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A Rich and Varied Land

Create a symbol for each physical feature and resource listed on the map key. Draw your symbols in the squares provided. Next, draw your symbols in the correct locations on the map.

Map Key
- copper
- natural gas
- Appalachian Mountains
- Great Plains
- gold
- oil
- Canadian Shield
- Mississippi River
- iron
- silver
- Continental Divide
- Rocky Mountains
# Climate Crazy

In the chart below, write two climate facts about each of these regions.

<table>
<thead>
<tr>
<th>Northeast</th>
<th>Southeast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tropical Areas</th>
<th>Pacific Coast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Great Plains</th>
<th>Northern Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Think About It**

In which region would you prefer to live? ________

____________________________________________________________________________________

Why? ____________________________________________________________________________
False to True

Each of the following statements is false. Change the bolded word or words to make each statement true.

1. Canada was first settled by people from **Africa**.

2. An important city founded by French explorers, settlers, and missionaries was **Ontario**.

3. The **Inuit** contributed fiddle playing and jigging to Canada.

4. The **voyageurs** paddled their canoes around the **Northwest Passage**.

5. The conflict between France and England over control of North America was called the **War of 1754**.

6. France and Britain signed the **Treaty of Versailles** in 1763.

7. **General James Wolfe** was commander of the Continental army.

Think About It
Suppose you were a French person living in Canada in 1763. How did your life change when the British took over? On a separate sheet of paper, write to a friend telling what has happened.
## Nation-Building Cause and Effect

Complete the Cause and Effect chart by filling in the empty boxes. For help, use pages 25–28 in your textbook.

<table>
<thead>
<tr>
<th>CAUSES:</th>
<th>EFFECTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On July 1, 1867, the British North America Act was passed.</td>
<td>The factory system was launched.</td>
</tr>
<tr>
<td>President Lincoln issued the Emancipation Proclamation.</td>
<td>Native Americans were forced off of their land.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Life, My World

Create your own parallel time line below. Begin your time line with the year you were born, and end it with the current year. The top section should include three world events. (You may want to do research to find three world events from your lifetime.) The bottom section should include three events from your own life. Add dates and descriptions to each box. Then draw lines from each box to its correct position on the time line.

World Events

My Life
When Did It Happen?

Canada expanded westward in the early twentieth century. Use the graph and time line on page 31 of your textbook to answer the questions.

1. In which year did Canada have almost 4.5 million people? ____________

2. During which years did the population of Canada increase to more than 5 million people? ________________________________

3. By about how many people did the population of Canada increase between 1911 and 1921? ________________________________

4. How many years after the formation of the Canadian Federation did Alberta and Saskatchewan join? ________________________________

5. Why did Canada’s population expand quickly during the late 1800s?

________________________________________________________

________________________________________________________

________________________________________________________
Finding Your Way Around

Use the map of Indiana below and the information on page 37 of your textbook to answer the questions on this page.

1. What is the absolute location of Elkhart? ________________________________

2. At what latitude is Fort Wayne? ________________________________

3. What is the location of Fort Wayne relative to Bloomington? ________________________________

4. How would you describe the location of Terre Haute in relation to South Bend? ________________________________

5. What is the absolute location of Columbus? ________________________________

6. Between what latitude and longitude lines is Indiana? ________________________________
Vocabulary Review

Put the letter of each vocabulary word in the second column on the correct line in the first column. First, try to complete the activity without looking in your textbook.

1. slavery    a. river that flows into a larger river
2. terrorism   b. division of a country, like a state
3. precipitation c. when there is not enough of a resource
4. arms race   d. use of violence or threats to reach a political goal
5. technology  e. French fur trader
6. scarcity    f. rainfall
7. province    g. scientific discoveries that simplify work
8. territory   h. the practice of owning people and forcing them to work
9. voyageur    i. a part of a country that lacks the full rights of a province
10. tributary  j. the race between the United States and the Soviet Union to develop more powerful weapons
Conduct a Cultural Interview

Choose a family member, neighbor, or school teacher to interview about his or her culture. Ask the questions below, and record the person’s answers, including the details. If you find out other interesting facts about the person’s culture, note them at the bottom of the page.

1. Did anyone in your family immigrate to the United States from another country? If so, who, when, and which country? ____________________________

2. Do you or anyone in your family speak a language other than English? If so, who, and what language? ____________________________

3. Do you practice a particular religion? If so, which? ____________________________

4. Do you enjoy watching or participating in any sports or outdoor activities? If so, which ones? ____________________________

5. What are your favorite foods? Are there foods that are a part of your culture and background that you enjoy? ____________________________

6. Are there particular books, films, kinds of music, or other kinds of art that you like? ____________________________
U.S.–Canada Relations

Use the line graph on page 57 in your textbook to answer questions 1 to 3.

1. For the time period shown, did the United States have a trade surplus?

2. Has the U.S. trade deficit gotten bigger or smaller over time? __________

3. At what dollar value were U.S. imports in 2005? ________________

The underlined word in each sentence is incorrect. Change the word to make the sentence true.

4. Canada and the United States have been involved in CAFTA since 1994. ________________

5. New York is a center for financial and media companies in the Midwest. ________________

6. Unlike the United States, Canada has a trade deficit. ________________

7. The GDP of Canada is larger than that of the United States. ________________
Which Government?

Look at these facts. Decide whether they describe the government of **Canada**, the government of the **United States**, or **both**. Write your answers in the second column.

<table>
<thead>
<tr>
<th>Description</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The president is the head of government.</td>
<td></td>
</tr>
<tr>
<td>2. The three branches of government check each other’s powers.</td>
<td></td>
</tr>
<tr>
<td>3. The prime minister depends on the support of the parliament.</td>
<td></td>
</tr>
<tr>
<td>4. The government is a federal system.</td>
<td></td>
</tr>
<tr>
<td>5. The country has a Charter of Rights and Freedoms.</td>
<td></td>
</tr>
<tr>
<td>6. The Constitution includes a Bill of Rights.</td>
<td></td>
</tr>
</tbody>
</table>
Unscramble the Issues

In the sentences below, one important word is all mixed up. Use the details of the sentence, and your textbook pages 67–70, to unscramble the word in capital letters and write it correctly in the blank. Then use all the boldfaced letters throughout the lesson to unscramble the last clue.

1. In order to become a **TINCZIE** of the United States, an immigrant must go through a process called naturalization. ____________

2. Early **OTSPCURME** were large and were programmed to do a single function. ____________

3. Computers and cell phones are part of the recent **OGCHYTENOL** revolution in the United States. ____________

4. The worldwide system of connected computer networks is called the **REEITNNT**. ____________

5. Some new cars come with a navigation system based on government **TALELSEIT**. ____________

6. The United States and Canada are **LSILAE**, or friendly and cooperative toward each other. ____________

7. Canada and the United States both have strong roles in the United **AITONNS**. ____________

8. Some people would like for all illegal immigrants to be granted a pardon, or ____________.
Use GPS

Some people now have GPS, or global positioning systems, not only in their cars but also on their cell phones. Look at the picture below and use it to answer the questions on this page.

1. If you were traveling on Route 980, toward Main Street, would you turn left or right to get to Central Elementary School?

2. How would you get from Central Elementary School to Rose Avenue?

3. If you were heading north on Rose Avenue, how would you get to the hospital?

4. How would having a GPS device in your car help you find a new place?
True or False?

Read each sentence below. If it is true, write T on the line. If it is false, write F and rewrite the sentence to make it true.

1. Burning fossils fuels such as oil and coal pollutes the air and makes it unhealthy to breathe.
   
2. Deforestation is the removal of trees.
   
3. Trees naturally protect the environment.
   
4. Renewable energy sources include coal, oil, and natural gas.
   
5. The theory which states that the surface of Earth is made of huge slabs of rock is called conservation.
   
6. The West Coast is more likely to experience tornadoes than any other part of the country.
   
7. Volcanoes are found in the Pacific Coast mountains, southern Alaska, and Hawaii.
Vocabulary Review

Decide which term each clue describes and write it on the lines. First try to complete the activity without looking in your textbook.

<table>
<thead>
<tr>
<th>Internet</th>
<th>bilingual</th>
<th>parliament</th>
<th>interdependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>federalism</td>
<td>urbanization</td>
<td>conservation</td>
<td>supply</td>
</tr>
</tbody>
</table>

1. I am the amount of products and services that producers are willing to sell at all prices. ________________________________

2. We are an assembly of people who pass the laws governing the nation. ________________________________

3. I am a system of connected computer networks. ________________________________

4. I am the ability to speak two languages. ________________________________

5. I am the movement of people from rural to city areas. ________________________________

6. With me, countries depend on each other to meet needs and wants. ________________________________

7. I am the protection and careful use of natural resources. ________________________________

8. I am a system of government that divides power between the national and state governments. ________________________________
Dramatic Scenery

Write the type of landform that each clue describes.

1. I am an area in Argentina where beef cattle graze. What am I?

2. When I erupt, my deposits of ash and lava make the soil very fertile. What am I?

3. I am a group of islands. What am I?

4. I am tropical grasslands in eastern Colombia and Venezuela. What am I?

5. I am an area of high, flat land where people can farm. What am I?

Draw a line from each landform to its correct description.

6. Andes

7. Amazon Basin

8. The Lesser Antilles

An example of an archipelago

A vast, low-lying area where the Amazon River flows

The world’s longest mountain system
Study the Weather

Use the climograph on page 89 in your textbook to answer the following questions.

1. What is the average June precipitation in Rio de Janeiro? ___________

2. What is Rio’s average temperature in December? _________________

3. On average, does Rio receive more rain in February or August?
   _________________

4. Suppose you were going to Rio on vacation in April. What kind of weather should you be prepared for?
   _________________

5. In which month does Rio experience the coldest weather? __________

   What is the average low temperature for that month? _______________
Up and Down

Write the name of the correct altitude zone of climate from the box for each sentence below. Some terms will be used more than once.

Tierra Caliente    Tierra Templada
Tierra Fria        Tierra Helada

1. Average yearly temperatures here can reach as low as 55°F. ________________

2. The average temperature range here is between 75°F and 80°F. ________________

3. Here the temperatures are mild and heavy rainfall helps the growth of forests. ________________

4. This area lies above 10,000 feet and conditions here can be harsh. ________________

5. The Spanish name for this region translates to “cold land.” ________________

6. People can grow corn, wheat, and coffee here. ________________

Think About It: Now that you know the various climates of Latin America, where in that region would you want to live? On a separate sheet of paper, tell what the weather in that part of Latin America is like and why you would want to live there.
People of the Past

Read each sentence. Write the name of the group from the box that each sentence tells about. Terms will be used more than once.

Olmec    Maya    Aztec    Inca    Toltec

1. These people designed their cities so that sunlight would shine into special buildings at certain time of year.
2. This civilization had amazing farmers who grew corn, squash, tomatoes, and raised llamas.
3. This group built Latin America’s first civilization.
4. About 60,000 people lived in Tikal, this group’s largest city.
5. These people demanded tribute, such as enslaved people and precious stones, from those they conquered.
6. This group had an empire that stretched more than 2,500 miles along the Andes.
7. These people had a monopoly in the trade of obsidian.
8. These people built what is now Mexico City on an island.
Columbian Exchange Cause and Effect

Read the sentence. Draw a circle around the part of the sentence that states the cause. Underline the part of the sentence that states the effect.

1. Christopher Columbus traded with the people he met in the Americas, and as a result, he brought new foods back to Europe.

2. Hunting bison was easier on the Great Plains after the Europeans brought horses to the Americas.

3. Potatoes became an important food in Ireland after they were brought over from the Americas.

4. Many Native Americans died from European diseases because they had never been exposed to them before.

5. Some Native Americans were enslaved to grow cash crops.

6. Some Western Hemisphere foods grew well in the Eastern Hemisphere, and as a result, food production increased in Asia, Africa, and Europe.
Use with Unit 3, Lesson 5

Bits of Biography

Read the fact given about each Latin American leader. Then add another fact below it.

1. Toussaint L’Ouverture of Haiti
   He led the first successful slave revolt in Latin America.
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Miguel Hidalgo of Mexico
   He was a priest in the village of Dolores.
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. José Morelos of Mexico
   He took over the rebellion in Mexico.
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Simón Bolívar of Venezuela
   He drove the Spanish from Venezuela.
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. José de San Martín of Argentina
   He defeated the Spanish in Argentina.
   ____________________________________________
   ____________________________________________
   ____________________________________________

6. Emperor Pedro II of Brazil
   He ruled Brazil for 50 years.
   ____________________________________________
   ____________________________________________
   ____________________________________________
Break Down a Battle

Use the battle map on page 119 in your textbook to answer the questions.

1. From what city did San Martín start his route? ________________

2. What landforms did the army have to cross on its route? ________________

3. Do you think this was a difficult journey for the soldiers? Why? ________________

4. Describe the location of the Battle of Chacabuco. Be as specific as possible. ________________

Name ___________________________ Date ___________________________
Political Headlines

Each of the news headlines below tells about people involved in political changes in Latin America. Complete each headline with the correct name from the box.

Theodore Roosevelt  Fidel Castro  Salvador Allende
William McKinley  Augusto Pinochet

1. U.S. President ____________ Sends USS Maine to Cuba
2. ____________ Sets Up Communist Government in Cuba
3. ____________ Takes Control of Chile by Force
4. ____________ Changes San Juan Hill!
5. First Elected Socialist in Western Hemisphere:

Think About It  Write a headline of your own about
Michelle Bachelet of Chile.
Vocabulary Review

Circle the word that correctly completes each sentence. First try to complete the activity without looking in your textbook.

1. ________________ is the height above sea level. (Llanos/Altitude)

2. A form of writing that uses signs and symbols is called ________________. (a glyph/an empire)

3. ________________ were large areas of land given to Spanish colonists by Spanish rulers. (Pampas/Encomiendas)

4. A royal command is called a __________________________. (mestizo/decree)

5. A __________________________ is a leader with complete control over a country. (dictator/communist)

6. ________________ is a climate condition that causes heavy rains in western South America and a long dry season in northeast Brazil. (El Niño/La Niña)

7. The global exchange of food, animals, people, goods, technology, and even diseases is called the __________________________. (cash crops/Columbian Exchange)

8. ________________ is a system in which all major businesses, factories, and farms are run and owned by the government. (Plantation/Socialism)
Clues to Culture

Read each clue in the left column. Then write the letter of the person or thing from the right column that the clue describes.

____ 1. style of music with African rhythms
   a. Pablo Neruda
   b. baseball
   c. Diego Rivera
   d. Día de la Raza
   e. Alfonso Cuarón
   f. carnival
   g. merengue
   h. Day of the Dead

____ 2. director who made a movie about a boy wizard

____ 3. festival on the last day before Lent

____ 4. celebration honoring family members who have died

____ 5. writer who addressed political issues

____ 6. Christopher Columbus Day in Spanish-speaking countries

____ 7. famous mural painter from Mexico

____ 8. game popular in the U.S. and Latin America
Resource Report

In the boxes on the left are two main ideas from Lesson 2. Fill in examples of Main Idea 1 and reasons for Main Idea 2 in the boxes on the right.

1. Latin America has a wealth of natural resources.
   - Examples
   - Reasons

2. Many of Latin America’s resources are not developed.
   - Examples
   - Reasons
Caribbean Cartogram

Use the cartogram on page 147 in your textbook to answer the questions below.

1. Name a country with a population of about 200,000. _______________

2. Is the population of the Dominican Republic greater or smaller than that of Puerto Rico? ________________

3. What is the approximate population of Dominica? ________________

4. How would you compare the population of Martinique with that of Jamaica? ________________

5. Which of the Netherlands islands has the larger population? ________________

Think About It  How can a cartogram be more helpful than a chart or table when comparing populations? ________________

_________________________________________________________________
Political Headlines

Each of the news headlines below tells about people and places involved in political changes in Latin America. Complete each headline with the correct name from the box.

<table>
<thead>
<tr>
<th>Óscar Arias</th>
<th>Fidel Castro</th>
<th>Brazil</th>
<th>Puerto Rico</th>
<th>Manuel Noriega</th>
<th>Panama Canal</th>
</tr>
</thead>
</table>

1. ________________ Is Removed from power in Panama
2. ________________ Sets Up Communist Government in Cuba
3. ________________ Becomes a Commonwealth of the United States
4. ________________ Returns to the control of Panama in 1999
5. ________________ Wins the Nobel Peace Prize
6. ________________ Declares Independence from Portugal

Think About It
Write a headline of your own about Óscar Arias of Costa Rica.
Fill in a Fact

Play the Fact Game. Each of the boxes below has a topic related to the Caribbean countries. Write a fact in each box to tell about the topic.

<table>
<thead>
<tr>
<th>Daniel Ortega</th>
<th>Jean-Baptiste Aristide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rigoberta Menchu</th>
<th>MATSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zapatistas</th>
<th>migrant workers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promises and Challenges

The words and phrases in the box stand for something either promising or challenging about Latin America’s environment. Write each term in the correct column on the chart. You may want to put some terms under both headings.

<table>
<thead>
<tr>
<th>Promises</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>protected land</td>
<td>smog</td>
</tr>
<tr>
<td>tropical weather</td>
<td>deforestation</td>
</tr>
<tr>
<td>rain forest</td>
<td>soil erosion</td>
</tr>
<tr>
<td>growth of industry</td>
<td>earthquakes</td>
</tr>
</tbody>
</table>

**Think About It**  Choose two items, one from each column on the chart, and explain why you view each as a promise or a challenge. Write your answers on a separate sheet of paper.
Vocabulary Review

Read each clue. Write the correct word from the unit in the boxes.

1. a government formed by two or more political parties

2. partly self-governing territory

3. move within a country or region

4. foreign-owned factory in Mexico where workers assemble products made in other countries

5. large painting painted on a wall

6. leave one country to live in another

7. farmers who live and work on small farms

8. a language formed by combining parts of different languages

9. all the living and nonliving things in a certain area

10. Brazilian name for the Amazon rain Forest
Scenery of Europe

Imagine that you are going to create a television documentary on the spectacular scenery of Europe. Fill in the chart below to help you include all the major highlights.

<table>
<thead>
<tr>
<th>Rivers</th>
<th>Lakes</th>
<th>Seas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peninsulas</th>
<th>Mountains</th>
<th>Islands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Plains</th>
<th>Uplands/Plateaus</th>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use with Unit 5, Map and Globe Skills

Find Time

What time is it right now in your classroom? Use the time zone map on page 177 of your textbook to figure out what time it is in other places in the world. Here’s how:

1. Find where your city would be on the time zone map. What time zone is it in?

2. Use an atlas to find where each city in the table below would be on the time zone map. Figure out whether the city’s time is earlier or later than yours.

3. Count the difference between your time zone and the city’s zone. List the differences in the appropriate column on the chart below.

4. Add or subtract the hours from the current time in your classroom.

5. Fill in the times in the appropriate column on the chart below.

<table>
<thead>
<tr>
<th>City</th>
<th>Difference</th>
<th>Time Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio de Janeiro, Brazil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berlin, Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cairo, Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sydney, Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>London, England</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KNOW YOUR CLIMATE REGIONS

The chart below lists important features of Europe’s major climate regions. Write the name of each region in the top of each box.

<table>
<thead>
<tr>
<th>REGION: __________</th>
<th>REGION: __________</th>
<th>REGION: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>mild winters, cool summers</td>
<td>cool summers, very cold winters</td>
<td>hot, dry summers</td>
</tr>
<tr>
<td>heavy rainfall</td>
<td>less rain and snow</td>
<td>mild, rainy winters</td>
</tr>
<tr>
<td>mild temperatures</td>
<td>mixed forests</td>
<td>mistral winds</td>
</tr>
<tr>
<td>mixed forests</td>
<td></td>
<td>siroccos winds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>drought resistant plants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGION: __________</th>
<th>REGION: __________</th>
<th>REGION: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>generally cold</td>
<td>dry grasslands</td>
<td>extreme cold</td>
</tr>
<tr>
<td>vast treeless plains</td>
<td></td>
<td>evergreens</td>
</tr>
</tbody>
</table>

Think About It

Suppose someone offered you a job in Europe. You have your choice of area. Which climate region would you choose? Why? Write your answer on a separate sheet of paper.
# Greek and Roman Cause and Effect

The chart below lists some events in the Greek and Roman Empires in the “Cause” column. In the “Effect” column, describe the impact of each event on the lives of Greeks or Romans. There is also space for you to add some causes and effects of your own.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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</thead>
<tbody>
<tr>
<td>The people of Athens build the world’s first democracy.</td>
<td>Athenian democracy set an example for later nations.</td>
</tr>
<tr>
<td>King Philip of Macedon conquers all the city-states in Greece.</td>
<td></td>
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<tr>
<td>The Romans build roads across their empire.</td>
<td></td>
</tr>
<tr>
<td>Roman rulers put less gold and silver in their coins.</td>
<td></td>
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<tr>
<td>Rome and Constantinople argue about religion.</td>
<td></td>
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</tbody>
</table>

Use with Unit 5, Lesson 3
The End of Feudalism

How did the two events below contribute to the decline of feudalism? Fill in the details on the chart.

<table>
<thead>
<tr>
<th>The Crusades</th>
<th>The Black Death</th>
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<tbody>
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</tbody>
</table>

End of Feudalism

Think About It  Look at the population pyramid on page 192 of your textbook. It shows the different classes in medieval society. How do you think the end of feudalism affected the makeup of society? In what ways do you think the population pyramid will change? Write your answer on a separate sheet of paper.
Guess Who

Read each clue below. Then decide which person from the Renaissance or Reformation the clue describes. Write your answer on the line.

1. I painted the ceiling of the Sistine Chapel in the Vatican in Rome. Who am I?

2. I invented plans for a submarine and a helicopter. Who am I?

3. I said that Earth revolves around the sun. Who am I?

4. I declared myself head of the Anglican Church. Who am I?

5. I wrote 95 arguments about why the Catholic Church needed to change, and started the Reformation. Who am I?
Two Revolutions

Complete the missing information below about the French and Industrial Revolutions.

France’s King Louis XVI wanted to raise taxes to pay for a war with Great Britain. He called a meeting of the Estates-General in 1789. However, many French people were upset because

In Paris, on July 14, 1789,

The new French government, the National Assembly, wrote the Declaration of the Rights of Man and the Citizen. The Declaration said that all men were “born free and equal.” Three years later

The Industrial Revolution in Britain changed how goods were produced. In factories, machines manufactured goods faster and at lower cost. The steam engine improved transportation and new techniques helped farmers produce more crops. This increased the power of two

Think About It As the Industrial Revolution spread, some European nations grew more powerful. How would they get the raw materials they needed? Where would they find markets for their manufactured goods?

Write your answer on a separate sheet of paper.
Shaping a Continent

Wars have played an important part in Europe’s history. Look at the list of wars below. Select two, and for each, explain the impact it has had in changing or shaping Europe’s history.

World War I          World War II          Cold War

1. __________________________
   __________________________
   __________________________
   __________________________
   __________________________

2. __________________________
   __________________________
   __________________________
   __________________________
   __________________________
Vocabulary Review

Read each group of words below. Circle the word or phrase in each group that does not belong. An example has been done for you.

Example: Copernicus, sun, heliocentric, geocentric

1. pass, landlocked, peninsula, coniferous
2. westerlies, mistral, navigable, sirocco
3. philosopher, consul, serf, aqueduct
4. polytheism, deciduous, humanism, divine right
5. feudalism, Crusade, vassal, circumnavigate
6. city-state, Reformation, Enlightenment, Renaissance
7. strike, caravel, union, guild
8. heliocentric, imperialism, nationalism, nation-state
Be a European Travel Guide

As a travel guide, your job is to help people become familiar with Europe before they visit there. In the space below, write a description of Europe for the interested travel. Be sure to include at least one fact about each of the following: European cities; population; daily life; and the arts. Give your travel guide notes a title.

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<th>Title</th>
<th>Body 1</th>
<th>Body 2</th>
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</tbody>
</table>
Graph My Class

Follow the steps below to make your own double bar graph about the boys and girls in your class.

**Step 1: Create the title and key for your graph.**

For your key, assign one color or pattern to boys. Use a different color or pattern for girls. Give your graph a title that explains what groups you are comparing.

**Step 2: Create the graph.**

On a separate piece of paper, create a graph like the one in your textbook on page 235. Label the left or vertical side “Numbers of Students.” Add horizontal lines labeled with numbers. Then label the bottom or horizontal side with three categories. Example categories could be “Brown Hair Color” or “Blue Shirt or Top.”

**Step 3: Collect the data.**

Gather data for the three categories on the graph. Write the name of each category below, on the left. Then look around the room and record the number of boys and the number of girls who fit each category.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Step 4: Plot your graph.**

Create the bars on your graph using the information you gathered in Step 3. Remember to follow the key!
An Economy of Many Parts

Write the word or phrase that identifies each description. Then write its number in the correct circle in the web below.

1. A strong metal that is a major export of the EU ______________
2. Food products in which genes have been altered to make them bigger or more resistant to disease ______________
3. German highway on which cars can travel 80 miles per hour ______________
4. Through light industry, Europe produces high-end versions of these items ______________
5. An important port city in the Netherlands ______________
6. A major food staple grown in Ireland ______________

Industry

Transportation

European Economy

Farming
A European Fact-Finding Mission

For each of the European countries listed below, read the three facts that follow. Only one fact is true about that particular country. Circle the letter of the true fact for each nation to complete your mission!

**GREAT BRITAIN**
- **a.** has a queen with complete power
- **b.** has a parliamentary democracy
- **c.** has a very new form of government

**GERMANY**
- **a.** was split after World War II and reunified in 1990
- **b.** was ruled by a dictator named Joseph Tito
- **c.** is a constitutional monarchy

**ITALY**
- **a.** has never had a coalition government
- **b.** has many political parties
- **c.** was not part of either side during World War II

**CZECH REPUBLIC**
- **a.** grows more potatoes and rye than any other European country
- **b.** is part of the Benelux trade union
- **c.** split from Slovakia and became a separate country in 1993

**SWITZERLAND**
- **a.** has had a policy of neutrality for over 700 years
- **b.** has a monarch named Queen Beatrix
- **c.** was the site of the Orange Revolution
Make It True

In each statement below, the bolded word or phrase makes the statement false. On the line that follows each statement, change the bolded word or phrase to make the statement true. Use pages 248 to 254 in your textbook to help you.

1. The European Union has brought greater political division to its member countries. ______________

2. Disagreements between religious groups over independence from Great Britain has led to conflict in Northern Scotland. ______________

3. Fighting and ethnic cleansing took place in the country of Bosnia and Herzegovina because Russia did not want it to become independent. ______________

4. Those who wanted to break away from the national government tought the unification movement in Chechnya. ______________

5. Immigration may help to solve problems in European countries that have a shortage of politicians. ______________

6. Increases in immigration to Europe have caused concerns that the countries’ resources will be not be used. ______________

7. In 2006, Christians in Europe protested when newspapers printed a cartoon of religious figure Muhammad. ______________

8. Terrorists attacked a commuter train system in Paris in 2004, killing 191 people and injuring 2000. ______________

Think About It

You have read about many issues facing Europe today. Which are similar to those the United States is facing? Which are different? On a separate sheet of paper, compare and contrast at least one similar and one different issue facing Europe and the United States.
Compare Maps

Compare the Mercator projection world map on this page with the Winkel Tripel projection world map on page 255 of your textbook. On a separate sheet of paper, write your answer to each question and explain which map you used and why. Keep in mind which projection map is best for finding landmass size and which is better for direction!

Mercator Projection: World

1. Which continent is bigger, South America or Australia?
2. Which continent, other than Antarctica, extends the farthest south?
3. The continent of Africa lies mostly between which two lines of latitude?
4. In which direction would you travel to get from Europe to South America?
Clean It Up!

In your textbook on pages 256–263, you have read about environmental problems in Europe such as **deforestation**, **acid rain**, **runoff**, and **soil erosion**. You also have read about ways Europe is working to solve these problems, such as **reforestation** and **European Union standards**.

Choose one environmental problem in Europe today and consider how you think it could be solved. Create a slogan that expresses your idea for change. Write the slogan below, then use the following lines to explain the problem and your idea to solve it.
Vocabulary Review

Each statement contains an underlined vocabulary word. **Circle** the correct letter of the word or phrase that shows an example or the meaning of the underlined word.

1. A European country that has a **constitutional democracy**
   a. Germany       b. Norway       c. Russia

2. **Romanticism** aimed to stir
   a. runoff       b. expressionism       c. emotions

3. A product of **heavy industry**
   a. industrial equipment       b. corn       c. cheese

4. A country that practices **neutrality** today
   a. France       b. Switzerland       c. Italy

5. **Organic** products have no additional
   a. chemicals       b. nuclear waste       c. fertility rate

6. A country that practiced **ethnic cleansing**
   a. Sweden       b. Bosnia and Herzegovina       c. Spain

7. A method to prevent **erosion**
   a. greenhouse effect       b. separatist movement       c. reforestation

8. A head of state that is a **figurehead** has no
   a. real authority       b. impressionism       c. parliamentary democracy