Why study Geography?

Try to answer these questions:

- Why are so many plant and animal species becoming extinct at the end of the twentieth century?
- Why do there always seem to be so many wars in Africa?
- How did human beings come to be in North America if they evolved in Africa?
- Why is corn such an important part of a traditional Mexican diet?
- Why are so many California place names Spanish?

What is Geography?

"Geography is the study of what is where and why it’s there."

Mr. Cegielski

C’mon, you can do better than that!
Warm Up:
What exactly is Geography?
Create a Concept Web!

- Geography is the study of the earth and its features, inhabitants, and phenomena. A literal translation would be “to describe or write about the Earth”.
- The first person to use the word “geography” was Eratosthenes (276-194 B.C.).

The Five Themes of Geography

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Human features</td>
</tr>
<tr>
<td></td>
<td>Physical features</td>
</tr>
<tr>
<td>Region</td>
<td>Region united by similar physical conditions</td>
</tr>
<tr>
<td></td>
<td>United by common cultural traits</td>
</tr>
<tr>
<td>Interaction</td>
<td>People adapt to the environment</td>
</tr>
<tr>
<td></td>
<td>People change the environment</td>
</tr>
<tr>
<td>Location</td>
<td>Absolute location (latitude and longitude)</td>
</tr>
<tr>
<td></td>
<td>Relative location (in relation to another place)</td>
</tr>
<tr>
<td>Movement</td>
<td>Travel from place to place</td>
</tr>
<tr>
<td></td>
<td>Exchange of goods and ideas</td>
</tr>
</tbody>
</table>
Introductory Activities on the 5 THEMES:

- **DIRECTIONS** – We will either complete:
  - 1) Read “Five Themes of Geography” and complete “Exploring Five Themes of Geography” worksheet.
  - Or
  - 2) “5 Themes of Geography” stations packet.

Sense of Place

- **Place** — defined by physical and human features
- Every place is unique. Imagine where you lived as a child. Where is home?
- Why and how do places take on meaning for human individuals?
  - Sensory
  - Architecture
  - Symbolic
What are the physical and human features of the Boulder/Lafayette area?

What does this rendering suggest?

The center of life in Boulder?

Assignments:

• Complete the following:
  – 1) The National Geographic lesson “Perception of Place” at this website:
    http://www.nationalgeographic.com/xpeditions/lessons/04/g912/place.html
  – 2) The National Geographic lesson “Places and Processes: Physical Processes in Shaping Places” at this website:
    http://www.nationalgeographic.com/xpeditions/lessons/04/g912/processes.html
To find an absolute location on the earth’s surface, geographers use lines of latitude and longitude — a reference system designed to provide “absolute” location (as opposed to relative locations).

- Parallels of Latitude
- Meridians of Longitude
Longitude

- Longitude lines run from the North to the South Pole.
- Longitude measures how far east or west a point on Earth lies from the Prime Meridian. (Longitude lines are also called meridians.)
- The Prime Meridian, the line of longitude which passes through Greenwich, England, is the 0° longitude line.
- Longitude values to the east of the Prime Meridian can be specified by either 0° to 180° E or by positive values 0 to +180°.
- Longitude values to the west of the Prime Meridian can be specified by either 0° to 180° W or by negative values 0 to -180°.

How Did Ships Find Their Latitude?

- Sailing Blends
- Earth’s Lines of Longitude
What is the absolute location of: 1) Boulder, 2) Denver, 3) Pikes Peak? 4) Mesa Verde? 5) What about our school?

Activity: Using Longitude and Latitude in the World

- Directions: You can do it the old fashioned way or use Google Earth! Don’t have Google Earth? Download it for free at http://www.google.com/earth/download/ge/agree.html

- 1. What is the approximate latitude and longitude of Rome, Italy?
- 2. What is the approximate latitude and longitude of Cairo, Egypt?
- 3. What is the approximate latitude and longitude of the Falkland Islands (Islas Malvinas)?
- 4. What is the approximate latitude and longitude of Mt. Everest (Chomolungma)?
- 5. What is the approximate latitude and longitude of the Torres Strait (separating New Guinea and Australia)?
- 6. What locations interest you? What are their latitudes and longitudes?
Map Projections--Project a sphere onto a two-dimensional flat surface.
Issue:
- Are flat Mercator maps accurate?

Problem:
- Distortions in landmass or distance.

The solution:
- Use a globe!
- Since it is a scale model of the Earth, it is the most accurate.
- Otherwise, use a Robinson Projection, the 2nd most accurate.

Map Projections—Are any of these more or less accurate?

Examples:
- Miller (cylindrical)
- Azimuthal Equidistant (planar)
- Albers Equal Area (conic)
- Robinson Projection (ooval)
- Mollweide Equal-Area
How useful is this map projection? What are its uses?

**Use of Scale**

- Cartography is the science of mapmaking. Cartographers must consider scale—the relation of a feature’s size on a map and its actual size on the earth’s surface.

  How can we use scale to find the distance from London to Northampton?
Using Maps Assignments:

• Directions: Complete the following:
  – 1) Read “Envy, Conquest, Revenge: It’s All in the Maps” and complete questions a-h only!
  – 2) Complete the National Geographic lesson “Map Projections” at this website: http://www.nationalgeographic.com/xpeditions/lessons/01/g912/projections.html

OPTIONAL: Types of Maps Webquest and Online Quiz

• Directions: Go to:
• Complete each lesson
  – Lesson 1 - What is a map?
  – Lesson 2 - Different Types of Maps – Lab
  – Lesson 3 - Reading a Globe – Lab
  – Lesson 4 - Topographic Map – Lab
  – Lesson 5 - Geographic Information Systems
• Complete the review quiz. Keep retaking it until you score 100%! I will keep my eye on you to make sure you complete all lessons!
Different Types of Regions

- Region—an area of Earth defined by one or more distinctive characteristics, including:
  - Physical features such as climate and vegetation.
  - Economic features such as agriculture and industry.
  - Cultural features such as language and religion.

How would you define this region?

Essential Questions

A. Why do geographers create and use regions as organizing concepts?
B. What are some examples of physical and cultural regions?
C. What are some examples of regional labels that reflect changes in perceptions?

Physical Regions

- The term ‘physical’ in geography refers to:
  A. Landforms
  B. Vegetation
  C. Climate
Physical Regions

- A few examples of physical regions are:
  A. The Sahara Desert
  B. The Taiga
  C. Rainforest
  D. The Great Plains
  E. The Low Countries

Sahara Desert

Unifying Characteristic: Climate

The Taiga

Unifying Characteristic: Climate and Vegetation
The Taiga

Rainforest
Unifying Characteristics: Climate and Vegetation.

The Great Plains
Unifying Characteristics: Topography and Vegetation. The Great Plains is a region that extends from Canada to Texas. This region is extremely flat and it is covered by a grassland called the prairie.
The Low Countries

Unifying Characteristic: Topography. The low countries are Belgium and The Netherlands in Europe. These countries are very flat and low in elevation. Parts of The Netherlands are below sea level.

Cultural Regions

• Cultural regions are based on unifying characteristics such as:
  A. Language
  B. Ethnicity
  C. Religion
  D. Economic Conditions
  E. Politics

Language Regions

A. Latin America - Spanish
B. Francophone World - Countries in the world that have adopted French as a language of commerce and politics. Most of these countries were colonized by France.
Latin America

Francophone World

Ethnic Regions

A. Chinatowns or ethnic neighborhoods such as Little Havana.
B. Kurdistan - A region in the Middle East that encompasses parts of Iraq, Turkey, Syria, and Iran where Kurdish people live.
**Chinatowns**

Many large cities around the world have neighborhoods composed of different ethnic groups because people want to live near people who are similar. Chinatowns are an example of a region based on culture.

---

**Kurdistan**

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**Religious Regions**

A. The Islamic World (Southwest Asia, North Africa, Central Asia, Pakistan, Bangladesh, Indonesia).
B. Buddhism (Southeast Asia: Thailand, Vietnam, Cambodia, Laos, Myanmar, Malaysia, parts of China, Korea, and Japan)
The Muslim World

Economic Regions

A. The Wheat Belt - This is an area in the central United States where wheat or other grains are the primary agricultural product.

B. The European Union - A group of countries in Europe that have signed agreements to stimulate trade and business.

Wheat Belt
Political Regions
A. North Atlantic Treaty Organization - NATO is a group of countries that share the common purpose of protecting and promoting democracy. Some members of NATO are: The U.S., Canada, France, Great Britain.
B. African Union - A political union in Africa that seeks to promote peace, prosperity, and commerce.

Changes in Perception
• The way we understand and view regions can change over time.
A. Sun Belt
B. Rust Belt

Sun Belt
• The Sun Belt is a region that stretches across the southern United States. The population in this region has grown over the last few decades for several reasons.
A. Widespread use of air conditioning
B. People retire in northern states and move south
C. Illegal immigration
The Rust Belt is a region in the northeastern United States that used to be the center of heavy industry in the United States such as the automobile industry and steel production. Global competition has forced these industries to either close down or restructure resulting in the loss of hundreds of thousands of jobs.

A few cities in the Rust Belt are:
A. Detroit
B. Pittsburgh
C. Buffalo
D. Cleveland
Okay, class! Replicate this chart. For Part I, define regions in this classroom. For Part II, use an atlas to list examples of the different types of regions that can be found throughout the world. For Part III, define region in your own words.
Culminating Activity on Regions:

• Complete the following:
  – The National Geographic Lesson “Cultural Characteristics Influence a Region’s Character” at this website: http://www.nationalgeographic.com/xpeditions/lessons/10/g912/region.html

The US has many different regions. A region can share a government, can be based on physical features, what people make or where they live, or culture. Let’s look at a few kinds of regions.

  ❖ **The Coastal Plain** is based on physical features.
  ❖ **A Manufacturing Region** is based on what people use and make.
  ❖ **Suburbs** are places people live.
  ❖ **A city** is based on government and where people live.
  ❖ **Mexican American neighborhoods** are based on culture.
  ❖ **Cotton-producing regions** are based on what people make.
Directions—Read “Student Guide for Cultural Regions of the United States Activity”:

1) Using the physical, cultural, or geographical characteristics of the U.S., list as many regions of the United States as you can. If needed, we’ll do this together as a class.

2) Using your blank outline maps of the U.S., label the regions you have listed, using your best judgment as to the regional boundaries. Once finished, you will compare maps in groups. Do all the regions look the same, or have they been drawn differently? Why are there differences?

Do you agree or disagree with the following statement and why: Geographic definition of a region: Places that have “one or more common characteristics that give them a measure of unity and make them distinct from surrounding areas.” Regions are created by people to more easily define places that share similar characteristics. The actual geographic boundaries for a region can be difficult to describe and are frequently open to debate.

3) List words that they think define each of the regions on the list. Lists might include types of food, music, or accents. Discuss their lists as a class, and ask students whether they think the regional definitions are accurate or if they represent stereotypes that are not necessarily correct.

4) Discuss and debate the region that we live in. How do we define our own region? What stereotypes do they think people from other regions have about their region?

Student Assessment/Homework:

Write a 200-word essay answering the following questions: How do regional definitions help us organize and understand the country and the world? On the flip side, how do they contribute to stereotypes?
Tour of the Regions of the USA: A WebQuest for Grades 4-9

• INTRODUCTION: A group of foreign exchange students has been invited to spend a semester at your school. The students will tour the United States by car before arriving in your town. Because they won't have time to travel throughout the entire United States, they've decided to focus their tour on only one region of the country. They've asked your class to help them decide which region to explore.

• TASK: You and your classmates will work in teams to explore six regions of the United States: New England, the Mid Atlantic states, the South, Southwest, Midwest, and West. Each team will investigate one region's landmarks, monuments, and other areas of interest, and then create a brochure describing and illustrating an interesting and informative tour of that region.

The PROCESS

Step 1: Have each team member choose one of the following roles:
- The team leader will conduct team meetings and make final decisions and assignments in the event of disagreements among team members.
- The mapmaker will create a map of the tour.
- The organizer will compile all the elements of the brochure and combine them in the most logical order.
- The tour guide will present the tour to the rest of the class.

Step 2: As a team, study a map of the United States to familiarize yourselves with your assigned region.

Step 3: Have each team member choose one or more states in that region. Be sure all the states in the region are included.

Step 4: Have each team member use appropriate online resources as well as library resources, if available, to explore his or her state's landmarks, monuments, and other areas of interest.

Step 5: Meet as a group to choose the 10 most interesting places of interest in the region. Try to include at least one place from each state.

Step 6: Find on a U.S. map each of the places selected. Create a regional map showing those places and illustrating the route your tour will take.

Step 7: Assign one or more of the selected locations to each team member. Have team members create a page for each of their assigned locations. Each page should include a picture of the location — either drawn or downloaded from the Internet — as well as a brief description of the location's history and significance.

Step 8: Present your brochure to your classmates. The brochure can be in PowerPoint form.

RESOURCES and EVALUATION

RESOURCES
- http://www.dmoz.org/Regional/North_America/United_States/
- http://members.aol.com/bowermanb/US.html
- http://directory.google.com/Top/Regional/North_America/United_States/
- http://www.americaslibrary.gov/cgi-bin/page.cgi

EVALUATION — Your grade will reflect:
- the accuracy of your research as demonstrated by the information in the brochure. (25 percent)
- the overall quality of the brochure. (20 percent)
- the quality of your group's final presentation. (30 percent)
- your contribution to the group process. (25 percent)

CONCLUSION:
- Use what you've learned about U.S. landmarks to plan your own tour of the United States. Describe the places you would visit and draw a map of your proposed route. How many miles would you travel? How long would your tour take?
The following worksheets can be completed in association with the U.S. Regions Webquest activity. Complete the worksheet for the region which your group has been assigned and use it as a guide for your presentation! Your audience should be able to follow along with your presentation and complete their worksheets as you present!
Places are divided into regions for different reasons.

States are divided into smaller parts called counties.

Absolute Location & Relative Location

Regions can be based on physical features, cultures, etc.
Human-Environment Interaction (Cultural Ecology)

- Successful cultures are those that adapt well to their environments. (Chaco Canyon, North Africa, Fertile Crescent, Easter Island)

Chaco Canyon, New Mexico
Easter Island, Polynesia

Using a Climate Map

How do different societies throughout the world interact with their environments? What are the results?
Environmental Determinism Vs. Possibilism

Warm Up Directions: Copy down these definitions first:

- The Cultural Landscape—The result of the natural environment and all of the changes to it as a result of a particular culture. (Carl Sauer)
  - Environmental Determinism: environment is primary determinant of culture.
  - Possibilism: humans are primary determinant of culture.

Now answer these questions:
1) Is this an example of environmental determinism or possibilism? Why?
2) Using an atlas, locate three places that you think are environmentally determined and three that demonstrate possibilism.

N.Y.C.
Environmental Determined?

What about Bali, Indonesia?
Eskimo culture, near the Arctic Circle: Possibilism or environmentally determined?

Where are we? What are reflected in each? What is the relation to the physical environment?

Mosque in Istanbul, Turkey
Timber House, Switzerland
Yurt on Mongolian Steppe
Suburban Home, Chicago
Housing Materials

- People tend to make their houses out of available materials. What would you make your house out of if you lived in...

A. A desert or arid region?
B. An area with a lot of snow?
C. A jungle?
How would you like to live in a house made of dirt? Sod houses were common on the great plains of the United States because there were very few trees.

A traditional Inuit igloo. Inuit's made igloos for hunting shelters or semi-permanent family dwellings. They also made houses out of whalebone, hides, and dirt.
Tree house in Papua New Guinea. Natives build houses like this in order to escape the bugs and heat on the forest floor. They also help protect people from their enemies.

In countries near the Mediterranean Sea such as Italy, Spain, and Greece tile roofs are common features of the architecture.

The bright red tile roofs in Florence, Italy give the city a distinctive look.
A wooden church in Siberia, Russia. This area has a huge coniferous forest called the Taiga.

How do people at Boulder Creek use the natural environment? What does this suggest about Boulder's culture?

TECHNOLOGY AND THE ENVIRONMENT

Question

• How has the use of technology expanded the capacity of people to modify and adapt to their environment?
Resources and Technology

- Resources affect patterns of development: cultivable land, energy sources, minerals. But changes in technology affect the value of these resources. Also, trade or lack of it can offset lack of resources (Japan) or make them less relevant (Brazil).
- Technology Systems: roughly every 50 years since 1790 a new complex of technologies has revolutionized the world economic system and its structure. The most recent of these is the system which includes biotechnology, advanced materials (superconductors, solar power) and information technology.

Which parts of the world benefited from the shift from coal to oil? Which suffered? Which parts of the world will benefit from the inevitable end of our reliance on petroleum and the necessary shift to wind, hydro, tide, or solar power?

Agriculture

- Technology has had the biggest impact on people's ability to produce food. Humans can grow more food and harvest it faster allowing the population to grow.
- The environment has a huge impact on what types of food humans can grow, how they grow them, and where they can grow them.
- Technology has helped agriculture in several ways:
  A. People now have tractors and machines that can help them farm. When people use machines to farm it is called mechanized farming.
  B. People can make chemical fertilizers that help plants grow faster and bigger.
  C. People use pesticides to kill bugs that destroy plants.
Compare Ploughing

• What would you rather do?

• http://www.youtube.com/watch?v=vocrEMbClxfY

• http://www.youtube.com/watch?v=6CwqtjLEyK0

Fertilizing

• http://www.youtube.com/watch?v=GbvicpTa79A&feature=related

Compare Harvesting

• What would you rather do?

• http://www.youtube.com/watch?v=RwELkLeUYJ0

• http://www.youtube.com/watch?v=kVSxyLJZSZc&feature=related
Human Resources

- Human resources are people and the skills people possess. Human resources can be:
  A. The level of education of a person
  B. Skilled labor refers to people who must be trained over a long period of time
  C. Unskilled labor refers to people who can be trained in a short period of time
  D. Entrepreneurial and managerial abilities refer to people who can start their own business and manage others

Capital Resources

- Capital resources refer to:
  A. Money
  B. The level of infrastructure in a country. Infrastructure means technical structures that support a society such as roads, water supplies, power systems, and communication systems
  C. Availability and use of tools, machines, and technologies

Culture’s Perspective on Resources

- The use of a resource depends on a nation’s culture, values, access to technology, and governmental priorities.
  A. The priority of some countries is economic development.
  B. The priority of some countries is shifting towards environmental conservation and sustainability.
  C. The United States and Australia have indigenous minorities that own large areas.
Technology, Resources and Change

- New technologies can create a demand for a resource.
  A. Steam Engine - Demand for Coal
  B. Internal Combustion Engine – Petroleum
     1. Cars – need for paved roads, more people moving to suburbs
     2. Planes
  C. Computer Chips - Skilled Labor
The automobile has led to this, lucky us!

Was this possible 100 years ago?

- http://www.youtube.com/watch?v=3A-unBigvoY

Economic Activity

- **Primary economic activity** is when a person deals directly with a resource such as fishing, farming, forestry, mining, ranching, and hunting.
- **Secondary economic activity** is composed of manufacturing and processing. **Processing** is when an unusable natural resource is refined into something useable. **Manufacturing** is when something is assembled.
Economic Activity

• Processing can consist of sawmills, flour mills, oil refineries, and meat packing plants.
• Manufacturing can consist of automobile factories, furniture factories, and textile factories.
• **Tertiary economic activity** consists of service industries such as retail trade, information technology, banking, advertising, wholesaling, and transportation.

Patterns of Land Use

• Economic activity that requires large areas of land - agriculture
• Economic activity that requires limited areas - manufacturing
• Compatibility of land use
  – Open space and residential areas
  – Landfills and residential areas

Land Cover / Land Use

• The terms land cover and land use are often used interchangeably.
  – **Land use** focuses on the economic use of the land. (e.g. forestry, ranching, agriculture)
  – **Land cover** focuses on the physical description of the land. (e.g. forest, rangeland)
**Human Interaction with the Environment**

**US Land Use/Cover**

**Questions**

**Name:**

**Period:**

**Part 1 - Broad Land Cover**

- Use the maps of 1997 and 1982 Broad Land Cover/Use by State to answer the following questions:

  - In 1997, what category of land cover had the largest percentage in Oklahoma?
  - In 1997, what state had the largest percentage of crops as its land cover?
  - In 1997, what state had the largest percentage of forest as its land cover?
  - In 1997, what state had the largest percentage of developed land as its land cover?
  - What region of the country has the highest percentages of Federal Land?
  - What half of the country has higher percentages of forested land?

Now compare the 1997 map to the 1982 map. In general, are the percentages for crops as a land cover getting larger or smaller?

In general, are the percentages for developed land as a land cover getting larger or smaller?

- Review question:

  What is the difference between land cover and land use?
Part 2 – Land Cover in the National Atlas

1. Turn off the pop-up blocker on your browser.
3. Under the Biology heading, click the box for Land Cover, 1 Kilometer Resolution, and redraw your map. Click on the Map Key tab to see what the different colors on your map represent.
4. Now summarize the population information you see on the National Atlas into the following categories listed on your map key. Create a simplified land use map with key (use different colors or patterns) of Colorado.

Key:
- Urban
- Forest
- Grassland
- Savanna
- Dryland Cropland and Pasture

Colorado LAND USE MAP

Final Questions to Colorado Land Use and Population Density:

1. Summarize the information you learned from creating the first map on land cover and use. In your summary, use directions like “northeast of Denver, the land is…”
2. Summarize the information you learned from creating the first map on population density. In your summary, use directions like “northeast of Denver, the population is…”
3. Synthesize (put it all together)—Why do you think more people are concentrated in some areas of Colorado than other areas? Explain your reasoning in 4-5 sentences.
Movement = Diffusion

**Diffusion**—The process by which characteristics, people, goods or ideas moves from one place to another over time.

**Example: Migration diffusion**—
Movement of people

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**The Geography of Breakfast**

A geographic thinking demonstration of movement

Take 5 minutes to write down everything you had for breakfast over the past week.

Which areas of the world the food/ingredients came from?
Breakfast Foods

<table>
<thead>
<tr>
<th>Food Production</th>
<th>Place of Origin</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>coffee</td>
<td>Ethiopia</td>
<td>Tropics</td>
</tr>
<tr>
<td>oranges</td>
<td>South Asia, India, Mediterranean</td>
<td>US,</td>
</tr>
<tr>
<td>pork</td>
<td>China, South Asia</td>
<td>Worldwide</td>
</tr>
<tr>
<td>wheat</td>
<td>Near East</td>
<td>US, Russia,</td>
</tr>
<tr>
<td>tea</td>
<td>China</td>
<td>Asia</td>
</tr>
<tr>
<td>oats</td>
<td>Near East</td>
<td>Temperate</td>
</tr>
<tr>
<td>pepper</td>
<td>South America</td>
<td>Americas,</td>
</tr>
</tbody>
</table>

Chocolate was "discovered" for Europe by Christopher Columbus, but its commercial possibilities were recognized by Hernan Cortez who was served a drink made from cocoa beans by Moctezuma, leader of the Aztecs (whom he later executed). The cacao tree, like coffee, grows only in the tropics. Today it is grown primarily for export to the U.S. and Europe.
“Movement” Assignments:

- **Introduction:** Read the article “Globalization” and prepare for a discussion in which you share your thoughts about how your lives have been shaped by the movement of products and ideas through the process called “diffusion.”

  Then, we will either complete one or two of the following below:

  - 2) Use Google Earth for the Assignment “Fair or Unfair Trade? The Life of a Cocoa Bean.” Refer to the directions on the worksheets. Don’t have Google Earth? Download it for free at [http://www.google.com/earth/download/ge/agree.html](http://www.google.com/earth/download/ge/agree.html)
  - 3) Complete the National Geographic Lesson “International Trade in a Global Village” about the spread of AIDS through international trade at the website [http://www.nationalgeographic.com/xpeditions/lessons/03/g912/trade.html](http://www.nationalgeographic.com/xpeditions/lessons/03/g912/trade.html)

- In the following slides, I will display a photograph of a specific place in the world. Using a map as well as your textbook, you will apply the Five Themes of Geography to that place. Make a grid, like the one to the right for each place.

<table>
<thead>
<tr>
<th>Name of Place:</th>
<th>Location</th>
<th>Movement</th>
<th>Place</th>
<th>Region</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estes Park, Rocky Mountains, Colorado</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This can be done instead of U.S. Regions Webquest activity.

Pay attention! A quiz follows! Also, you should be using this video as a guide for the kinds of information you should include in your travel brochure.
Southeastern Region Part I Quiz

1. Most of the states in the southeastern region of the United States were once part of the Confederacy.
   - True
   - False

2. What would you expect to find in an estuary? (Choose only one answer)
   - A. trees
   - B. fish
   - C. mineral deposits
   - D. insects

3. What was Roanoke along the North Carolina coast? (Choose only one answer)
   - A. a refuge for Puritans
   - B. the first English colony in North America
   - C. an island that disappeared as sea level rose
   - D. the center of growing tobacco in the colonies

4. The growing of which crop was well suited to the wet areas along the coastline of South Carolina and Georgia? (Choose only one answer)
   - A. tobacco
   - B. wheat
   - C. corn
   - D. rice

5. How is Florida different from Virginia? (Choose only one answer)
   - A. Florida has high mountains
   - B. Florida was once a Spanish colony
   - C. Florida's coastline has many estuaries
   - D. Florida has many rivers on which ships can travel

6. Which city in the southeast is famous for its Mardi Gras celebration? (Choose only one answer)
   - A. Richmond
   - B. Miami
   - C. New Orleans
   - D. Charleston

7. Which kind of storm is most associated with the southeastern region? (Choose only one answer)
   - A. hurricanes
   - B. tornadoes
   - C. blizzards
   - D. typhoons

Southeastern Region Part I

Southeastern Region Part II (15:56 M)

Pay attention! A quiz follows! Also, you should be using this video as a guide for the kinds of information you should include in your travel brochure.
Southeastern Region Part II Quiz

1. Which term best describes the climate of the southeastern region of the United States? (Choose only one answer) A. hot B. dry C. mild D. severe

2. What does the southeastern region of the United States have more of than other regions of the country? (Choose only one answer) A. desert areas B. wetlands C. mountains D. plains

3. North Carolina and Kentucky are the top two U.S. states for growing _____.

4. Which is most characteristic of the area called the fall line? (Choose only one answer) A. swamps B. high cliffs C. rapids and waterfalls D. trees with many different colored leaves

5. The Appalachian Mountains run through the state of _____.

Southeastern Region Part II

The Pacific Region Part I (17:27 M)

Pay attention! A quiz follows! Also, you should be using this video as a guide for the kinds of information you should include in your travel brochure.
Pacific Region Part I Video Quiz

1. Which state has a border with Canada? (Choose only one answer)
   - Hawaii
   - Alaska
   - Oregon
   - California

2. Which area is the U.S.'s major seaport? (Choose only one answer)
   - Seattle/Tacoma
   - San Francisco/Oakland
   - Los Angeles/Long Beach
   - Portland, Oregon/Vancouver, Washington

3. What did members of Northwest Indian tribes depend on for most of their food? (Choose only one answer)
   - Deer
   - Corn
   - Apples
   - Salmon

4. What did ships from Fort Vancouver in present-day Washington bring to China to trade? (Choose only one answer)
   - Furs
   - Fish
   - Lumber
   - Precious metals

5. Why did the Russians establish Fort Ross on the California coast? (Choose only one answer)
   - To fish
   - To hunt deer and moose
   - To get land to raise grain
   - To try to convert Native peoples to Orthodox Christianity

6. What was the major economic activity at Spanish missions in California? (Choose only one answer)
   - Cloth making
   - Pottery making
   - Blacksmithing
   - Cattle ranching

The Pacific Region Part II Video Quiz

1. Which state has the rainiest area in the United States? (Choose only one answer)
   - Alaska
   - Hawaii
   - Washington
   - California

2. How are the Cascades different from other mountain ranges on the Pacific Coast of the continental United States? (Choose one answer)
   - They're volcanoes.
   - They're made of granite.
   - They're snow-covered all year long.
   - They're covered by desert on the western slopes and forest on the eastern slopes.

3. One reason that the coasts of Oregon and Washington have lush rainforests is that _____.
   - The coastal mountains trap moisture
   - The numerous rivers provide water for trees to grow
   - Temperatures along the coast are warm all year long
   - Warm ocean water moving up from California falls as rain along the coast

4. How was the Salton Sea created? (Choose only one answer)
   - An earthquake thousands of years ago split off an arm of the ocean.
   - People created the sea as a reservoir for Los Angeles and San Diego.
   - An earthquake caused land to drop and form a basin, which filled with water.
   - Water that was being diverted from the Colorado escaped and formed the sea.

5. Why wouldn't you want to build a house on top of the San Andreas Fault? (Choose only one answer)
   - The ground there is very soft.
   - Movement along the fault would destroy the house.
   - Mudslides along the fault might cause the house to move.
   - It's difficult and expensive to bring water and electricity to areas along the fault.

6. Where would you travel to taste an apple in the region that grows most of the nation's apple crop? (Choose only one answer)
   - Central Valley
   - Imperial Valley
   - Columbia Plateau
   - Willamette Valley
The Northeast Region (25 m)

Writing Prompt: How did location and natural resources of the Northeast play a role in fueling the industrialization and economy of the region?

Student's Name _________________________

Student Handouts: Analyzing Different Regions of the U.S.

Mountain States

State

Wyoming

Arizona

New Mexico

4. Which country borders this region in the north?
5. Which country borders this region in the south?
6. Which country borders this region in the west?
7. Which country borders this region in the east?
8. Which country borders this region in the northeast?
9. Which country borders this region in the northwest?
10. Which country borders this region in the southeast?
11. Which country borders this region in the southwest?

Four Corners

1. There is only one place in the USA where four states meet. What states are

2. Which country borders this region in the north?
3. Which country borders this region in the south?
4. Which country borders this region in the west?
5. Which country borders this region in the east?
6. Which country borders this region in the northeast?
7. Which country borders this region in the northwest?
8. Which country borders this region in the southeast?
9. Which country borders this region in the southwest?

10. What is the name of the largest lake in Utah?
11. What is the name of the longest river in Arizona?
12. What is the name of the mountain range that runs through the United States?
13. What is the name of the mountain range that runs through the United States?
14. What is the name of the mountain range that runs through the United States?
15. What is the name of the mountain range that runs through the United States?
16. What is the name of the mountain range that runs through the United States?
17. What is the name of the mountain range that runs through the United States?
18. What is the name of the mountain range that runs through the United States?
19. What is the name of the mountain range that runs through the United States?
20. What is the name of the mountain range that runs through the United States?