is it?” Absolute location is the exact place where a geographic feature is found. Relative location describes where a geographic feature is found in comparison to

places around it. For example, California is south of Oregon.

The geographic theme place answers the question “What is it like there?” Place deals with the physical features of a location. It also deals with features made by people. These are called human features. A natural harbor is an example of a physical feature. A skyscraper is an example of a human feature.

The geographic theme region answers the question “How are places similar and different?” A region is an area on the earth with similar characteristics. For example, California, Oregon, and Washington form a U.S. region known as the West Coast. The main characteristic of this region is the Pacific Ocean. Alaska and Hawaii also have a Pacific Ocean coastline. But they are not part of the West Coast. This is because they are far from the other states.

The geographic theme movement answers the question “How do people, goods, and ideas move from one location to another?” Since ancient times, peoples, goods, and ideas have moved from place to place.

The geographic theme human-environment interaction answers the question “How do people relate to the physical world?” Throughout history, people have used what the environment offers. By doing this, they have changed the way they lived. Historians study what people did in the past. One basic influence on what people did was the conditions in which they lived—their geography. Understanding geography is an important part of being a historian.

3. What are the five themes of geography?

Location  
Place  
Region  
Movement  
Human-Environment Interaction

**Lesson 2 Mapping the World****BEFORE YOU READ**

In this lesson, you will learn about the history of mapmaking. You will also learn how to read maps and how technology is used to make maps.

**AS YOU READ**

Use this chart to take notes about the history of mapmaking, reading maps, and making maps. Answering the question at the end of each section will help you fill in the chart.

Section	Summary
History of Mapmaking	
Features of Maps	
Technology Changes Mapmaking	

**TERMS & NAMES**

- **cartography** the skills and methods used to make maps
- **projection** a way of drawing a flat map that helps to reduce distortion
- **hemisphere** one half of the earth
- **latitude** imaginary lines that run the same way as the equator
- **longitude** imaginary lines that go around the earth over the north and south poles

**History of Mapmaking**

(pages 15–16)

*What were important advances in maps?*

Maps can help us understand how ancient people saw their world. They can also show us where historical events happened. In addition, maps can show us how historical events happened. The skills and methods people use to make maps are called **cartography**. The oldest map we have today was made on a clay tablet in Babylon. It is more than 4,000 years old.

Ptolemy was an ancient Greek geographer. He wrote works about making more accurate maps. Over the years, the works of Ptolemy became lost to Europeans. In the 800s, Muslim scholars translated the works of Ptolemy into Arabic. His ideas influenced many Arab mapmakers.

Around 1155, the first known printed map appeared. It was part of a Chinese encyclopedia. The technology of printing allowed more copies of a map to be made.

Europeans rediscovered the works of Ptolemy in the 1400s. These works helped European cartographers make more accurate maps. At the time, most mapmakers knew that the earth was round. But this information presented them with a problem. A flat map of the round earth will show some parts of the earth as smaller than they really are. In addition, it will show other parts of the earth as larger than they really are. This stretching or shrinking is called distortion. To deal with this problem, mapmakers developed a method called **projection**. A projection is a way of drawing a flat map that helps reduce distortion.

Better maps helped European sailors.

1. Why did mapmakers develop a method called projection?

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## READING STUDY GUIDE CONTINUED

**Features of Maps**

(pages 17–19)

*What are the main elements of maps?*

On maps, Earth can be divided into two equal halves. Each half is called a **hemisphere**. An imaginary line is used to divide Earth into north and south halves. This line is called the equator. The half of Earth north of the equator is the Northern Hemisphere. The half south of the equator is the Southern Hemisphere.

Earth also has an imaginary line that divides it into east and west halves. This line is called the prime meridian. The half west of the prime meridian is the Western Hemisphere. The half east of the prime meridian is the Eastern Hemisphere.

Imaginary lines that run the same way as the equator are called **latitude** lines. They are used to locate places in the north and south hemispheres. **Longitude** lines are imaginary lines that go around Earth over the north and south poles. They are used to locate places in the east and west hemispheres.

How do you find the absolute location of a place? By using a grid of latitude and longitude lines. The absolute location of a place is the point where the latitude and longitude lines cross.

Physical maps show the type of landforms and bodies of water found in an area. They also show the shape of a region. Political divisions, like countries, are not the focus of physical maps.

Political maps show features on Earth's surface that people created. A political map might include cities and countries.

Thematic maps focus on specific types of information. These maps can show climate, natural resources, historical trends, and population.

2. How do you find absolute location? Explain.

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**Technology Changes Mapmaking**

(pages 19–21)

*How can new technology make better maps?*

The GPS or Global Positioning System can let a person know his or her exact location on earth. GPS uses a series of 24 satellites. These satellites are called Navstars. Each Navstar sends radio signals to earth. People can pick up these signals by using a certain type of receiver. The receivers display latitude, longitude, altitude, and time. Now, hikers, sailors, drivers, and of course mapmakers use GPS to figure out their location.

Geostationary Operational Environment Satellite (GOES) is a weather satellite. This satellite flies in orbit at the same speed as the earth's rotation. As a result, it always views the same area. GOES gathers information that helps people to forecast the weather.

The Geographic Information System (GIS) stores information about the world in a computer. GIS is able to combine information from many sources. It can then show this information in the form of a map.

Geographers often use GIS to solve problems. First geographers must decide what kind of information will help solve a problem. They then divide this information into layers and enter it into the GIS. Geographers can study the information more quickly, and in more detail.

Historians can use GIS to make layered historical maps. They accomplish this by entering historical data into the GIS.

3. How does GIS create a map?

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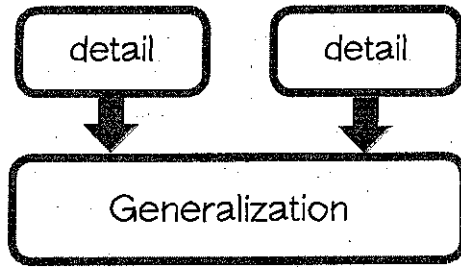
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**Lesson 3 Discovering the Past****BEFORE YOU READ**

In this lesson, you will learn about the work of archaeologists and anthropologists. You will also learn how archaeology affects history.

**AS YOU READ**

Use this diagram to take notes about what archaeologists do. Then, write a general statement about the work of archaeologists. Answering the questions at the end of each section will help you fill in the diagram.

**TERMS & NAMES**

- **archaeology** the recovery and study of physical evidence from the past
- **artifact** an object made by a human
- **excavation** digging to find buried evidence
- **anthropology** the study of humans and human cultures
- **culture** a way of life shared by a group of people

**Digging Up the Past**

(pages 25–26)

*How do we learn about ancient societies?*

**Archaeology** focuses on finding and studying physical evidence about the past. These scientists are called archaeologists. They search for **artifacts** from a time period. Tools, pottery, and jewelry are examples of artifacts.

Archaeologists also look for other evidence of past human activity. For example, the remains of a house might provide clues about how people lived.

How do archaeologists find these clues? First of all, they must find a location, or site. Next they survey the site. This involves making a map of the area. Then they collect any artifacts that lie on the surface. The place where each artifact was found is noted on the map.

Archaeologists then dig to find buried evidence. This type of digging is called **excavation**. After finding objects,

archaeologists record them. They describe, photograph, and count the evidence.

Finally, archaeologists try to draw conclusions from evidence. To do this, they ask questions. For example, an archaeologist might ask, “How was this pottery made?” Archaeologists then test their conclusions against new evidence that they find. Sometimes the new evidence does not support their conclusions. If this happens, archaeologists start the process over.

1. How do archaeologists record evidence?

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## READING STUDY GUIDE CONTINUED

**Studying Humans**

(pages 26–27)

*What do anthropologists study?*

**Anthropology** is the study of humans and human cultures. Physical anthropologists study the physical characteristics of humans. These humans may live now or may have lived in the past.

Cultural anthropologists study human culture. **Culture** includes the arts, beliefs, customs, language, and technology of a people. These anthropologists study artifacts as well as the beliefs and values of a culture. Like archaeologists, anthropologists ask questions based on what they want to find out. They also test their conclusions against new evidence.

2. What types of work do anthropologists do?

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**Changing Views of the Past**

(pages 27–28)

*Why do theories about the past change?*

The Maya developed a civilization between A.D. 250 and 900. It was located in what is today Central America. The Maya created huge temples and palaces.

Cancuén was a busy Maya city. Archaeologists found Cancuén in 1905. At the time, they thought it was just a small Maya city. Then, in 2000, archaeologists discovered a huge palace. Houses and workshops surrounded the palace.

The Maya cities found before Cancuén always seemed to have temples. Because of this, many archaeologists and anthropologists believed that Maya cities had mostly a religious purpose. Scientists thought that Maya kings based their power on religion and warfare.

But Cancuén is a Maya city with no temples. No religious rites occurred there. This new evidence has changed the way scholars view the Maya. Perhaps religion did not play as large a role in Maya culture as people once thought. Archaeologists concluded that Cancuén was a busy trade center. The Maya kings at this city based their power on trade.

Experts keep on finding new evidence about Mayan cities. As a result, they continue to debate the role of religion in Mayan culture. As we have seen, new evidence strongly effects the way people view history. It can cause archaeologists and anthropologists to change their views about the past.

3. What did archaeologists discover after excavating Cancuén?

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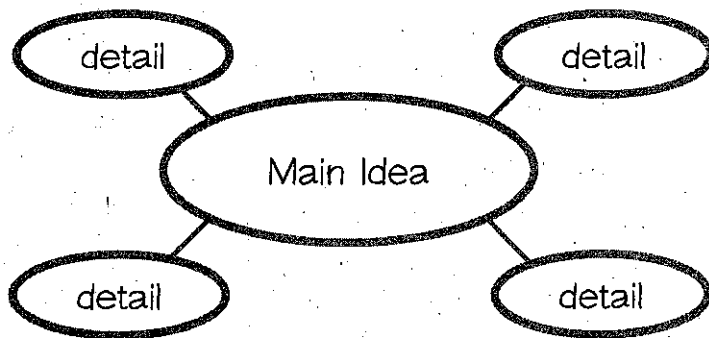
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**Lesson 4 Interpreting the Past****ANSWERS****BEFORE YOU READ**

In this lesson, you will learn how historians study and interpret the past.

**AS YOU READ**

Use this diagram to take notes about how historians study and learn about the past. Answering the question at the end of each section will help you fill in the diagram.

**TERMS & NAMES**

- **history** the study of past events
- **historian** a person who studies and writes about the past
- **primary source** a document or artifact created during the period being studied
- **oral history** stories, customs, and songs that a culture has told and passed from generation to generation
- **secondary source** a work written about a historical event by someone who was not actually there

**The Story of the Past**

(pages 31–32)

*Why do historians ask questions about the past?*

**History** is the study of past events. A **historian** is a person who studies and writes about the past.

History helps us learn about today and our future. Historians often study a single event and who was involved in that event. They are also concerned about why the event happened the way it did. In addition, they look into how the event affected what happened next. To find this information, historians ask questions. Below is a list of some historical questions. Try to apply them to a history you are familiar with, maybe your own history.

- In what order did events happen?
- How have belief systems developed and changed?
- How have societies dealt with differences among their people?

- How are societies similar and different?
- Why did things happen the way they did?
- How have groups or societies related to each other and what have been the results?

1. Why do people study history?

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**How Historians Work**

(pages 32–33)

*How do historians answer their questions?*

How do historians find answers to their questions? Like detectives, historians study evidence. Then they explain the meaning of the evidence.

A **primary source** is a document or artifact created during the historical period being studied. Written primary sources can include military records, diaries, and private

## READING STUDY GUIDE CONTINUED

letters. Not all primary sources are written. Artifacts can also be primary sources. Pottery and tools are examples of artifacts that can be primary sources. A primary source helps a historian answer his or her questions.

A **secondary source** is a work written about a historical event by someone who was not there. Historians study and learn from secondary sources. Newspapers, books, and paintings are possible secondary sources. Secondary sources often have insights about historical events. Many times, primary sources about the same event do not have these insights. For example, a secondary source about Columbus might note that he had not sailed to Asia. That is something that Columbus himself never realized.

Societies often have no written records. When this happens, historians rely on their oral history as a resource. **Oral history** includes the stories, customs, and songs that a culture has told. This type of history is passed from generation to generation.

Historians carefully examine evidence. This examination helps historians learn more about a document's point of view. The examination involves asking a series of questions.

- Why was the document written or recorded?
- Who was the document written for?
- Was the document intended to be private (a diary), personal (a letter), or public (an official document)?
- What was the author's purpose in writing the document?
- How might the author's background have influenced his or her writing?

The answers to these questions can tell a historian if the document is useful. For example, say you are researching the history of factories. You find a secondary source claiming that factories help people. A factory owner wrote the source. This person might have written the article to convince people to accept

his point of view. A historian must consider this possibility.

2. What do historians use evidence for?

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### Interpreting History

(pages 34–35)

*What do historians do with all their evidence?*

New evidence can change historical interpretations. The following example involves Chinese history.

Since ancient times, most Chinese historians did not write about the common people. These people included peasants and farmers. Instead, Chinese historians wrote about emperors, wars, and the government. Because of this, many histories of China have little information about common people.

In 1900, new evidence was found about the lives of common people in China. A sealed cave was discovered in Dunhuang, China. It contained documents created between A.D. 400 and A.D. 1000. The cave included adoption forms and local histories. Scholars also found books for students and calendars.

These records are primary sources. By studying them, historians have gained a better understanding of how Chinese farmers lived. They learned that farmers received land from the government. They also learned that farmers often organized themselves. Historians now have new views of Chinese history.

3. How can new evidence change historical interpretation?

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Period \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER 1 | LESSON 1 Geography of the World

## Lesson 1 Quiz

### Part 1: Terms and Names

Choose the letter of the best answer.

- \_\_\_\_\_ 1. Geography is the study of Earth's features and
  - a. how weather affects those features.
  - b. how people interact with those features.
  - c. when those features have been changed.
  - d. when people have made records of those features.
  
- \_\_\_\_\_ 2. Geographers define continents by
  - a. size, climate, and landforms.
  - b. landforms, climate, and cultures.
  - c. size, landforms, and boundaries.
  - d. size, landforms, and cultures.
  
- \_\_\_\_\_ 3. An example of weather is:
  - a. in the Gobi Desert, days are hot and nights are cool.
  - b. winters in the Bay Area are pleasant.
  - c. yesterday the temperatures dropped below freezing.
  - d. hurricanes are most common in June, July, and August.
  
- \_\_\_\_\_ 4. An example of a body of water is a
  - a. canyon.
  - b. creek.
  - c. plateau.
  - d. valley.
  
- \_\_\_\_\_ 5. Climate describes
  - a. patterns of weather conditions.
  - b. changes in weather conditions throughout a region.
  - c. the particular weather conditions at any time.
  - d. weather conditions in one place over time.

### Part 2: Essay

Answer the following question(s) on the back of this paper or on a separate sheet of paper.

Describe the five themes of geography and give an example of each.