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Procedures & Expectations

Success

- It is easy to fall behind and difficult to catch up.
- Do assignments well in advance as much as possible.
- Knowledge will take care of the grade. If you are a point chaser, you will be miserable.

- Assigned seats, which will be altered as the year progresses.
- Always bring the following to class

Toolkit

Thought Log

Daily Planner

Punctuality

Much of what happens in this class is in the first 15 minutes. Therefore, punctuality is essential. As you enter the room clean out your **State Box**. Until count day there will be group attendance cards to sign. Each member of the group must sign for themselves. It will be collected once the bell rings.

If you are tardy, you need to sign the tardy log so your absence can be changed. Each tardy costs 10 pts from your Master remediation.

Passes may be given with the following procedure.

- Must ask at an appropriate time.
- Must have a handwritten pass.
- Must sign the world on a given country.
- Each pass deducts 10 pts from your Master remediation. You have been given 100 pts extra credit in this category.

The beginning of each class will have a map opener. Consult the assignment chart to see what it is for the day. Sometimes at the end of class, you will be given a closer. The closer may be due before the end of class or immediately at the start of the next class period. If you are tardy, it can not be turned in. You have the option of doing it online, but remember punctuality still counts.

Supreme Goal

By the end of Spring Semester, we will know and accurately place 250 independent states and territories as well as the 50 United States. True, it seems difficult, but it can be done and you will have pride in knowing more than almost anyone you will ever meet.

Textbook

Textbook Readings - Practice

There will be a weekly homework requirement from the textbook. These will be due every Wednesday.

Day turned in	% of total earned
Monday	150%
Tuesday	125%
Wednesday	100%
Thursday	75%
Friday	50%

The 2 lowest scores will be dropped and the next 2 lowest will be made extra credit.

No homework will be accepted late - (the following Monday)

It is much easier and stress-free to simply do them in advance, instead of waiting to the last minute.

Participation

This class has a high expectation of active participation. You will be called on to speak aloud in the class. Participating in class discussions holds you accountable and lessens the need for written work. Most of all, it tremendously benefits the knowledge of the entire class. At times this will be a formal grade. **(see p. 7)**

Website

This class has a website for your use. - www.asn.am Many assignments will be completed online, so please familiarize yourself with it.

Username _____

Webmail _____

Password _____

Accountability

Please, have a Parent or Guardian sign below stating that you have reviewed the procedures with them. You will not be eligible for any remediation - "extra credit" - until you do so.

Signature _____

If a current e-mail is provided, you may receive updates on your child's status in this class.

Email _____

Assign # _____ Name _____

Class Participation # _____

Current Grade _____

100 Points for a TWO (2) Week Period

Date _____

CRITERIA						PTS
Attendance & Promptness	<u>Tardies lose you 10 points per occurrence.</u>					
	<u>After the 10th tardy in the semester, the tardies lose you 20pts per occurrence.</u>					
	<u>Absences lose you 10 points per occurrence. Must be made up with a Current Event or a Map within one week of absence.</u>					
	20	15	10	5	0	
Level Of Engagement In Class	Student almost always uses class time effectively as related to this particular class.		Student sometimes uses class time effectively as related to this particular class.		Student rarely uses class time effectively as related to this particular class.	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.		Student sometimes listens when others talk, both in groups and in class.		Student does not listen when others talk, both in groups and in class.	
Behavior	Student almost never displays disruptive behavior during class.		Student sometimes displays disruptive behavior during class.		Student occasionally displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with assignments and required class materials.		Student is sometimes prepared for class with assignments and required class materials.		Student is rarely prepared for class with assignments and required class materials.	
			Tardy Total		Subtotal	
BE CAREFUL! ESPECIALLY WITH ABSENCES & TARDIES. IT IS POSSIBLE TO RECEIVE NEGATIVE CREDIT FOR THIS ASSIGNMENT.						Make-Up Credit
						Total Points

Parent/Guardian Signature: _____

Date Signed: _____

Rubric for Class Discussion

	1	2	3	4
Frequency	Too frequent responses: dominates discussion, not allowing students (or sometimes even teacher) to contribute or is silent or creates distractions by playing with items.	Comments occasionally or a bit too much or at times that break the flow of the discussion. Sometimes talks over others.	Contributes regularly to discussions, and allows others their turns to share their comments as well.	Frequency of comments is optimal (just right: neither too frequent so as to dominate, nor so little that there is no contribution). Steps in when there are silences to move discussion along but keeps quiet when this allows others to contribute. Sensitive to when to comment
Relevance	Comments are not related to topic at hand, or go back to previous part of discussion or question. Language is so general or confused that it's difficult to understand where comment fits.	Comments may only repeat what has been already said, or may be tangential or may sidetrack discussion from time to time. Language is fairly general; only personal experience has some specific details.	Contributions are related to the topic and some support is provided, at least in general ways, to make connections between the topic and the students' comments. Clarification questions are asked. Language is clear, if somewhat general, and specific details are provided.	Contributions enhance lesson or discussion: they may ask a key question, elaborate, bring in relevant personal knowledge, move the discussion along, identify issues or take the discussion to another level. Students use the vocabulary of the topic to be precise and clear. Able to synthesize or indicate gaps or extensions to topic.
Growth of School Community	Comments may focus attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations, body language or actions, inappropriate comments or sounds may make class participation fragmented.	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments and body language sometimes disrespectful. Sometimes follows the lead of others to disrupt participation.	Listens as others contribute. Comments acknowledge others' contributions. Student both asks and answers questions in discussion. Comments and body language are generally respectful. (Eye contact made if culturally appropriate.)	Listens actively and attentively to others prior to making own comments. Comments focus on and enhance consideration of topic rather than focusing on specific people. Comments and body language validate and encourage others' contributions.

Geography Grade Categories

Practicing Standards - 35%

000	Openers
100	Closers
200	Practice & Reinforcement
500	Textbook Homework
600	Remediation

Meeting Standards - 45%

700	Remediation
800	Essays
900	Unit Tests
1000	Map Assessments

Final - 20%

1200	Final
------	-------

Citizenship

1300	Biweekly Participation
------	------------------------

Geography Key Concepts & Skills

The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

Map Elements & Concepts

Use map elements including scale to identify and locate physical and human features in the United States and the world.

Map Selection & Analysis

Analyze and interpret geographic information by selecting appropriate maps, map projections, and other representations, i.e., urban planning, national parks.

Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geographic information.

Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.

Map Construction

Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.

Map Use & Geographic Tools

Analyze maps for purpose, accuracy, content, and design.

Analyze and interpret Earth's physical and human features using appropriate geographic tools and technologies.

Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.

Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.

Application of Concepts & Characteristics of Places & Regions

Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.

Explain why characteristics of place change.

Apply the concept of region to organize and study a geographic issue.

Analyze selected historical issues, demographics, and questions using the geographic concept of regions.

Cultural Identity & Perspective

Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.

Compare characteristics of places and regions from different perspectives.

Patterns of Change & Impact of Technology

Determine how tools affect the way cultural groups perceive and use resources within places and regions.

Location

Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.

Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

Demographic Concepts

Analyze demographic trends in the world.

Migration & Settlement

Evaluate the impact of migration and settlement on physical and human systems.

Analyze the development of civilizations and the impact it has on the changes and progress of human development.

Rural & Urban Communities

Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.

Evaluate why major cities develop in particular geographic locations and how this affects cultures.

Analysis of Economic Issues

Analyze and evaluate international economic issues from a spatial perspective.

Analyze how location and distance connect to influence economic systems at local, national, and international levels.

Human Organizations

Evaluate changes in the size and structure of cultural, political, and economic organizations.

Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

Changes in the Physical Environment

Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.

Technology Modifications of the Physical Environment

Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.

Develop possible responses to changes caused by human modification of the physical environment.

Effects of Natural Hazards on Human Systems

Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.

Management of Earth's Resources

Analyze patterns of use, the changing distribution, and relative importance of Earth's resources.

Develop policies for the use and management of Earth's resources that consider the various interests involved.

PERSIA

When attempting to analyze history, one should think in terms of the mnemonic device PERSIA.

Using PERSIA creates categories that will help you to think about the entire scope of human history, instead of one or two areas (for example, political and economic history).

Often, these categories overlap at different points - it is acceptable to place a person/event/issue in multiple categories.

P	Political	politicians, kings, laws, government, generals, military issues, battles, wars, elections, political parties, Supreme Court cases
E	Economic	money, taxes, trade, jobs, land, unions, corporations
R	Religious	God, religious books, the Church, religious groups/movements
S	Social	food, living conditions, gender issues, friends, free time, family issues, moral issues, racial issues, sexual issues
I	Intellectual	ideas, thinkers, philosophers, books that move ideas, education, technology, inventions, machines, communication tools
A	Artistic	literature, movies, music, books, painting, clothing

Name _____ Date Due _____

Reading Outline

Reading Identifier: _____

The title of this chapter or section is _____

Write the title of this chapter as a question. _____

1. List the section or subsection headings on the lettered lines.
2. After writing all the section or sub-section headings, turn each into a question on the same line. Read the chapter or section and list under these headings three details from the section that will help you answer your section heading questions.
3. Answer the question you wrote about the title in a complete sentence. _____

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

Name _____ Date Due _____

C. _____

1. _____

2. _____

3. _____

D. _____

1. _____

2. _____

3. _____

E. _____






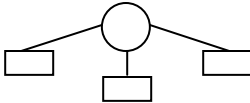
1. _____

2. _____

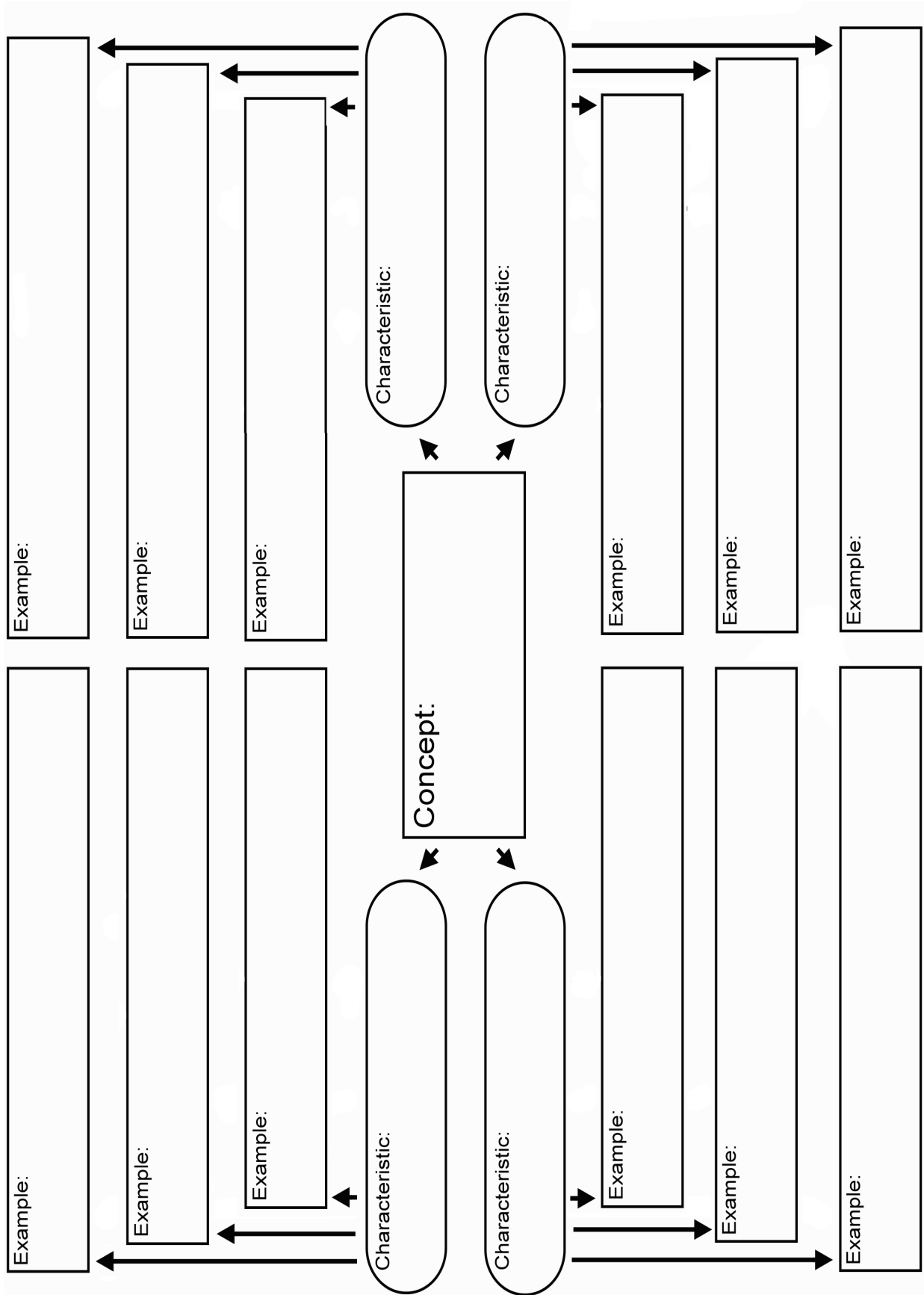
3. _____

SQ3R-W

Thinking, Reading, & Writing Strategies for Textbook Chapters

Strategy	WHAT to do.....	How does this strategy help your thinking?
Survey 	<ul style="list-style-type: none"> • Survey the chapter features. <ul style="list-style-type: none"> ○ Purpose of chapter ○ Vocabulary lists ○ Main Ideas ○ Titles ○ Bold words ○ Charts ○ Maps ○ Pictures ○ Diagrams ○ Time Lines ○ Summaries ○ End of chapter questions 	<p>Surveying the chapter helps your mind think and link what you know already about the topic and helps you make new discoveries.</p>
Question 	<ul style="list-style-type: none"> • Change every title into a question. 	<p>Creating questions helps your mind read for a purpose.</p>
Read 	<ul style="list-style-type: none"> • Read each section to answer your questions. • Stop! Ask - What do I need to KNOW....? • Locate and Underline important ideas supporting details 	<p>Reading carefully, helps your mind discover new information.</p>
Recite 	<ul style="list-style-type: none"> • Without looking at the book, say or write the important ideas in the paragraph section. • Look back --- Did you include all of the information? • If not, reread and recite the information again. 	<p>Reciting means saying or writing the information.</p> <p>This helps your mind focus on the important ideas.</p>
Review & Write 	<p>Write notes for the important information.</p> <ul style="list-style-type: none"> • Write 2 column notes. • Sketch Picture Note Summaries Draw pictures or diagrams to summarize the information. • Create Graphic Organizers for your notes. 	<p>Review then write or sketch ideas to help your mind:</p> <ul style="list-style-type: none"> ○ remember the important information. 

Concept Pattern



Name _____ Due Date _____

Chronology – Time Line

Title: _____



Name _____ Date Due _____

Free Response Essay Rubric

- Staple this paper to the front of your essay, this side up. Please do not identify essay on this side.
- TAD chart MUST be completed. It is worth 10% of the total score.
- Complete essay identifier and question on reverse side. Please look over the rubric. If you feel that your essay is inferior, you need to rework it before turning it in.

Topic <i>WHAT</i> is the topic?	Analysis <i>WHY</i> is this topic important?	Development <i>HOW</i> will the analysis be explained?

Essay Identifier: _____

Question: _____

	1 - Insufficient	2 - Fair	3 - Good	5 - Excellent	5 - Outstanding
Use of Evidence	Provides few examples & references to material, irrelevant and insufficient.	Provides some examples & references to material, vague, not always relevant.	Provides several examples & references to material, relevant but incompletely developed.	Provides many examples & references to material, relevant and accurate.	Provides wide variety of examples & references to material, specific, relevant, accurate.
Understanding of topic & audience	Insufficient understanding of the topic.	Limited understanding of the topic.	General understanding of the topic.	Competent understanding of the topic.	Insightful understanding of the topic.
Thesis	Unclear	Weak. Simply restates topic.	Present but vague	Clear & concise	Clear, concise, articulate.

Name _____ Date Due _____

Free Response Essay Outline

Question: _____

Specific tasks required by this question:

1. _____

2. _____

3. _____

4. _____

Time period limits: _____

Thesis Statement

Topic What is it?	Analysis Why is it important?	Development How will it be explained?

Body Paragraph #1 – What is the theme?

Topic sentence: _____

Name _____ Date Due _____

Identify important, relevant, and specific items of historical evidence **(E)**. How does it support **(S)** your thesis?

(E/S 1) _____

(E/S 2) _____

(E/S 3) _____

Body Paragraph #2 – What is the theme?

Topic sentence: _____

Identify important, relevant, and specific items of historical evidence **(E)**. How does it support **(S)** your thesis?

(E/S 1) _____

(E/S 2) _____

(E/S 3) _____

Body Paragraph #3 – What is the theme?

Topic sentence: _____

Identify important, relevant, and specific items of historical evidence **(E)**. How does it support **(S)** your thesis?

(E/S 1) _____

(E/S 2) _____

(E/S 3) _____

TAD the Thesis

Be sure to take effective notes in your thought log.

A thesis statement includes the limiting **topic**, the **analysis/attitude**, and an indication of direction of **development**.

Part A.

Read each of the following thesis statements, and identify the writer's **topic**, **analysis/attitude**, and probable direction of **development**.

Example: Our football coach provides us with an example to imitate both in the classroom and on the football field.

T	Topic	the actions of the football coach in class and on the field
A	Analysis	an example to imitate
D	Development	to describe specific incidents that occurred in the classroom and out on the field

1. Learning about the legal rights and responsibilities of teenagers has been an eye-opener for me.

T	
A	
D	

2. Patience is hard to learn but good to have.

T	
A	
D	

3. Playing video games is a challenging and enjoyable activity.

T	
A	
D	

4. I have found that "what doesn't kill you makes you stronger."

T	
A	
D	

5. I enjoy stories by the author because the characters are like real people I would like to know.

T	
A	
D	

6. Knowing geography of the world makes one better able to understand current events.

T	
A	
D	

Part B.

In your thought log, compose thesis statements by linking each of the following **topics** with an **analysis/attitude**. Add any necessary words. In some instances, several combinations are possible.

Then outline the probable direction of **development**.

Topics	Analysis/Attitudes
1 owning rollerblades	a. requires both technical knowledge and skill
2 the compact disc	b. teaches a sense of responsibility
3 holding a class office	c. is detrimental to health
4 my most prized possession	d. requires leadership qualities
5 my brother's divorce	e. is both challenging and satisfying
6 writing a composition	f. must have some talent and much perseverance
7 fixing a bike	g. is a modern invention in demand among teenagers and adults
8 exercising on high-tech equipment	h. requires creative genius and mathematical precision and logic
9 today's recording artists	i. provides relaxation
10 smoking cigarettes	j. is a waste of time
	k. is a worthwhile pastime
	l. is tearing my family in various directions

Part C.

Use each of the following topics to formulate a good thesis statement. Remember TAD!

1. not being able to buy the basics you need for a comfortable life

2. keeping a good balance between homework, relaxation, and fun

3. having specific jobs to do at home

4. visiting various places on vacation

5. the benefits of belonging to a large family

Thesis Examples

Analyze the various Protestant views of the relationship between church and state in the period circa 1500–1700.

Many Protestant's believed that church and state should not be mixed; a belief that as we can see today's society is very true, because the mix of church and state can create animosity between people in politics, causing disagreement, which in turn causes important issues to take long amounts of time to be decided on.

T: _____

A: _____

D: _____

Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.

The expansion of the Atlantic trade greatly improved the economy of Western Europe in the period of 1450 - 1700 because resources from the newly found territories helped countries to create more exports, increasing the wealth of the country.

T: _____

A: _____

D: _____

Identify and analyze the characteristics of the 15th century Italian city-states that made them fertile grounds for Renaissance artists.

Italian city-states in the 15th century were fertile grounds for Renaissance artists not only because of urban and social practices, but because of their close proximity to Roman antiquities, and also their pride, which led to rivalries amongst other city-states.

T: _____

A: _____

D: _____

Thesis Examples 2

Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to these ideas.

Elizabeth I was influenced by the people and the church about gender power. Being the 1500's to 1600's, women did not have as many rights as the men and most likely began to question Elizabeth's position in power from a man's point of view. Since her father, Henry VIII, was head of the church, Elizabeth may have inherited the position questioning gender rights.

T: _____

A: _____

D: _____

Gender greatly influenced ideas of how well an individual could reign in the 1500s. Many men did not believe Elizabeth I could rule England strictly because she was a woman. Elizabeth responded strongly to the criticism in her speeches and anyone that knew her personally was aware that she was just as capable as any man to take charge of the country.

T: _____

A: _____

D: _____

Since Elizabeth I was a woman, not many people were pleased due to the gender barrier at the time. Some people thought that since she was a woman, she would be a terrible ruler. She did not let this bother her though. She replied, "Yes, I am a woman, but I have the heart and strength of will to be your ruler and I trust you will believe in me." It does not really matter if you are male or female. If you have willpower, you can lead.

T: _____

A: _____

D: _____

A Style Sheet for History Writing

Basic Writing Mechanics

Less is more. Every word should add to your argument. If a word or phrase is not necessary for clarity or beauty, then leave it out.

Say what you mean.

Do not equivocate. Do not be tentative. Make assertions and then prove them with evidence.

Avoid wordiness.

- Do not write, “Doofus was able to burp”; do write, “Doofus burped.”
- Do not write, “Butch was a person who snored”; do write, “Butch snored.”

Do not abbreviate.

Do not use contractions.

Do not use colloquialisms.

Do not overuse the word *also*.

Use the active voice.

- Do not write, “The paper was written by Bubba”; do write, “Bubba wrote the paper.”

Do not use first or second person. Period. The end. That means no *I, you, we, me, your, our, or us*.

Use parallel construction. Remember to use *to* in a parallel construction with infinitives.

Ensure your verb tenses agree. Use all past tense or all present tense, but not a mixture of both. Almost always, past tense is best for history.

Always refer to authors and the people you are writing about by their last names only. Do not use titles, honorifics, and, above all, their first names. The use of first names is demeaning.

Double-space your typed work.

Word Usage

Learn which form of a word is a noun and which is a verb.

- *Quote* is a verb, *quotation* is a noun.
- *Cite* is a verb, *citation* is a noun.
- *Hate* is a verb, *hatred* is a noun.
- *Impact* and *disrespect* are nouns and neither should be used as verbs in formal written English.

Use precise language, which involves knowing precisely what a word means. Do not confuse

- *want* with either *lack* or *desire*
- *economical* (tending to save money) with *economic* (having to do with the economy)
- *accept* (to agree to something) with *except* (to exclude)
- *affect* (to make a difference in something) with *effect* (to cause something or, alternatively, to be the result of something)

Do not use a big, fancy word when a smaller, simpler word will do.

- Instead of *scenario*, use *scene*.
- Instead of *utilize*, use *use*.
- Instead of *amongst*, use *among*.
- Instead of *betwixt*, use *between*.
- Instead of *amidst*, use *among*.

Use pronouns correctly: people *who* and things *that*.

Use adverbs with care.

- Do not use *lastly*; do use *finally*.
- Do not use numerical adverbs like *firstly* or *secondly*; do use *first* or *second*.
- Do not use *hopefully* when you mean *it is to be hoped* or *one hopes*.
- Adverbs like *definitely*, *really*, *very*, *greatly*, *strongly*, and *basically* weaken your writing.

Choose the correct preposition.

- Things are based *on* other things, not based *off of* other things.

If you can count something, use *number*; if you must measure something, use *amount*.

Do not write that a country or a leader was *upset* by something. Similarly, do not write that a country or leader was *happy* about something.

Refer to nations as *it* or *her* (the traditional style) but not as *they*.

Novels are always fiction. Do not write that a work is a novel if it is not.

Do not use *this* as a noun. When it is an adjective, it needs a noun to modify it. In general, after *this* you need a noun.

Person and *one* are singular. So are *everybody*, *everyone*, *no one*, and *nobody*. These words must be followed by singular pronouns like *he* or *she*. And, of course, the verbs must be singular as well.

Never use *would of*, *could of*, or *should of* for *would have*, *could have*, or *should have*. Never, never, never!

Phrases to Avoid Using

Do not start or end a paper with useless or obvious phrases like “The question I choose to answer is. . .,” “This paper is about. . .,” or “I am going to prove thus-and-and-such and use evidence.”

Do not begin a compare/contrast paper with a generic opening sentence like “This and that are very different but they also have similarities.”

Never start a sentence with “According to *Webster’s New Collegiate Dictionary* . . .” or any other dictionary reference.

Avoid such tired phrases as

- An author *goes on to say*
- Something is a *key factor*, or worse yet, something is *key*
- Anything (but especially an economy) is *in shambles*

Do not write *in conclusion*. If the reader cannot tell you are concluding, you have not done your best work.

Do not use *in order to*. Just use a nice active verb instead.

Avoid the construction, *It was then . . . that . . .* or *It was this person who . . .*

Spelling

Check your spelling before turning in your work. Use the spell-check tool on your computer-written work.

Words you should remember to distinguish correctly include:

- *Their*, *there*, and *they’re*
- *Your* and *you’re*
- *Its* and *it’s* (never use *it’s* in formal prose because it is a contraction)

Remember that *a lot* is two words—that is a lot!

Remember that there is *a rat* in *separate*.

Responding to Thematic Essay Questions

General Instructions

A checklist that identifies specific tasks helps students write more effective responses to the thematic essay questions (also known as the free-response question).

1. **Follow the “Style Sheet for History Writing”** in this appendix.
2. **Define your terms.**
3. **Decide what, if any, is the implied periodization in the question.** Be sure to tell the reader that you know what the dates signify. But sometimes the periodization of the question is intended only to suggest a broad period (e.g., “the seventeenth century”), and the beginning and end dates are not particularly significant. You will have to decide if the dates mentioned warrant special attention.
4. **Use examples to support your generalizations.** Identify dates, names, events, places. Detail is good.
5. **Consider potential problems with your evidence or argument.** Discuss how your thesis can account for these problems, or how they are irrelevant.
6. **Answer the question that has been asked** and let your Reader know that you are answering that question.
7. **Recognize the implicit structure the question dictates for the answer** or that is hiding within the question. When you answer the question, be explicit about the categories in the question as you respond to them.
8. **Look for *change over time*** and decide for yourself if it is a relevant factor in your answer.
9. **Do not bluff or try to twist the question to mean what you want it to mean** or to display what you know. Your Reader will be able to tell. Even if your essay is great, if it does not answer the question, you will get a zero.

Specific Attack for the Thematic Essay Question

Remember: The main thing to do is to answer the question!

1. **Decide what the question is asking.**
 - Pay particular attention to the verbs in the question.
 - Consider the nature and scope of the question. Should your answer be chronological or topical? Should it be based on social, political, cultural, diplomatic, intellectual, or economic history?
 - Look within the question for an implicit structure for your essay.
2. **Think for a while and maybe make brief notes.**
3. **List the “magic words” for the topic.** Figure out what the “magic dates” signify. Remember that a magic word is “that without which there is no X.” For example, you cannot write an excellent essay on the Reformation without mentioning Martin Luther.

4. **Formulate a thesis.** Your thesis is the answer to whatever question you are investigating, or the answer to the question on the exam. Another way to put it is that your thesis is the statement that you are asserting is true, the veracity of which you will attempt to demonstrate in your essay response.
5. **Outline your response.**
6. **Write your essay.** Your first paragraph will include both your thesis and a preview of the evidence you will adduce. A superlative first paragraph will have an intriguing, artful, or clever beginning. In short, it will be more like literature.
 - Your first paragraph should set up the context of the question, linking the known to the unknown (what you will prove by the end of your essay).
 - You might consider using analogy or metaphor.
 - You might state a commonly held position, or misperception, and then attack it.
7. **Conclude your essay.** Your conclusion might follow one of the following standard formulae.
 - **Chronological/causal completion.** “And so it happened.”
 - **Contingency.** “If only X, then there would have been/have not been Y.”
 - **Continuity.** “And Europe would see the implications of it, such as . . . in the future.”
 - **Historical irony.** “That is the way it was, but they did not know it then.”
 - **Locational inevitability.** “It could not have happened anywhere else.”
 - **Locational tendency.** “That is why it happened *here* first/best.”
 - **Paradox or irony.** “And so on the surface it seems to mean X, but it really means Y . . .”; “It is both X and Y . . .”; or “In spite of trying to be X, it ended up being Y.”
 - **Unintended consequence (the Frankenstein effect).** “They created something they could not control.”
 - **Fugue ending.** Brings all of the melodies of your argument together in a nice round note. This kind of ending is especially good if you have used metaphor or simile at the beginning and throughout your essay.

Verbs for Thematic Essays

The prompts for the free-response questions usually contain important words that identify the task of the essay that is to be written. Students should learn to recognize these words and respond appropriately. Students who understand *what* the question is asking them to do will almost always write better essay responses.

Analyze: Determine the nature and relationship of the component parts; explain the importance of; break down.

Assess: Judge the value or character of something; appraise; evaluate; decide how true or false a statement is.

Compare: Examine for the purpose of noting similarities and differences, focusing more on the similarities.

Contrast: Compare to show the unlikeness or points of difference.

Criticize: Make judgments as to merits and faults; criticism may approve or disapprove or both.

Define: Give the meaning of a word, phrase, or concept; determine or fix the boundaries or extent.

Describe: Give an account; tell about; give a word picture of.

Discuss or Examine: Talk over; write about; consider by argument or from various points of view; debate; present the different sides of.

Enumerate or List: Mention or itemize separately; name one after another.

Evaluate: Give the good points and the bad; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.

Explain: Make clear or plain; make known in detail; tell the meaning of; make clear the causes or reasons for.

Illustrate: Make clear or intelligible by using examples.

Identify: Cite specific events, and/or phenomena, and show a connection.

Interpret: Explain the meaning; make plain; present your thinking about.

Justify: Show good reasons; present your evidence; offer facts to support your position.

Prove: Establish the truth of something by giving factual evidence or logical reasons.

Relate: Show how things connect with each other or how one causes another.

Summarize: State or express in concise form; give the main points briefly.

To what extent: Tell how far something goes on an imaginary continuum; another way to envision this directive is as a balance. Does the scale tip one way or the other? A lot or just a little?

Trace: Follow the course.

Terms to Use When Making Comparisons/Contrasts

Many free-response questions ask students to compare and/or contrast two or more things. The following word lists can be useful in helping them to start writing.

Analogous to . . .

Are related to . . .

As well as . . .

At the same time . . .

Both . . .

Contrasts with . . .
Corresponds to . . .
Despite . . .
Each . . .
However . . .
In contrast to . . .
Is comparable to . . .
Is different from . . .
Is similar to . . .
Likewise . . .
Not only . . . but also . . .
On the other hand . . .
Rejects . . .
Still . . .
While . . .
Yet . . .

Note to Students: When you write compare-and-contrast essays, you must not merely list the attributes of each topic, you must relate their similarities and differences to each other. Sometimes a compare-and-contrast question is constructed to require you to note how things are different as well as how things are the same. To be safe, if you do not see many differences you should explicitly note that there are overwhelming similarities and that the differences are insignificant.

Can You Do the Document Based Essay?

How to Interrogate a Document

1. What is the document?
2. Who wrote the document?
3. When and where was the document written?
4. Why was the document written?
5. Who was the document's intended audience?
6. What does the document say?
7. Finally, what does the document mean?

Specifics for Writing Your DBQ Response

1. Formulate a thesis about history, not merely about the documents. *Make sure your thesis answers the question!*
2. Focus your discussion on the documents and the inferences you can draw from them.

3. Use all of the documents.
4. Do not quote extensively; long quotations are bad.
5. A good DBQ *analyzes* and *draws conclusions* from the documents. You should avoid the “laundry list” approach; that is, do not merely summarize each document.
6. Look for trends of *change over time* in the documents. (Sometimes change over time is not a relevant factor in the question, so look for it but do not think that it is always required.)
7. Refer to the content, or the author, of the document so specifically in your text that the reader cannot help but recognize the document you are referring to without your having to cite it in parentheses.
8. Indicators of analysis include:
 - Analytical essay structure (thesis, discussion with evidence, conclusion)
 - Organization of evidence in categories, especially ones not specified in the question itself (grouping is good)
 - Frequent reference to the terms of the question
 - Combination/juxtaposition of documents
 - Recognition of contradictions and ambiguities in documents
 - Reference to the *point of view* and the *purpose* of the document

Evaluating Primary Sources: The **APPARTS** Method

Primary sources are the heart of the historical profession. They come in all shapes and sizes. Some are written, some are visual, some are recorded, taped, or filmed. These sources will form the foundation of your own interpretations of the past (and present) and allow you to become an active participant in what James Loewen refers to as “a furious debate” over the meaning of history.

A uthor	<p>Who created the source?</p> <p>What was his/her perspective?</p>
P lace & Time	Where and when was the source produced/created?
P rior Knowledge	What was happening locally, nationally and globally when the source was created/produced?
A udience	<p>For whom was the source created? Be as specific as possible</p> <p>Is this source intended only for the author who created it or for other people?</p>
R eason	<p>Why was the source produced at the time it was produced? What was the author's purpose?</p> <p>Does the source persuade, explain, inform?</p>
T he Main Idea	<p>What is the main idea of the source?</p> <p>What is the author's main point?</p> <p>What supporting points does he/she make to support this main idea?</p>
S ignificance	<p>Why is this source significant?</p> <p>How reliable is this source? How do you know?</p> <p>How useful or significant is the source in answering your historical question?</p> <ul style="list-style-type: none"> ○ What can you learn from this source? ○ What can't you learn?

Evaluating Visuals: OPTIC

The five letters in the word OPTIC provide a system for remembering the five steps for analyzing any visual or graphic. (Cartoons, pictures, graphs and charts.) As students view the graphic they write a paragraph or complete a graphic organizer or chart to transfer the information.

O is for overview

Conduct a brief *overview* of the visual.

P is for parts

Focus on the *parts* of the visual.

Read all labels.

Notice any details that seem important.

T is for title

Read the *title* of the visual for a clear understanding of the subject.

I is for interrelationships

Use the title to help identify the main idea or the big umbrella that connects the parts of the visual.

C is for conclusion

Draw a *conclusion* about the visual as a whole.

What does it mean? -- Why was it included?

Summarize the visual in one or two sentences



The Three Estates - 1789

O - Overview

P - Parts

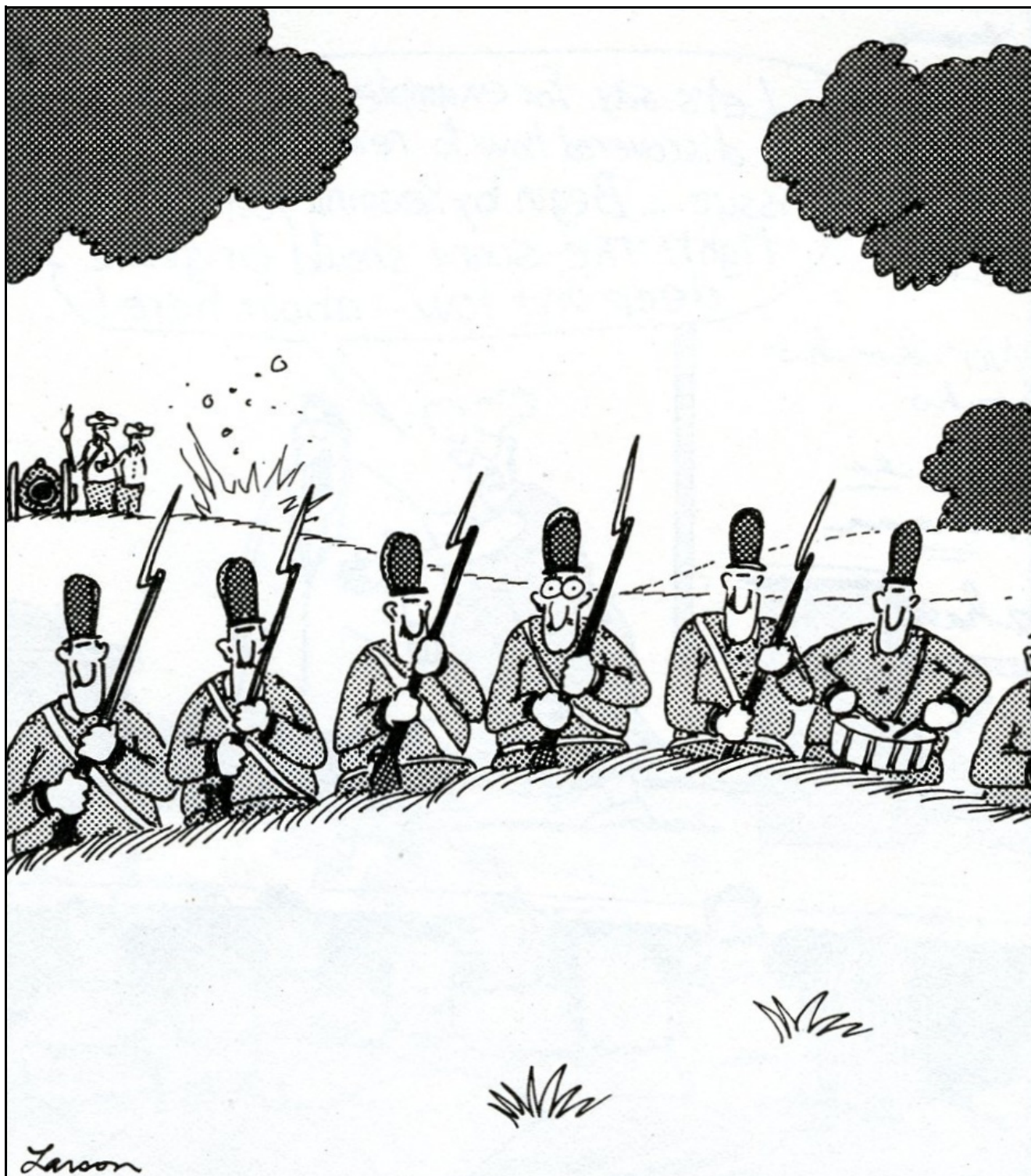
T - Title

I - Interrelationships

C - Conclusion

Summary/Significance:

Charles Bingham



O - Overview

P - Parts

T - Title

I - Interrelationships

C - Conclusion

Summary/Significance:

Five Themes of Geography

Comparing and Contrasting: Use the chart below to compare and contrast the two types of location.

	Absolute Location	Relative Location
What is it?		
How is it found?		
Advantages		
Disadvantages		

Making Generalizations: Use the chart below to write a general statement about each geographic theme.

<u>Location</u>
<u>Place</u>
<u>Region</u>
<u>Human - Environment Interaction</u>
<u>Movement</u>

Maps & Globes

Why do we use maps and globes?

What is perspective?

What are latitude and longitude?



How many time zones are there? Why? How are time zones marked? What is the International Date Line?

Why are the time zones in the United States **NOT** based strictly on meridian lines?

What does the earth's tilt on its axis produce?

What are the solstices? What are the equinoxes? How much daylight and darkness is there during a 24-hour period on the Equator?

Why don't maps represent the surface of a planet the way globes can?

What are the main functions of a map?

What is scale? What are large-scale and small-scale maps?

How do you find location on a map? What is a square grid?

What does the legend of a map tell us?

How are maps made?

What are some different kinds of maps and their uses?

In a paragraph, explain the purpose of maps and globes.

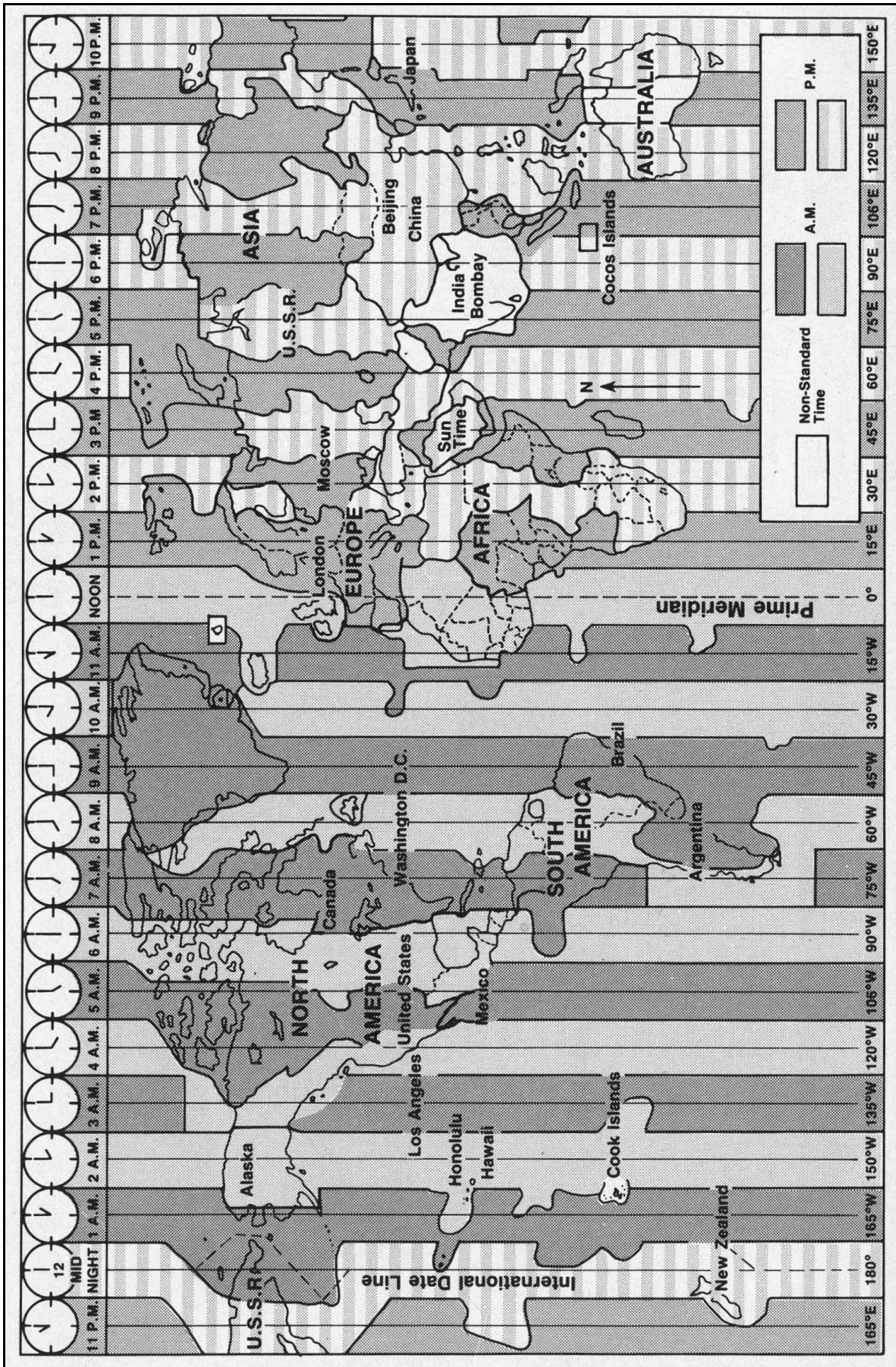
Understanding World Time Zones

As shown in the map below, there are 24 standard world time zones - one for each hour of the day. The point of reference for the zones is the Prime Meridian, or Standard Time Meridian, which runs through Greenwich, England, at 0° longitude.

Each of the 24 zones is centered around a meridian from which the zone runs 7.5 degrees east and 7.5 degrees west. Thus, the boundaries of the zones are 15 degrees of longitude apart.

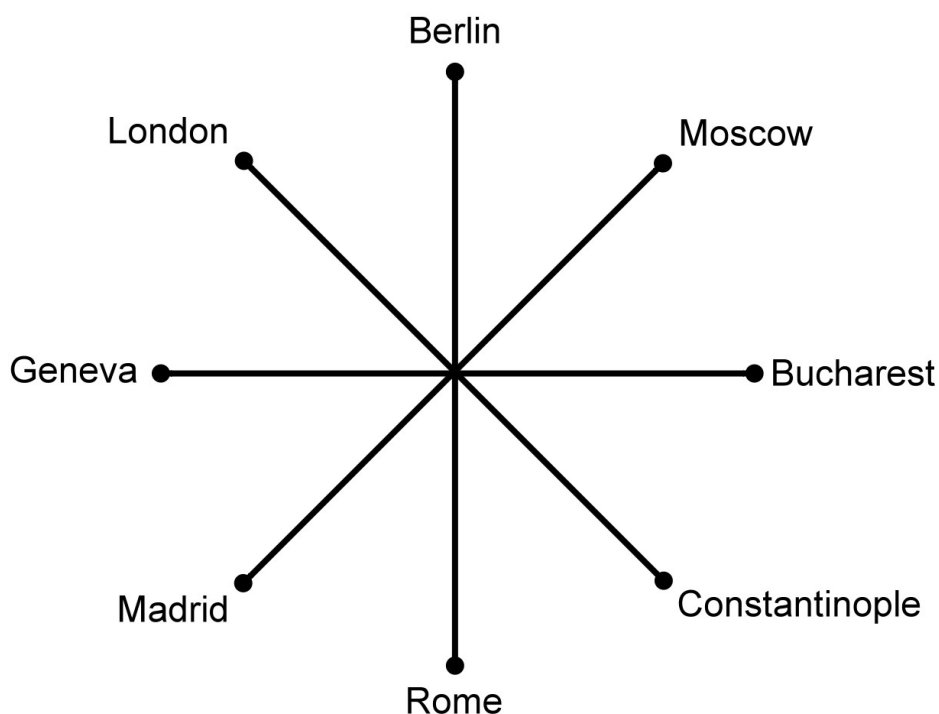
In addition, along most of the 180° line of longitude is the International Date Line. Upon crossing this imaginary line, one day is lost or gained, depending upon the direction of travel. Going west across the line, a day is added. Going east across the line, a day is subtracted.

1. How many time zones are there? **WHY?**
2. Where do the time zones start? What is this line called?
3. When traveling east from Greenwich, is it an hour later or earlier in each time zone?
4. If it is 7 A.M. in Washington, D.C., what time is it in the following cities?
in Beijing, China? _____ in Honolulu, Hawaii? _____
in Moscow, U.S.S.R.? _____ in Los Angeles, California? _____
5. If it is Friday when a traveler leaves Mexico traveling west, what day is it in India?
6. Why do you think the boundaries of the time zones were set up 15° of longitude apart?
7. Why does the International Date Line cross no land?



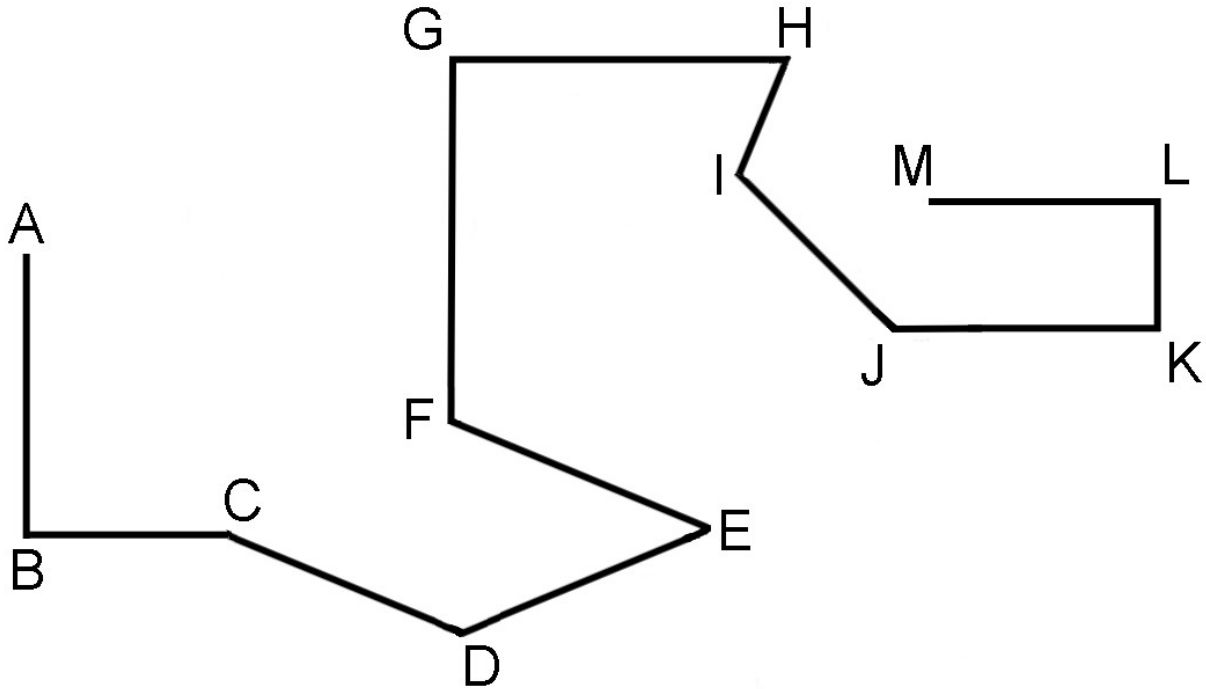
Using Maps & Following Directions

In the diagram below are some cities. Each city is located on a line of the Compass Rose. Write the direction in the spaces provided below. The first one has been done for you.



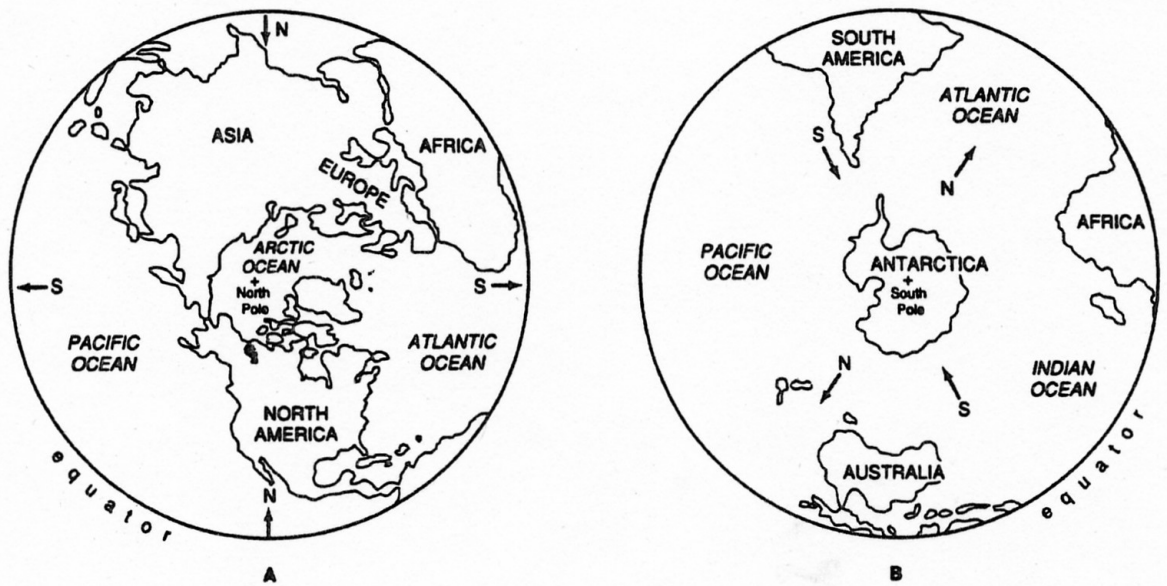
1. Rome is **south** of Berlin.
2. Moscow is _____ of Madrid.
3. Bucharest is _____ of Geneva.
4. Constantinople is _____ of London.
5. Berlin is _____ of Rome.
6. Geneva is _____ of Bucharest.
7. Madrid is _____ of Moscow.
8. London is _____ of Constantinople.
9. Constantinople is _____ of Berlin.
10. Moscow is _____ of Rome.
11. Madrid is _____ of Berlin.
12. London is _____ of Bucharest.
- 13.
- 14.

In the diagram below, you are to follow the irregular line from point "A" through point "M". Determine which direction you are proceeding as you go from one letter to the next. If needed, use the Compass Rose from the first page as a guide. Write the direction in the spaces provided below. The first one has been done for you.



1. To get from A to B, go **south** .
2. To get from B to C, go _____.
3. To get from C to D, go _____.
4. To get from D to E, go _____.
5. To get from E to F, go _____.
6. To get from F to G, go _____.
7. To get from G to H, go _____.
8. To get from H to I, go _____.
9. To get from I to J, go _____.
10. To get from J to K, go _____.
11. To get from K to L, go _____.
12. To get from L to M, go _____.

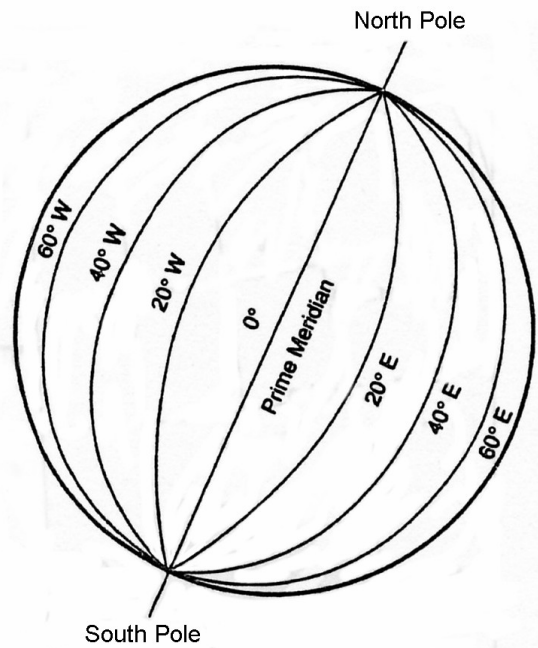
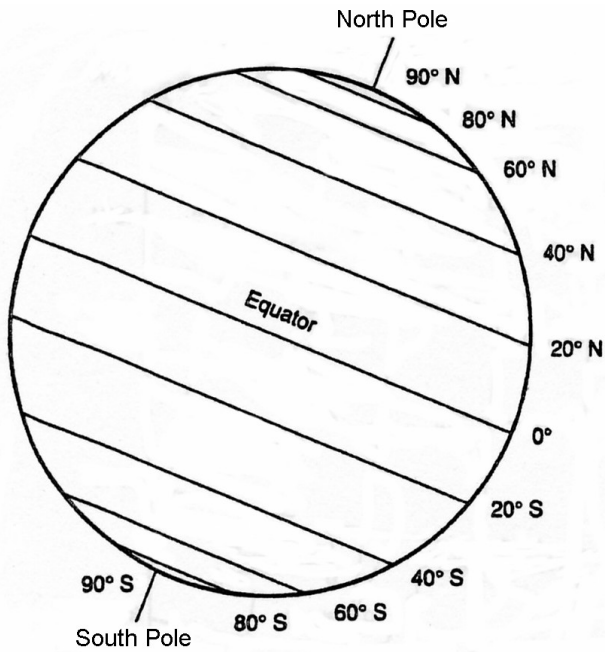
Hemispheres



Study the maps above. Then complete the questions.

1. What imaginary line is midway between the North Pole and the South Pole?
2. The Equator divides the earth into halves, called what?
3. Map A shows which hemisphere?
4. Map B shows which hemisphere?
5. Which continents are entirely in the Southern Hemisphere?
6. Which continents are entirely in the Northern Hemisphere?
7. Which continents are in both the Northern and Southern Hemispheres?
8. Which Ocean is entirely in the Northern Hemisphere?
9. Which hemisphere are the Atlantic and Pacific Oceans in?
10. There is more land than water in which hemisphere?
11. What is the center of the Northern Hemisphere?
12. What is the center of the Southern Hemisphere?

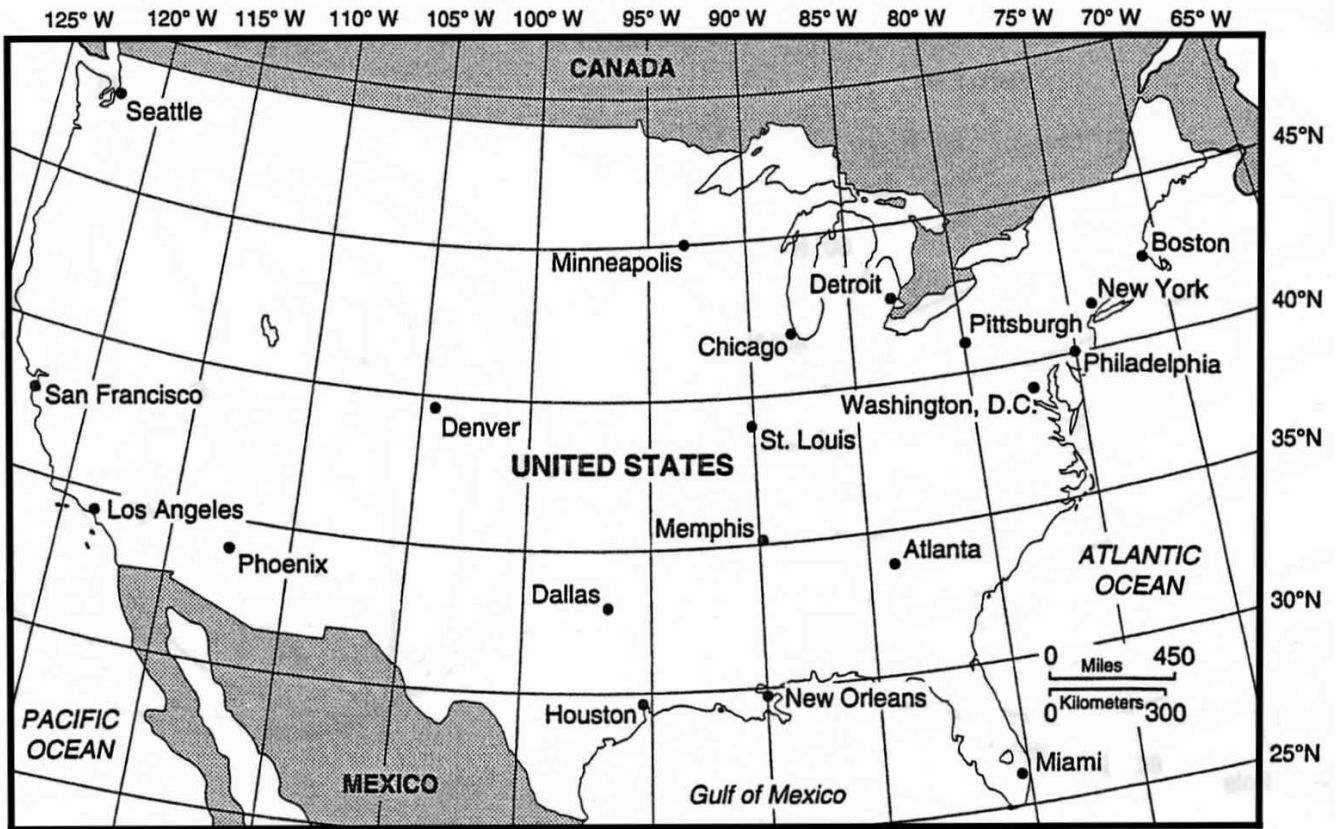
Latitude & Longitude



Study the maps above. Then answer the questions.

1. The _____ is 0 latitude.
2. The _____ is 90° north latitude or 90° N.
3. The _____ is 90° south latitude or 90° S.
4. The _____ are east-west lines forming circles that run in the same direction as the Equator.
5. A parallel is a line of _____.
6. The distance north or south of the Equator is measured in degrees of _____.
7. _____ are north-south lines that form half circles between the North Pole and the South Pole.
8. The _____ is 0° longitude.
9. Meridians west of the Prime Meridian are labeled with the letter _____.
10. Meridians east of the Prime Meridian are labeled with the letter _____.
11. A meridian is a line of _____.
12. Distance east or west of the Prime Meridian is measured in degrees of _____.

Using a Grid

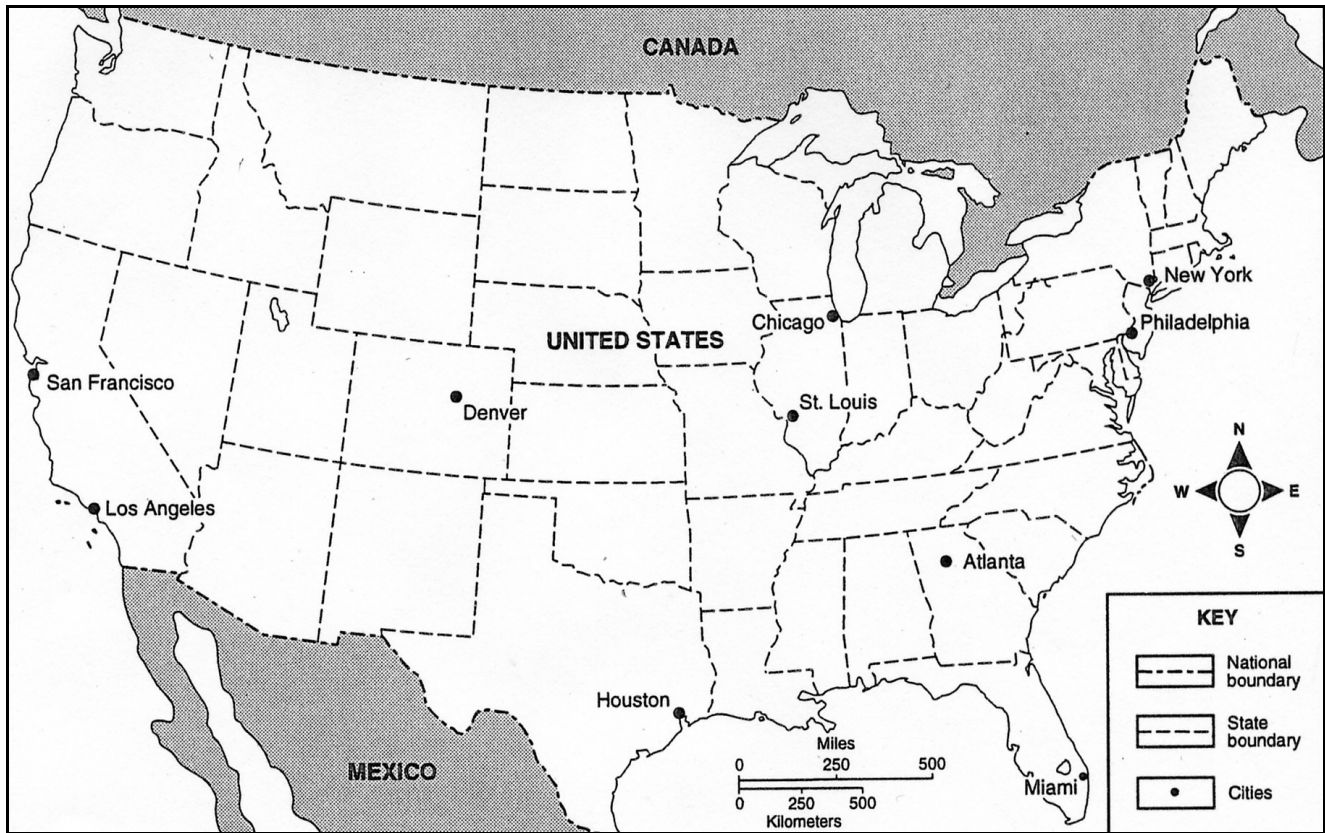


Use the map of the United States above to answer the following questions.

1. In what direction do lines of latitude run? _____
2. In what direction do lines of longitude run? _____
3. What city is located along 45° N latitude? _____
4. What three cities are located closest to 90° W longitude? _____

5. If you were at 30° N latitude and 75° W longitude, you would be in the _____
6. What city is located at about 30° N latitude and 95° W longitude? _____
7. What city is located at about 38° N latitude and 122° W longitude? _____
8. What city is located at about 47° N latitude and 122° W longitude? _____
9. What city is located at about 42° N latitude and 71° W longitude? _____
10. What body of water is located at 25° N latitude and 90° W longitude? _____
11. Atlanta is located at about _____ N latitude and _____ W longitude.
12. Phoenix is located at about _____ N latitude and _____ W longitude.

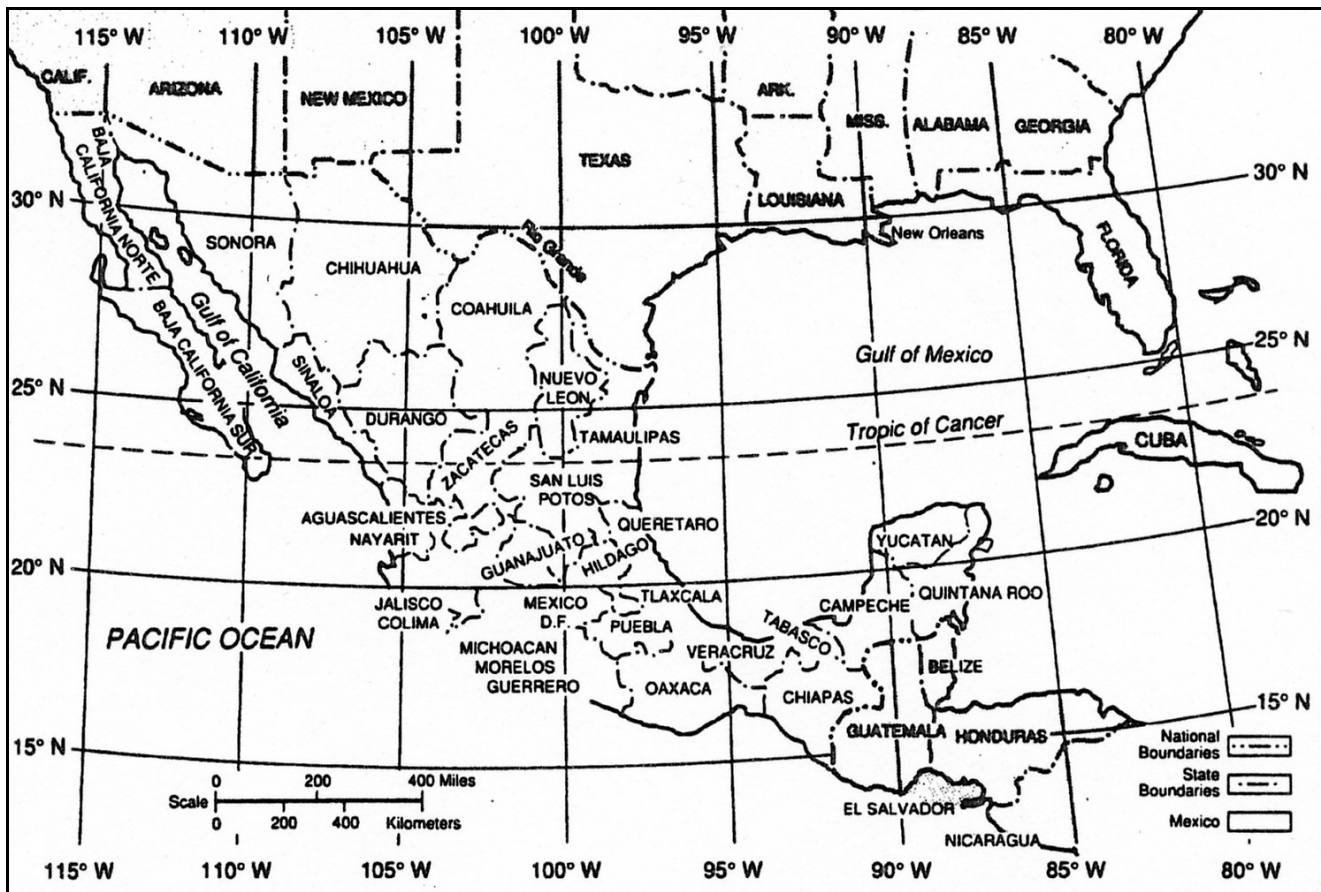
Measuring Distance with a Scale Bar



Use the scale bar on the map above to find the answers to the following questions.

1. How many miles is it from Los Angeles to Miami? How many kilometers?
2. How many miles is it from Miami to Denver? How many kilometers?
3. How many miles is it from Chicago to Philadelphia? How many kilometers?
4. How many miles is it from New York to San Francisco? How many kilometers?
5. How many miles is its from Atlanta to Houston? How many kilometers?
6. Which two cities are the closest together? Which two are the furthest apart?

Basic Map Elements



Choose a color to represent Mexico. Color the appropriate key box and Mexico on the map. Then use the map to answer the following questions.

1. What information does the map show about Mexico?
2. What elements are included in the map key?
3. Do the symbols on the map represent physical or political features?
4. What is the symbol for national boundaries?
5. What is the symbol for state boundaries?
6. How many Mexican states border the United States?
7. How many miles long is Baja California (Norte and Sur)? How many kilometers?
8. Which Mexican state is located in the area of 25° N latitude and 105° W longitude?

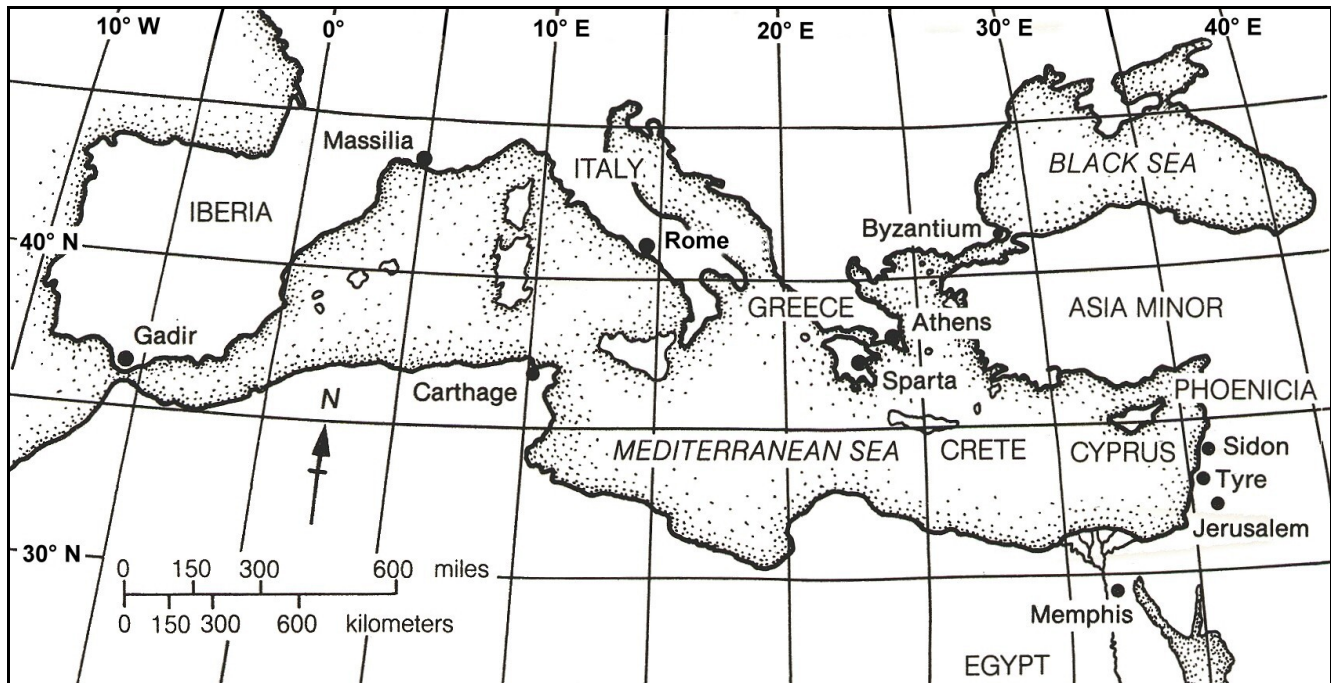
Finding Absolute and Relative Location

Every place on earth has two locations—an absolute location and a relative location. Absolute location is determined by using the grid system and is described by using latitude and longitude coordinates.

Relative location is the location of one place in relation to another. It is described by using cardinal or intermediate directions such as north or southwest.

On the map below of the Mediterranean world around 500 B.C. For example, the absolute location of Byzantium is 41° N, 29° E. Its location relative to Athens is northeast.

The Mediterranean World Around 500 B.C.



1. What is the absolute location of Carthage? _____ of Tyre?
2. What city is located at 43° N, 5° E? _____ At 29° N, 32° E?
3. Where is the island of Cyprus located in relation to mainland Greece?
4. What is the one settlement on this map that is in west longitude? How do you know?
5. Using an absolute and a relative location, what would you tell a person from Sparta who wanted to know where Jerusalem was located?

African Geography Objectives

Vocabulary – Be able to define and use the following terms:

- latitude
- longitude
- rift
- basin
- plain
- tributaries
- headwaters
- silt
- levees
- drought
- deltas
- Islam
- matrilineal
- empire
- ancestor
- mosque
- pilgrimage
- vegetation
- climate
- tourism
- savanna
- refugee
- escarpment
- ethnic group
- stereotype
- dialect
- distribution map
- population density
- migration
- caravan
- oasis
- terrain
- ecology
- habitat
- textile
- desertification
- fossil
- arable
- arid
- steppe
- famine
- pandemic
- AIDS
- HIV
- U.N.
- CDC

Fully answer the following questions:

1. Define location and explain how it helps geographers.
2. Define place and describe Africa using that theme.
3. Explain the importance of human-environmental interaction, using the Nile River as an example.
4. Describe the theme of movement and the effects of this theme.
5. Define region and explain how it helps geographers.
6. Name and describe one place in Africa you would like to visit. Use location and place to describe it and explain why you would like to go there.
7. Describe the human characteristics of Africa.
8. Explain the importance of the Bantu migrations and Saharan salt traders.
9. Describe the ecological problems of Madagascar and the Sahel.
10. Explain the causes and effects of the food and AIDS crises in Africa.

AFRICAN GEOGRAPHY

DIRECTIONS: Record examples of each geographic theme as you progress through the unit.

Location:

Place:

Human-Environmental Interaction:

Movement:

Region:

Asia Geography Objectives

Vocabulary - be able to define and use the following terms:

- absolute location
- relative location
- plateau
- peninsula
- isthmus
- archipelago
- strait
- gulf
- subcontinent
- pilgrim
- sacred
- sewage
- microcosm
- alliance
- relic
- distribution map
- political map
- precipitation
- meteorologist
- climate
- arid
- generalization
- cyclone
- tsunami
- monsoons
- tropics
- drought
- subsistence farming
- meditate
- ancestor
- deity
- animism
- philosophy
- Communism
- peasant
- arable
- Ring of Fire
- megalopolis
- developing nation
- domestic
- steppes
- domesticated
- tradition

Fully answer the following questions:

1. Explain how the region of Asia is usually defined and studied.
2. Describe the Indian subcontinent in terms of place.
3. Explain why India has a drinking water problem.
4. Describe the people, goods, and ideas that traveled along the Silk Road.
5. Explain where and why people in China live where they do.
6. Describe the various climates in Asia.
7. Explain why Asia suffers from so many natural disasters.
8. Describe monsoons and explain the impact they have on people in Asia.
9. Explain why and how ideas, such as Buddhism and Communism spread in Asia.
10. Describe the effects Japan's geography has on its culture and way of life.

ASIAN GEOGRAPHY

DIRECTIONS: During your study of Asia, record examples of each theme of geography on the organizer below:

LOCATION:

PLACE:

HUMAN-ENVIRONMENT INTERACTION:

MOVEMENT:

REGION:

EUROPE OBJECTIVES

Vocabulary - Be able to define and use the following terms:

- tundra
- steppes
- absolute location
- relative location
- archipelago
- tourism
- culture
- democracy
- republic
- civilization
- empire
- noble
- medieval
- imperialism
- corrupt
- Reformation
- Counter-Reformation
- monarchy
- ambassador
- Parliament
- political parties
- coalition
- communism
- absolute monarch
- ideology
- treaty
- ethnic group
- immigration
- nationalism
- genocide
- currency
- infrastructure
- security
- services
- market
- terrorism
- strategy
- sanctions
- issue
- developing nation

Fully answer the following questions:

1. Explain how Europe can be divided by region.
2. Explain how Russia is different from other areas in Europe.
3. Describe European examples of positive and negative human-environmental interactions.
4. Explain how movement contributed to the spread of Greek and Roman culture.
5. Describe manor life in terms of place.
6. Describe the motives of and problems associated with imperialism.
7. Explain the impact of the Reformation on Europe today.
8. Describe how monarchies have changed and how they compare and contrast to communist and democratic governments.
9. Explain the purpose of the North Atlantic Treaty Organization.
10. Describe some of the issues Europe is concerned about today.

Europe Geography

DIRECTIONS: During your study of Europe, record examples of each theme of geography on the organizer below:

REGION:

LOCATION:

HUMAN-ENVIRONMENT INTERACTION:

PLACE:

MOVEMENT:

Latin America Objectives

Vocabulary - Be able to define and use the following terms:

- tourism
- peninsula
- political map
- physical map
- population density
- crop rotation
- staple
- civilization
- technology
- domesticate
- astronomy
- empire
- altitude
- compass rose
- latitude
- longitude
- immunity
- demand
- profit
- treaty
- tradition
- climate
- rainforest
- basin
- ancestor
- bilingual
- dictator
- production
- per capita GDP
- unemployment
- infant mortality
- literacy rate
- caudillo
- republic
- democracy
- rebels
- communism
- human rights violations

Fully answer the following questions:

1. Explain how and why Latin America is divided into regions.
2. Describe the relationship between the Maya and the environment.
3. Describe the Aztec and Inca civilizations in terms of place.
4. Explain the significance of the Columbian Exchange
5. Describe the human characteristics of Latin America.
6. Explain how Carnival reflects the movement of African people and culture.
7. Describe the climate variations in Latin America.
8. Explain the problems associated with the Latin American rainforests.
9. Describe the characteristics of some of the features of South America.
10. Explain the issues surrounding banana production in Latin America.
11. Explain why there is such disparity between rich and poor in the region.
12. Describe the state of democracy in many Latin American countries.

LATIN AMERICAN GEOGRAPHY

DIRECTIONS: During your study of Latin America, record examples of each theme of geography below.

Location:

Place:

Human-Environmental Interaction:

Movement:

Region:

Middle East Geography Objectives

Vocabulary - Define and be able to use the following terms:

- absolute location
- coordinates
- relative location
- gulf
- peninsula
- strait
- canal
- drought
- sewage
- archaeology
- papyrus
- Muslims
- mosque
- exile
- immigrant
- Palestinian
- refugee
- occupation
- peasant
- jihad
- mediator
- martyr
- terrorism
- cell
- idols
- persecute
- convert
- successor
- rebel
- sect
- descendant
- per capita GDP
- ethnic group
- principle
- export
- investment
- tourism
- industrialized
- dowry
- polygamy
- stereotype
- artifact

Fully answer the following questions:

1. Describe the Middle East in terms of region.
2. Explain the problems that lack of water causes in the Middle East.
3. Describe the Middle East in terms of place.
4. Explain the impact of the Zionist movement and why peace has been so difficult to settle between Israelis and Palestinians.
5. Explain why so many terrorist organizations exist in the Middle East.
6. Describe the spread of Islam throughout the Middle East.
7. Explain the division between Sunni and Shi'a Muslims.
8. Explain how OPEC impacts oil prices.
9. Describe the rise of Dubai City.
10. Describe the role of women in the Middle East.

MIDDLE EAST GEOGRAPHY

DIRECTIONS: During your study of the Middle East, record examples of each theme of geography on the organizer below:

REGION:

LOCATION:

PLACE:

MOVEMENT:

HUMAN-ENVIRONMENTAL INTERACTION:

North America Objectives

Vocabulary - Be able to define and use the following terms:

- culture
- relative location
- absolute location
- coordinates
- indigenous
- tundra
- climate
- immigration
- steerage
- emigrate
- multicultural
- assimilate
- diversity
- parliament
- imports
- monarchy
- ministers
- democracy
- constitutional monarchy
- constitution
- republic
- secession
- arable
- terrain
- literacy
- service
- supply and demand
- consumer
- industrialized nation
- tariffs
- specialization
- profits
- Gross Domestic Product (GDP)
- investment
- editorial
- itinerary

Fully answer the following questions:

1. Describe North America in terms of region.
2. Explain how global climate change affects humans and vice versa.
3. Describe immigration to North America in terms of movement.
4. Explain the debate over multiculturalism.
5. Describe the relationships between North American and Great Britain.
6. Explain the secession issues faced by Canada and the U.S.
7. Compare and contrast the cultural and physical characteristics of the U.S. and Canada.
8. Describe the economic issues of North America.
9. Explain the controversy surrounding NAFTA and immigration.

North America Geography

DIRECTIONS: During your study of North America, record examples of each theme of geography on the organizer below:

REGION:

LOCATION:

HUMAN-ENVIRONMENT INTERACTION:

PLACE:

MOVEMENT:

Oceania Geography Objectives

Vocabulary – Define and be able to use the following terms:

- coral
- culture
- archipelago
- tributaries
- coordinates
- cardinal directions
- intermediate directions
- strait
- terrain
- climate
- ethnic group
- service
- literacy
- scurvy
- indigenous
- guano
- marine
- ecosystem
- United Nations (U.N.)
- fauna
- adaptation
- marsupial
- extinction
- habitat
- atoll
- seismic
- migration
- aborigines
- ancestors
- social status
- missionary
- myth
- colonization
- empire
- parliament
- human rights
- political parties
- majority
- coalition
- opposition
- Muslim
- terrorism
- exports
- imports
- specialization
- diversification

Fully answer the following questions:

1. Describe the region of Oceania, including the main regions within it.
2. Describe the two largest countries in Oceania, Australia and New Zealand.
3. Explain the significance of the various explorations of Oceania.
4. Explain how human-environmental interaction is destroying the Great Barrier Reef.
5. Explain the biological diversity in Oceania.
6. Describe the Ring of Fire and explain how it affects Oceania.
7. Describe the human characteristics of Oceania.
8. Explain why the British colonized Australia and New Zealand and the effects of that colonization today.
9. Explain why terrorism has become a concern in Oceania today.
10. Describe some of the economic challenges facing the region.

OCEANIA GEOGRAPHY

DIRECTIONS: During your study of Oceania, record examples of each theme of geography on the organizer below:

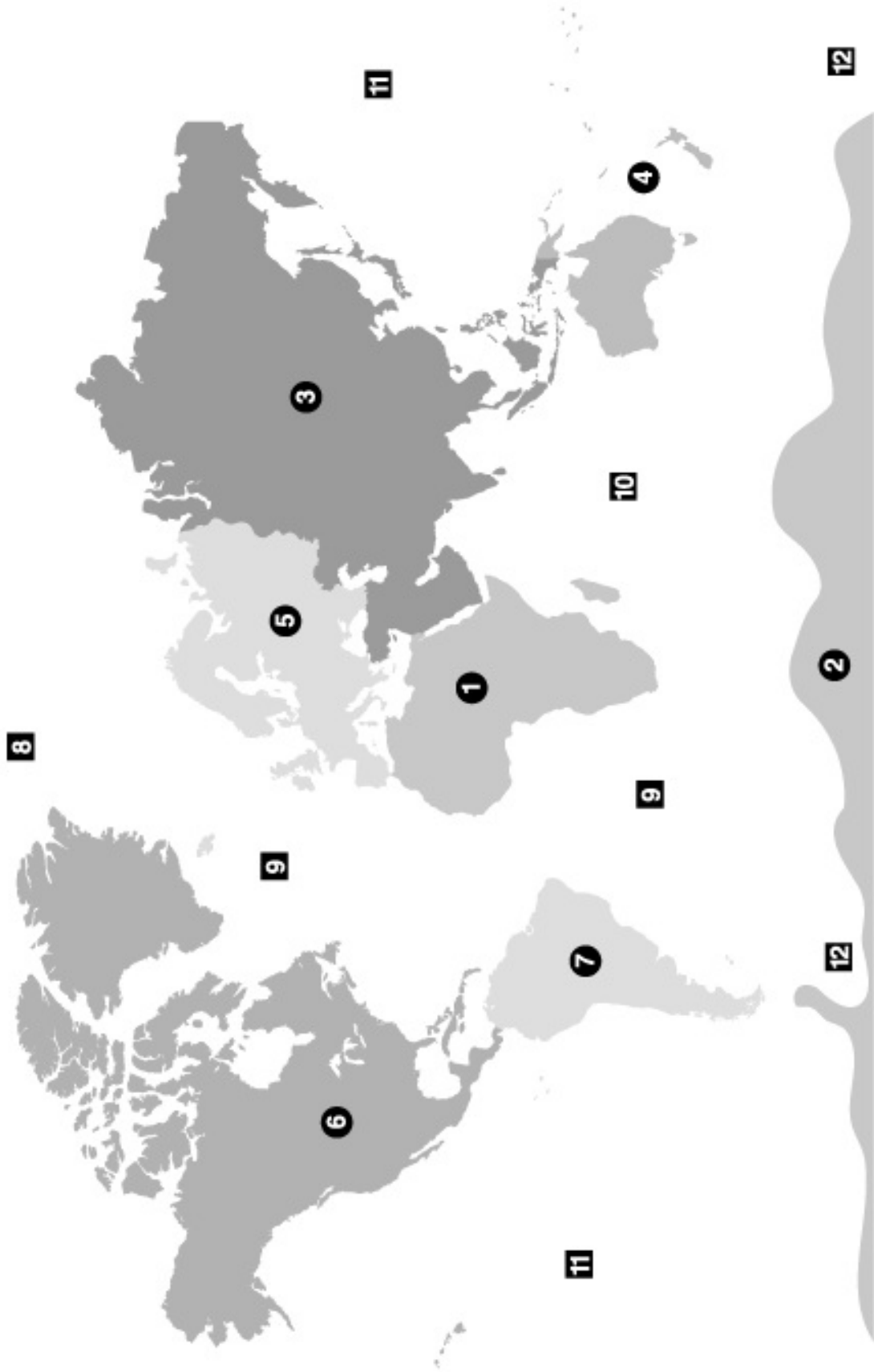
REGION:

LOCATION:

PLACE:

MOVEMENT:

HUMAN-ENVIRONMENTAL INTERACTION:



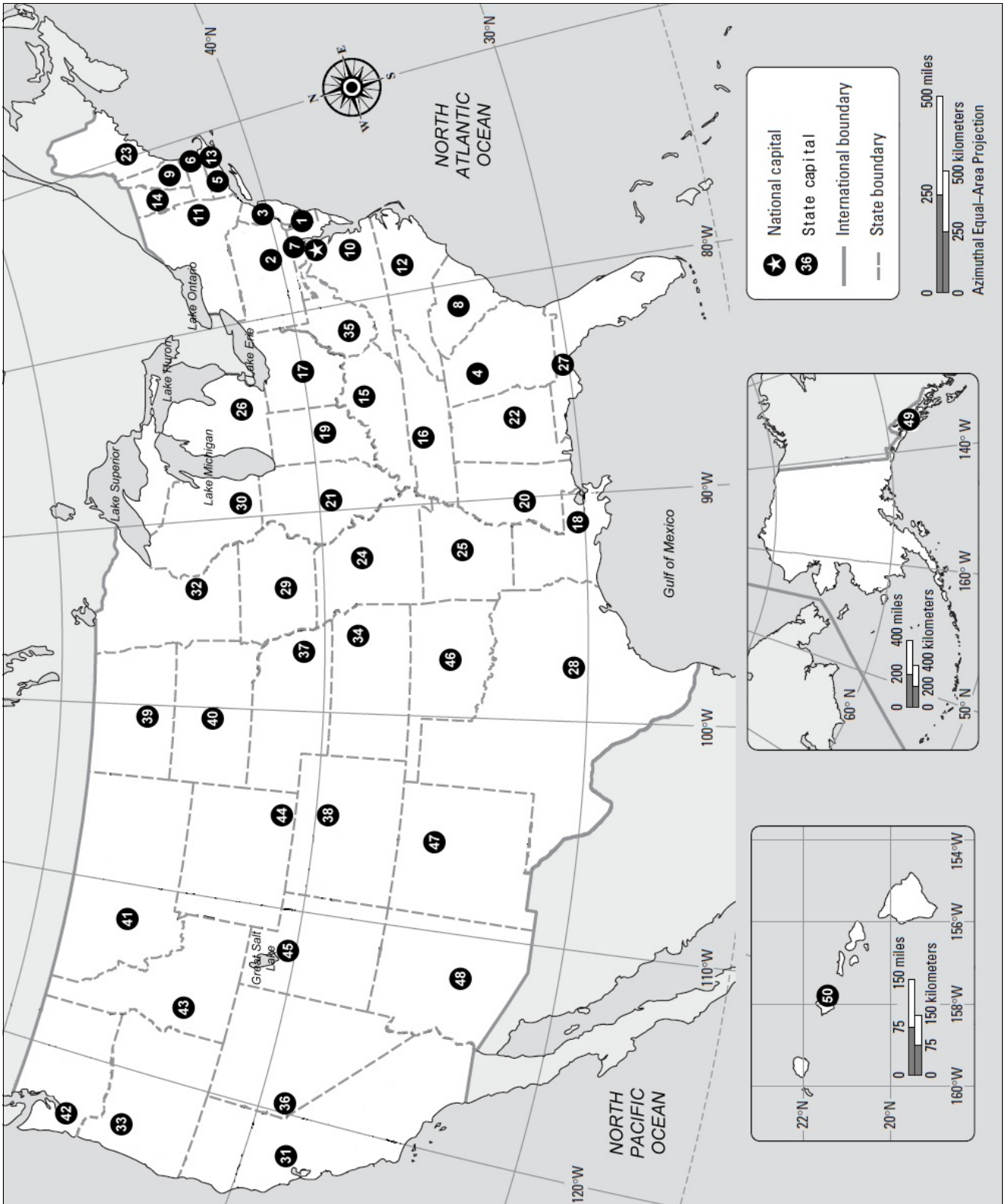
Name the Continents

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____

Name the Oceans

8	_____
9	_____
10	_____
11	_____
12	_____

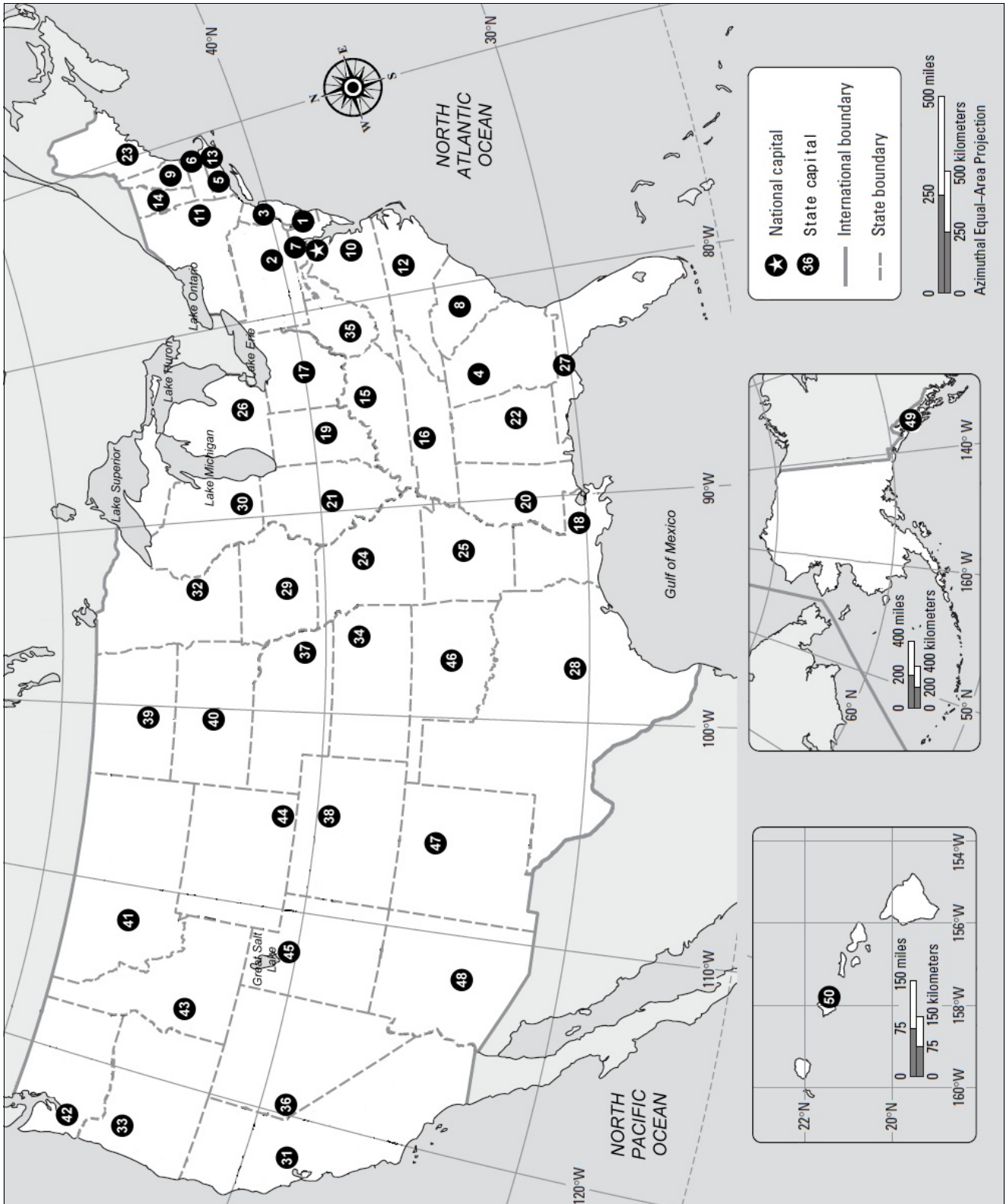
United States of America



United States of America

#	State	Capital	Latitude	Longitude
	Alabama			
	Alaska			
	Arizona			
	Arkansas			
	California			
	Colorado			
	Connecticut			
	Delaware			
	Florida			
	Georgia			
	Hawaii			
	Idaho			
	Illinois			
	Indiana			
	Iowa			
	Kansas			
	Kentucky			
	Louisiana			
	Maine			
	Maryland			
	Massachusetts			
	Michigan			
	Minnesota			
	Mississippi			
	Missouri			

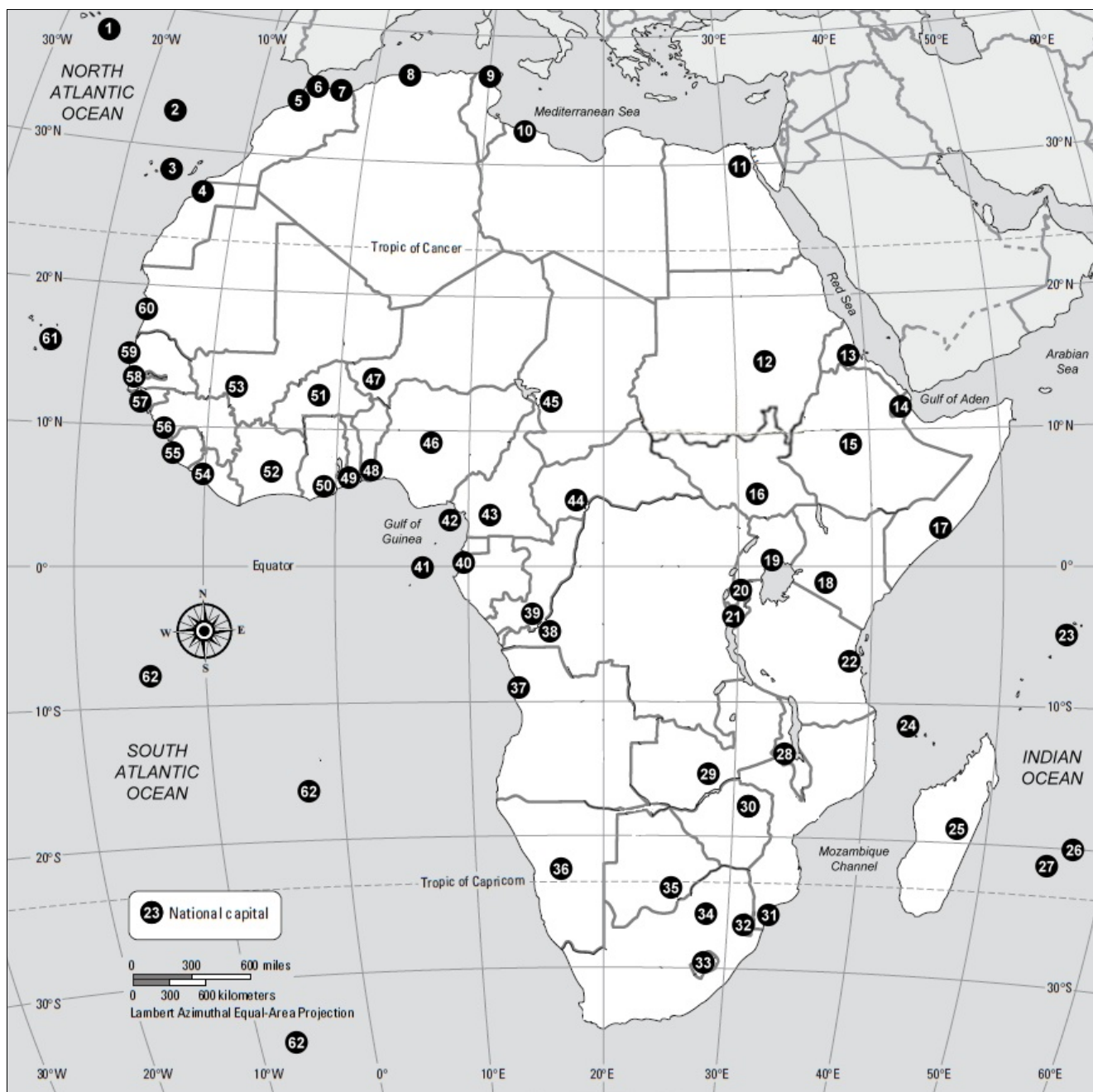
United States of America



United States of America

#	State	Capital	Latitude	Longitude
	Montana			
	Nebraska			
	Nevada			
	New Hampshire			
	New Jersey			
	New Mexico			
	New York			
	North Carolina			
	North Dakota			
	Ohio			
	Oklahoma			
	Oregon			
	Pennsylvania			
	Rhode Island			
	South Carolina			
	South Dakota			
	Tennessee			
	Texas			
	Utah			
	Vermont			
	Virginia			
	Washington			
	West Virginia			
	Wisconsin			
	Wyoming			

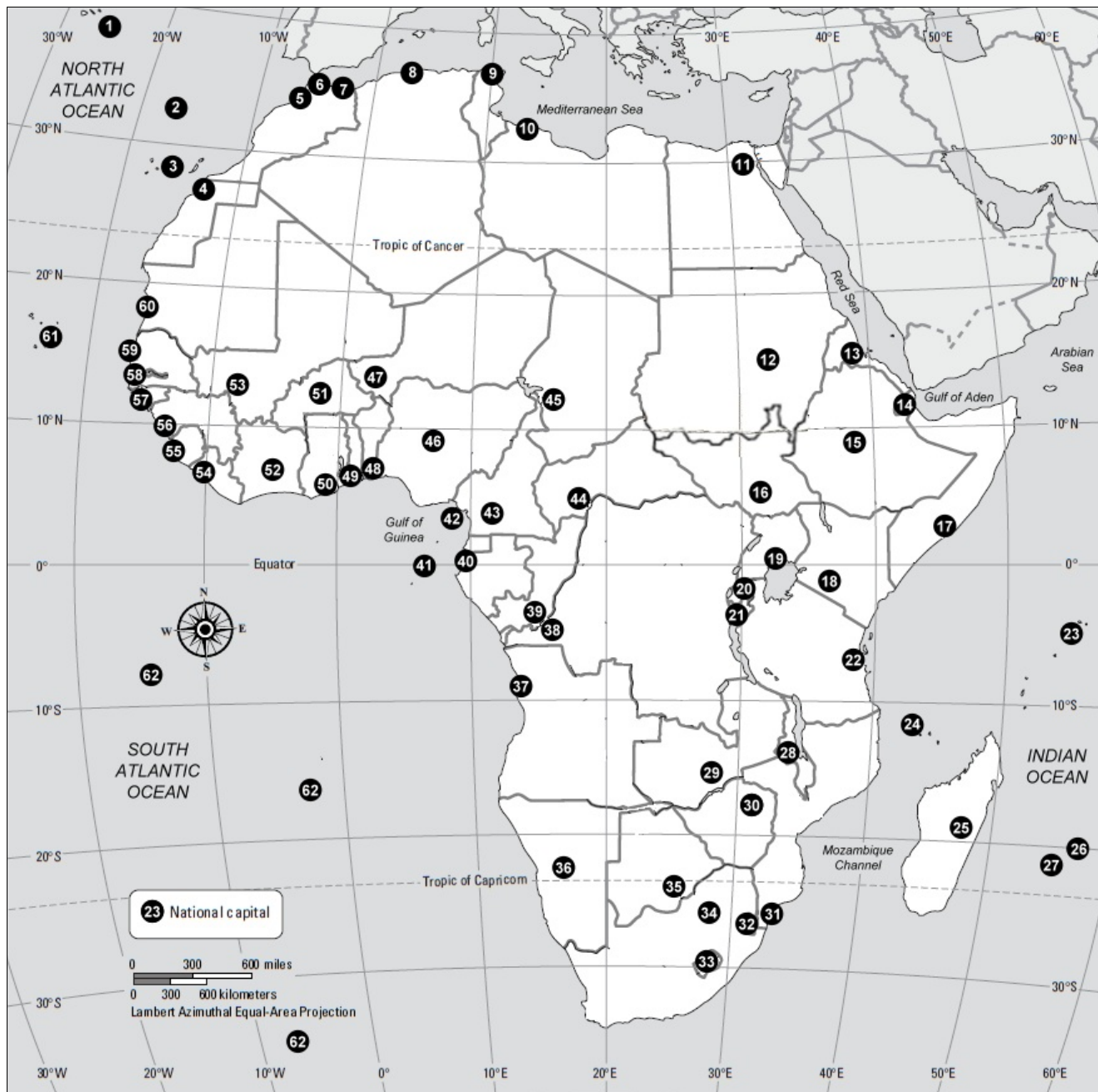
Africa



Africa

#	State	Capital	Latitude	Longitude
	Algeria			
	Angola			
	Azores (Portugal)			
	Benin			
	Botswana			
	Burkina Faso			
	Burundi			
	Cameroon			
	Canary Islands (Spain)			
	Cape Verde			
	Central African Republic			
	Ceuta (Spain)			
	Chad			
	Comoros			
	Congo			
	Congo, Democratic Republic			
	Côte d'Ivoire (Ivory Coast)			
	Djibouti			
	Egypt			
	Equatorial Guinea			
	Eritrea			
	Ethiopia			
	Gabon			
	Gambia			
	Ghana			
	Guinea			
	Guinea-Bissau			
	Kenya			
	Lesotho			

Africa

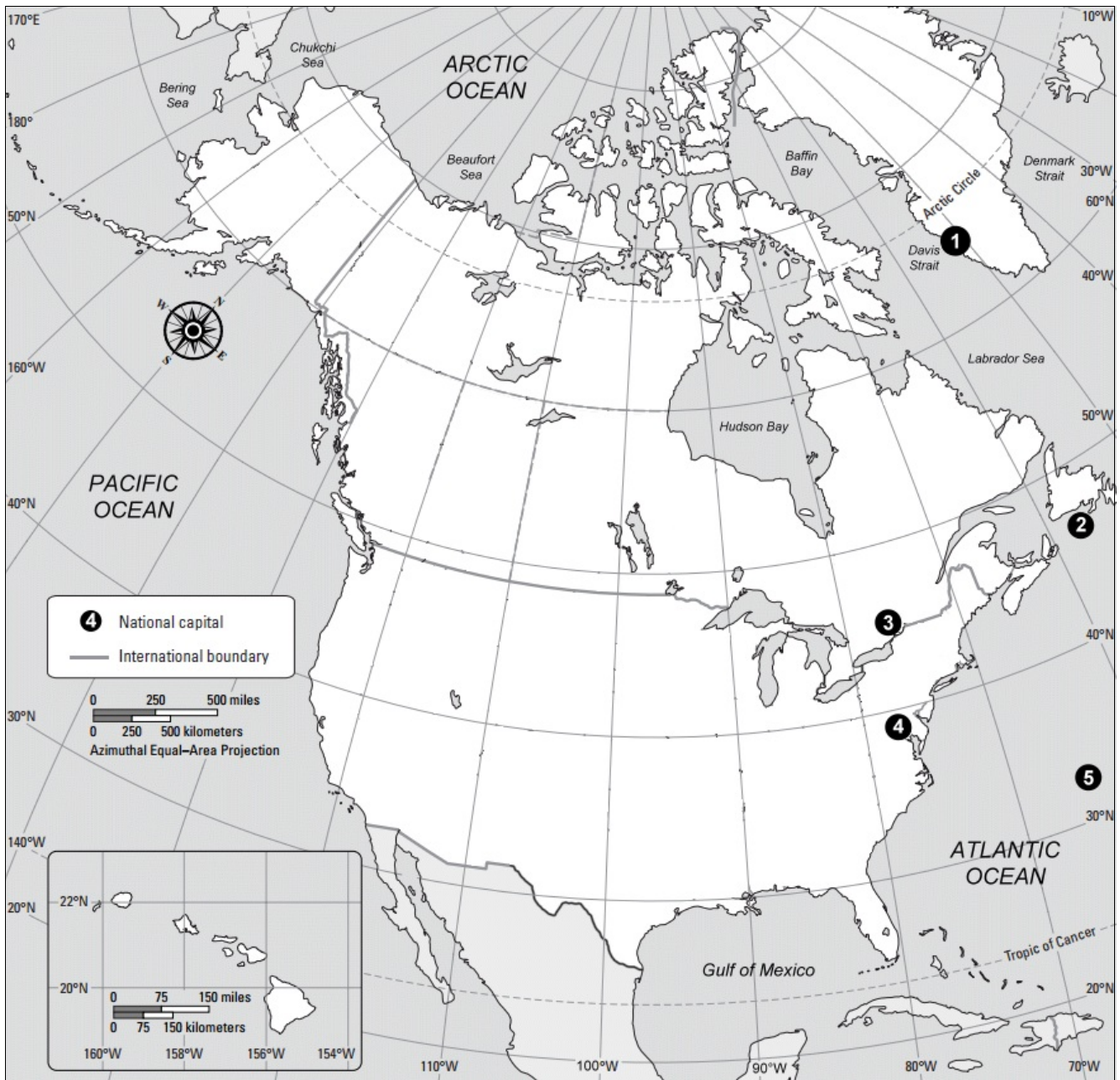


Africa

#	State	Capital	Latitude	Longitude
	Liberia			
	Libya			
	Madagascar			
	Madeira (Portugal)			
	Malawi			
	Mali			
	Mauritania			
	Mauritius			
	Melilla (Spain)			
	Morocco			
	Mozambique			
	Namibia			
	Niger			
	Nigeria			
	Reunion (France)			
	Rwanda			
	Saint Helena, Ascension, & Tristan da Cunha (UK)			
	São Tomé and Príncipe			
	Senegal			
	Seychelles			
	Sierra Leone			
	Somalia			
	South Africa			
	South Sudan			
	Sudan			
	Swaziland			
	Tanzania			
	Togo			
	Tunisia			
	Uganda			
	Western Sahara			
	Zambia			
	Zimbabwe			

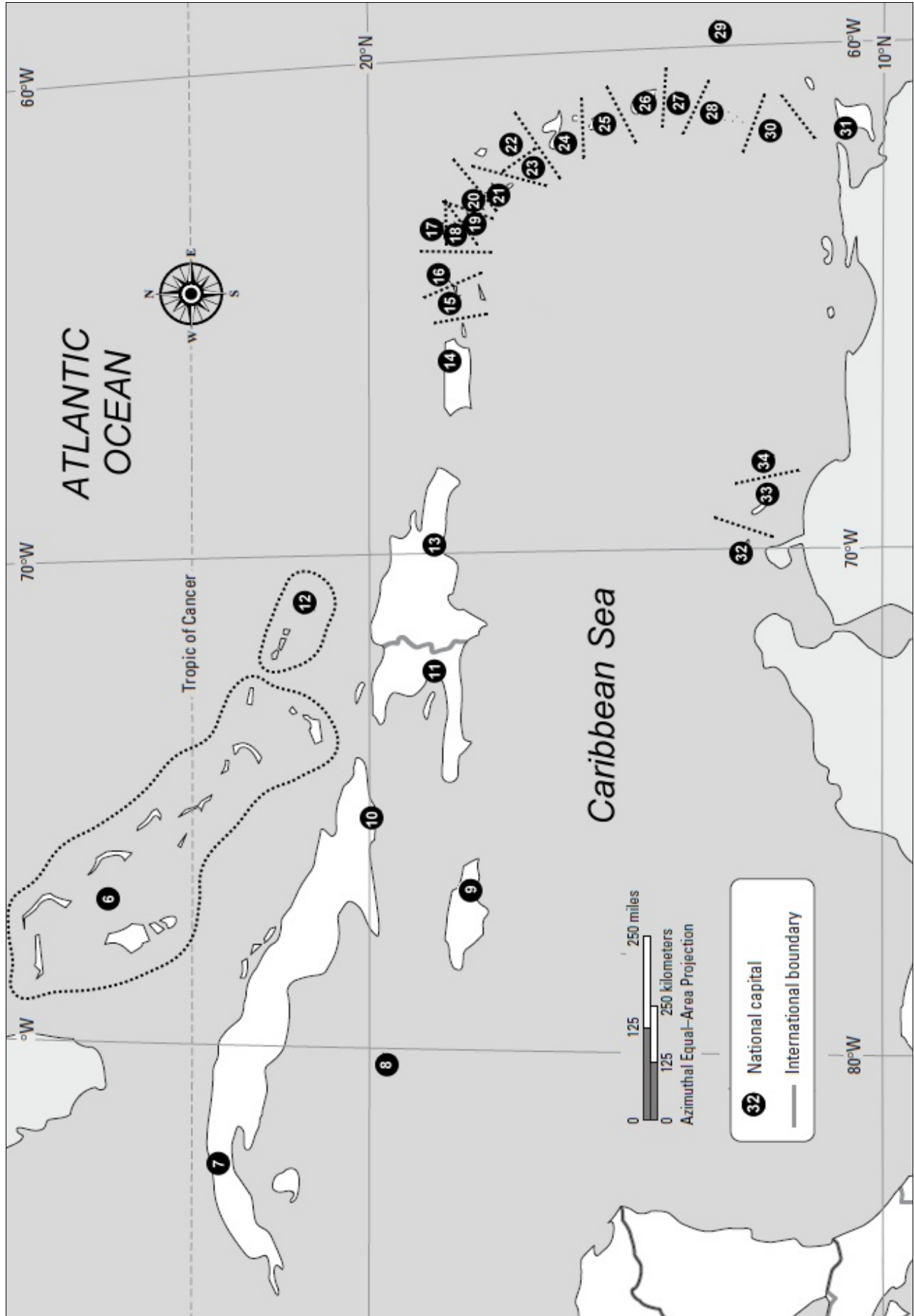


Americas



	State	Capital	Latitude	Longitude
	Bermuda (UK)			
	Canada			
	Greenland (Denmark)			
	Saint Pierre & Miquelon (France)			
	United States of America			

Americas



Americas

#	State	Capital	Latitude	Longitude
	Anguilla (UK)			
	Antigua & Barbuda			
	Aruba (Netherlands)			
	Bahamas			
	Barbados			
	Bonaire (Netherlands)			
	Cayman Islands (UK)			
	Cuba			
	Curaçao (Netherlands)			
	Dominica			
	Dominican Republic			
	Grenada			
	Guadalupe (France)			
	Guantanamo Bay (US)			
	Haiti			
	Jamaica			
	Martinique (France)			
	Montserrat (UK)			
	Puerto Rico (US)			
	Saint Barthelemy (France)			
	Saint Kitts & Nevis			
	Saint Lucia			
	Saint Martin (France)			
	Saint Vincent & The Grenadines			
	Sint Maartan (Netherlands)			
	Trinidad and Tobago			
	Turks & Caicos Islands (UK)			
	Virgin Islands, British (UK)			
	Virgin Islands, US (US)			

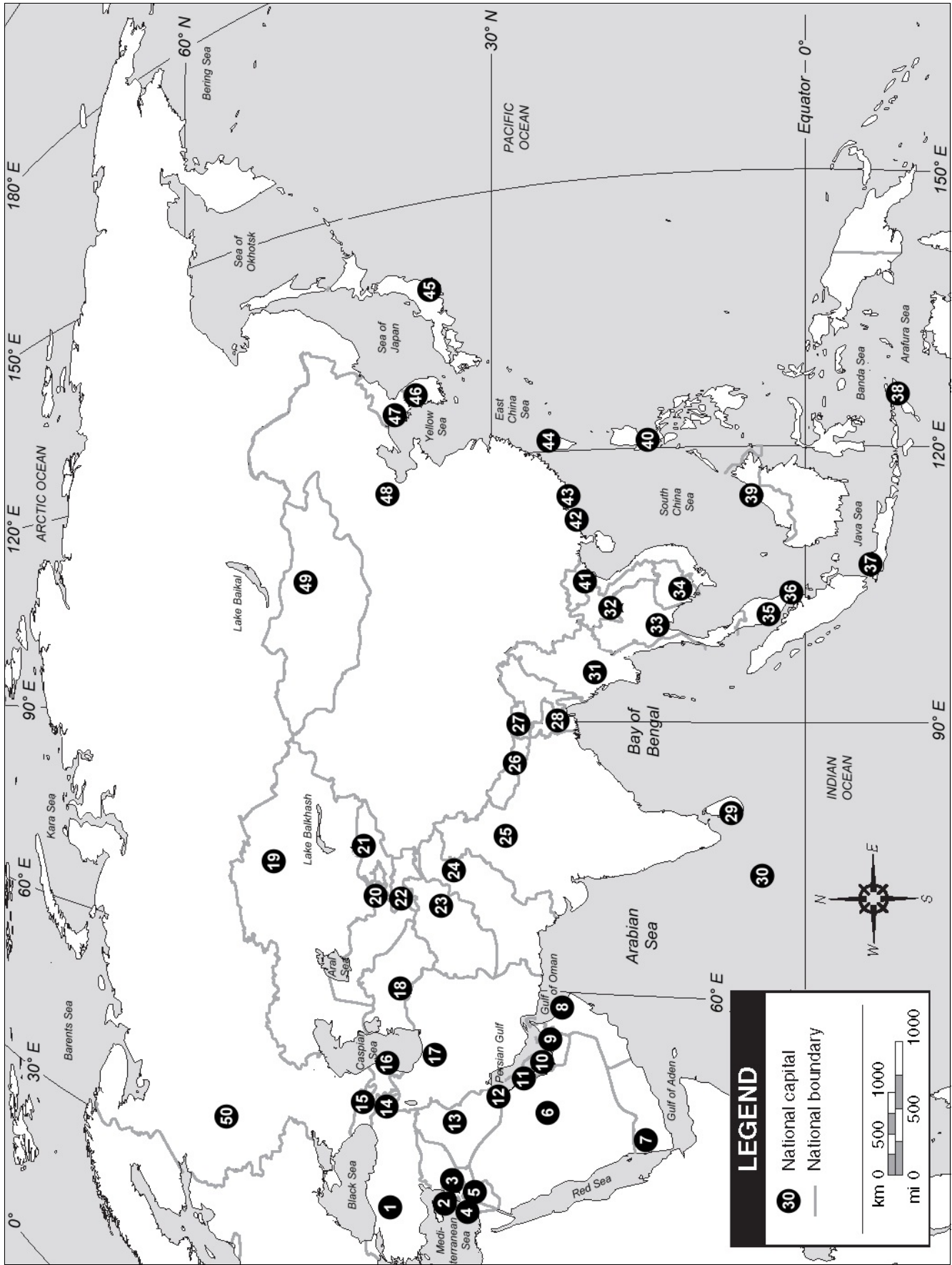
Americas



Americas

#	State	Capital	Latitude	Longitude
	Belize			
	Costa Rica			
	El Salvador			
	Guatemala			
	Honduras			
	Mexico			
	Nicaragua			
	Panama			
	Argentina			
	Bolivia			
	Brazil			
	Chile			
	Colombia			
	Ecuador			
	Falkland Islands (UK)			
	French Guiana (France)			
	Galapagos Islands (Ecuador)			
	Guyana			
	Paraguay			
	Peru			
	South Georgia & South Sandwich Islands (UK)			
	Suriname			
	Uruguay			
	Venezuela			

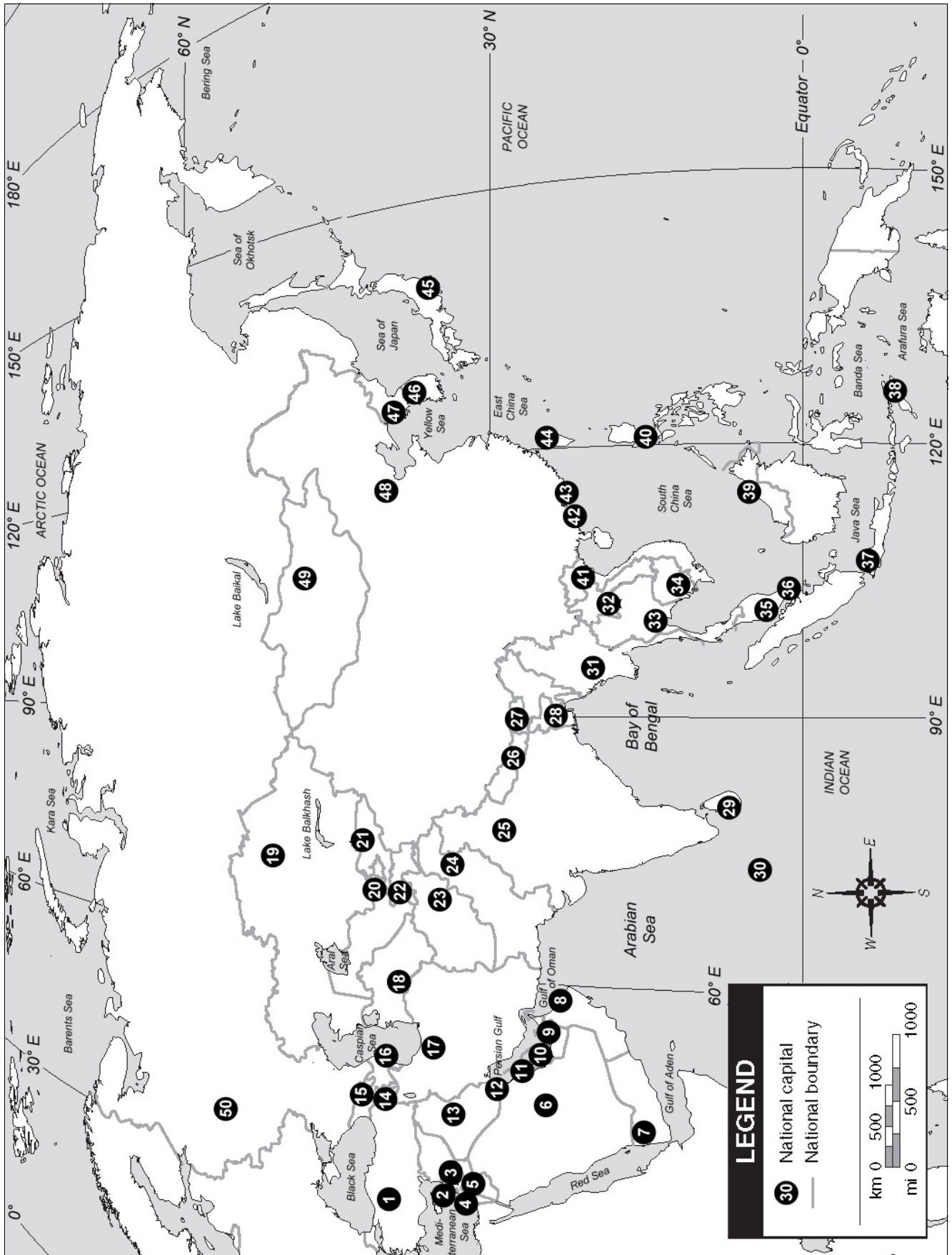
Asia



Asia

#	State	Capital	Latitude	Longitude
	Afghanistan			
	Armenia			
	Azerbaijan			
	Bahrain			
	Bangladesh			
	Bhutan			
	Brunei			
	Cambodia			
	China			
	Georgia			
	Hong Kong (China)			
	India			
	Indonesia			
	Iran			
	Iraq			
	Israel			
	Japan			
	Jordan			
	Kazakhstan			
	Korea, North			
	Korea, South			
	Kuwait			
	Kyrgyzstan			
	Laos			

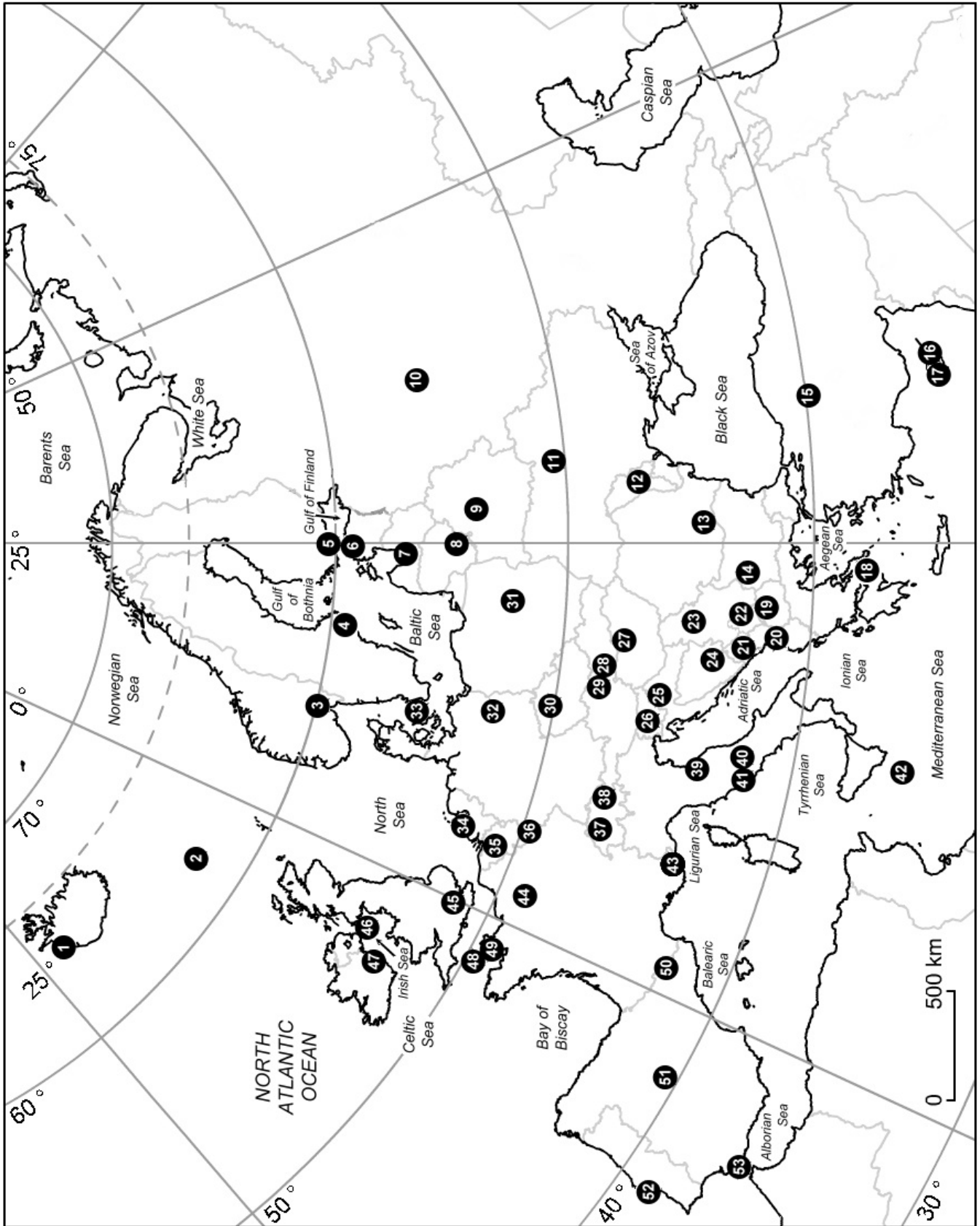
Asia



Asia

#	State	Capital	Latitude	Longitude
	Lebanon			
	Macau (China)			
	Malaysia			
	Maldives			
	Mongolia			
	Myanmar (Burma)			
	Nepal			
	Oman			
	Pakistan			
	Philippines			
	Qatar			
	Russia			
	Saudi Arabia			
	Singapore			
	Sri Lanka			
	Syria			
	Taiwan			
	Tajikistan			
	Thailand			
	Timor-Leste (East Timor)			
	Turkey			
	Turkmenistan			
	United Arab Emirates			
	Uzbekistan			
	Vietnam			
	Yemen			

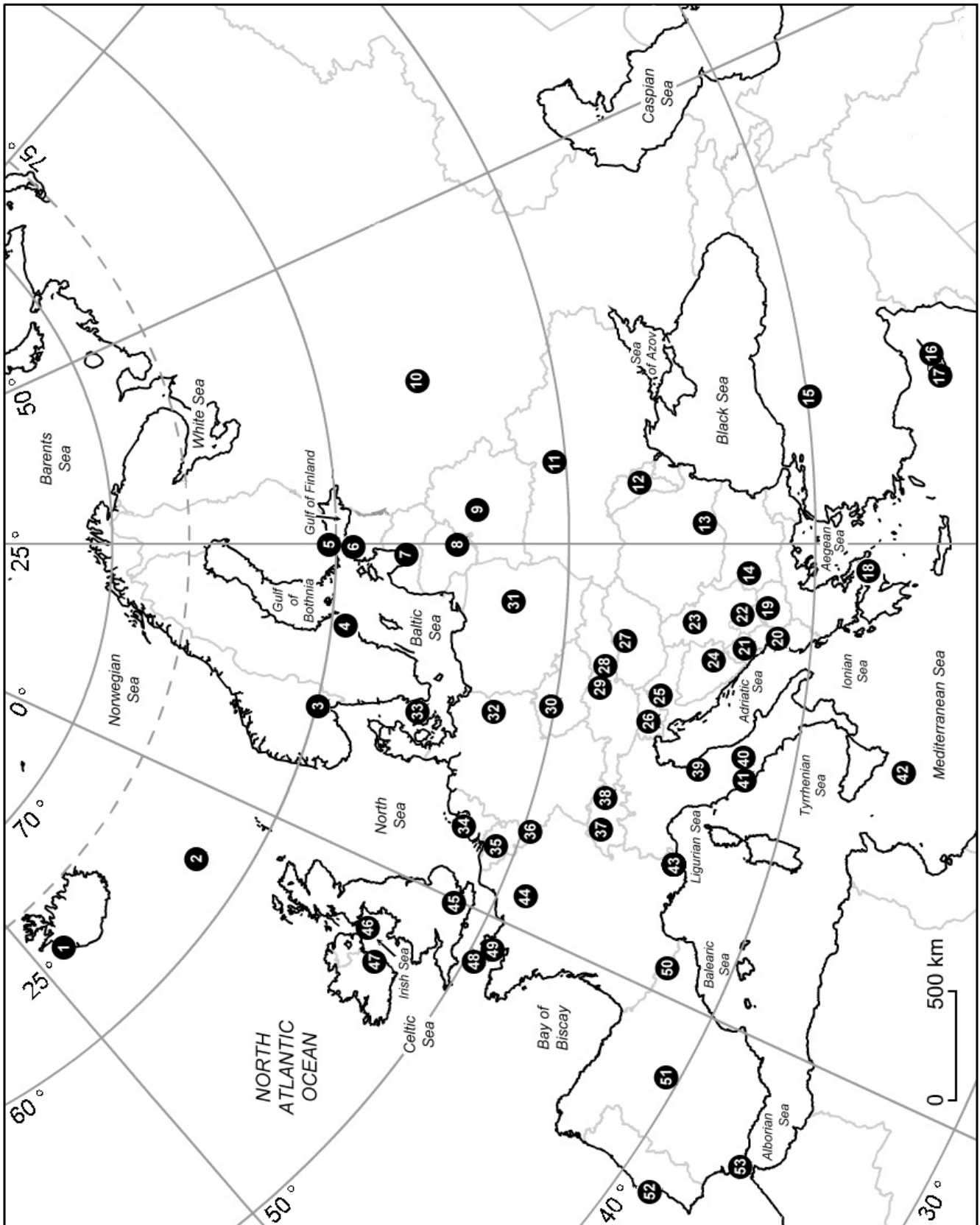
Europe



Europe

#	State	Capital	Latitude	Longitude
	Akrotiri & Dhekelia (UK)			
	Albania			
	Andorra			
	Austria			
	Belarus			
	Belgium			
	Bosnia & Herzegovina			
	Bulgaria			
	Croatia			
	Cyprus			
	Czech Republic			
	Denmark			
	Estonia			
	Faroe Islands (Denmark)			
	Finland			
	France			
	Germany			
	Gibraltar (UK)			
	Greece			
	Guernsey (UK)			
	Hungary			
	Iceland			
	Ireland			
	Isle of Man (UK)			
	Italy			
	Jersey (UK)			

Europe



Europe

#	State	Capital	Latitude	Longitude
	Kosovo			
	Latvia			
	Liechtenstein			
	Lithuania			
	Luxembourg			
	Macedonia			
	Malta			
	Moldova			
	Monaco			
	Montenegro			
	Netherlands			
	Norway			
	Poland			
	Portugal			
	Romania			
	Russia			
	San Marino			
	Serbia			
	Slovakia			
	Slovenia			
	Spain			
	Sweden			
	Switzerland			
	Turkey			
	Ukraine			
	United Kingdom			
	Vatican City (Holy See)			

Australia & Oceania



Australia & Oceania

#	State	Capital	Latitude	Longitude
	American Samoa (US)			
	Australia			
	Chatham Islands (NZ)			
	Cook Islands (NZ)			
	Fiji			
	French Polynesia (France)			
	Guam (US)			
	Kiribati			
	Marshall Islands			
	Micronesia			
	Nauru			
	New Caledonia (France)			
	New Zealand			
	Niue (NZ)			
	Norfolk Island (Australia)			
	Northern Mariana Islands (US)			
	Palau			
	Papua New Guinea			
	Pitcairn Islands (UK)			
	Samoa			
	Solomon Islands			
	Tokelau (NZ)			
	Tonga			
	Tuvalu			
	Vanuatu			
	Wake Island (US)			
	Wallis and Futuna (France)			

