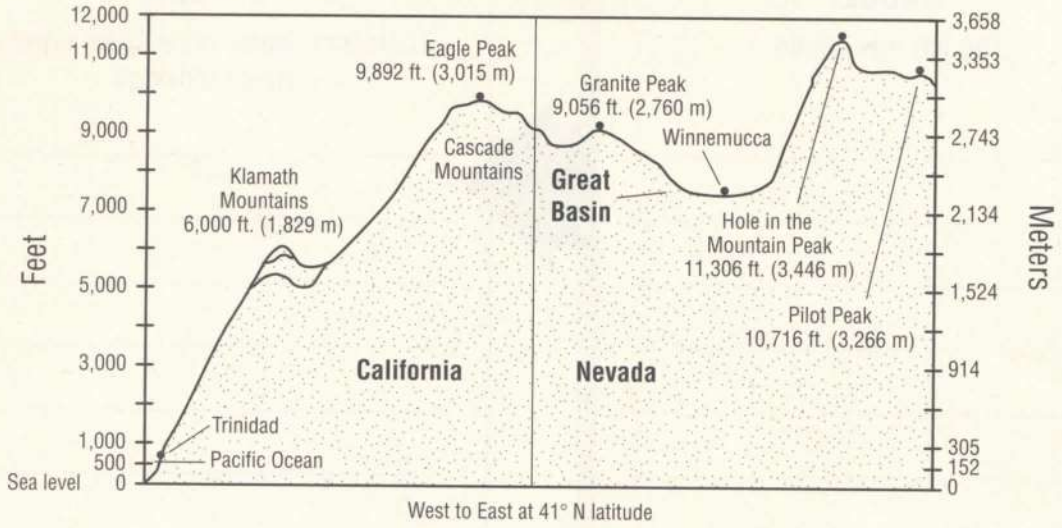
Name _____ Date _____ Class _____

Chapter Skills Activity 1

Reading a Land Profile

A land profile is a diagram that shows a cross section of a geographic area, running along a line of latitude. A land profile, also called an elevation profile because it shows height above sea level, is helpful in picturing the shape of physical features.

Land Profile of Nevada and California



DIRECTIONS: Study the land profile. Then in the space provided, answer the questions below.

1. What are the most western and eastern points on this land profile? _____
2. What is the latitude of the land profile? _____
3. What is the highest point on the profile? _____
4. In what state is it located? _____
5. Which state has the greatest range of elevation? _____
6. What land feature covers much of Nevada? _____

DRAWING CONCLUSIONS

7. What do you think it would be like to drive across the area shown on this land profile?

_____

_____

_____

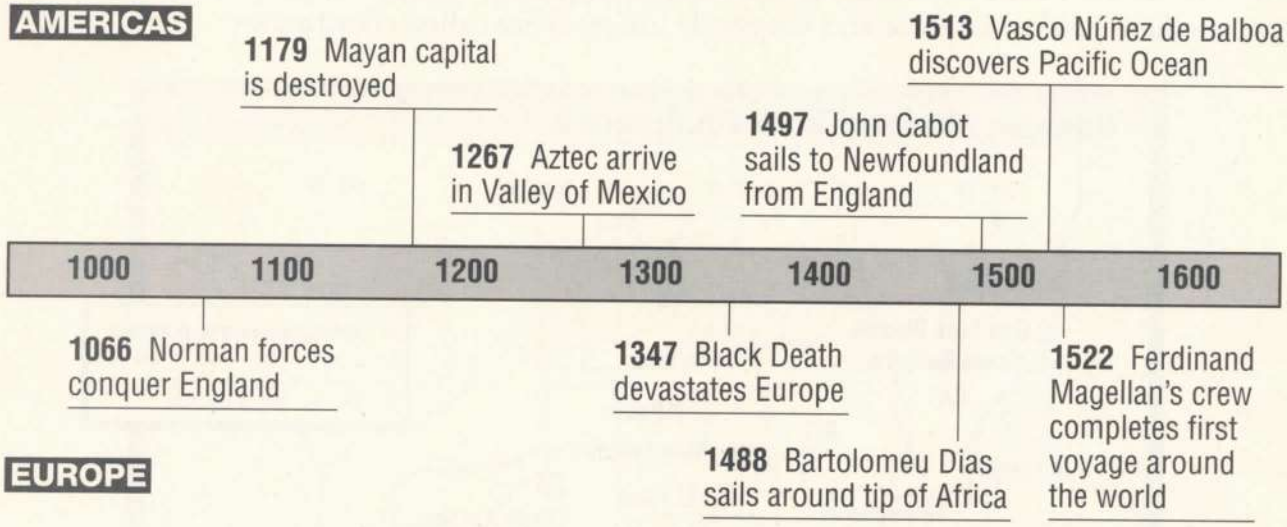
Name _____ Date _____ Class _____

Chapter Skills Activity 3

Reading a Time Line

A time line lists events that occurred over a period of time. The number of years covered is called a time span, and the segments are called time intervals. A time line can show events in more than one place.

The World Expands: 1000–1600



DIRECTIONS: Use the time line to answer the questions.

1. What time span is covered by this time line? _____
2. How far apart is each interval? _____
3. Where did the events above the line take place? _____
4. Where did the events below the time line take place? _____
5. How many years after the Mayan capital was destroyed did the Aztec arrive in the Valley of Mexico? _____
6. Did John Cabot sail to Newfoundland before or after Bartolomeu Dias sailed around the tip of Africa? _____
7. What happened in the Americas in the year 1513? _____

CRITICAL THINKING

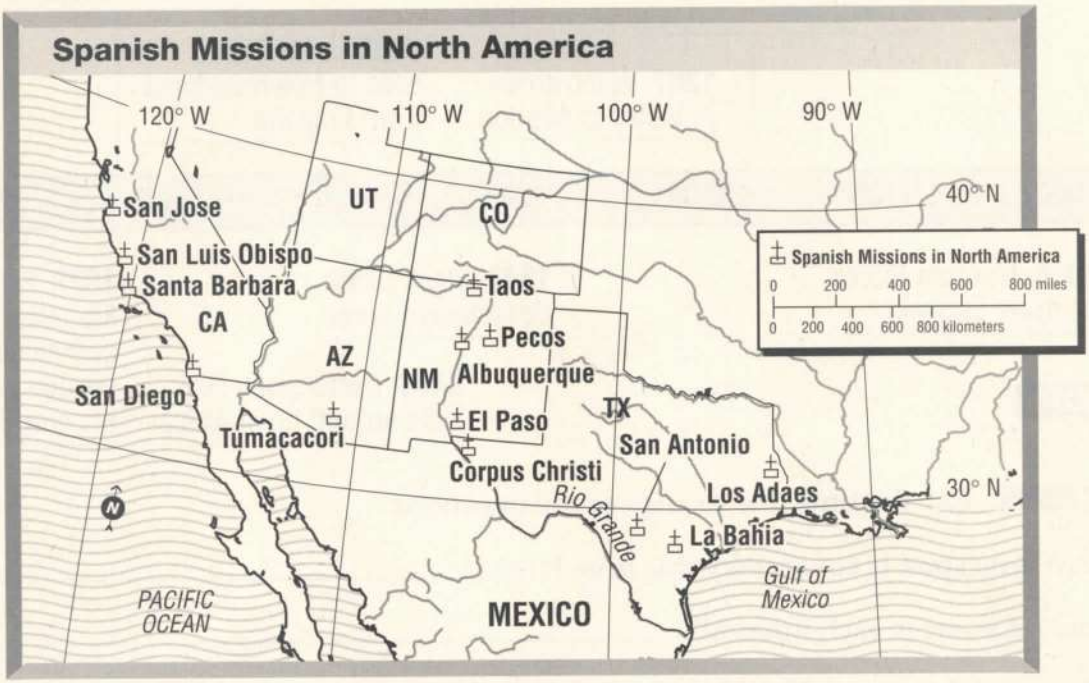
8. Why was 1347 a difficult year in Europe? _____

Name _____ Date _____ Class _____

Chapter Skills Activity 4

Understanding Latitude and Longitude

Lines of latitude and longitude are imaginary lines on the globe. Lines of latitude, or parallels, run east and west. Lines of longitude, or meridians, run north and south. Parallels are numbered from 0° at the Equator to 90° N at the North Pole and 90° S at the South Pole. Meridians are numbered east and west from 0° at the Prime Meridian to 180° on the opposite side of the globe. The point where lines of latitude and longitude intersect are called coordinates.



DIRECTIONS: Use the map to answer the questions.

1. What are the approximate coordinates for San Antonio? _____
2. Is the mission at San Jose north or south of the 30° parallel? _____
3. What mission is located at approximately 34° N, 120° W? _____
4. What two missions were built close to where the 105° W meridian and the 32° N parallel intersect? _____
5. Which mission is farthest east? _____
6. What are its approximate coordinates? _____

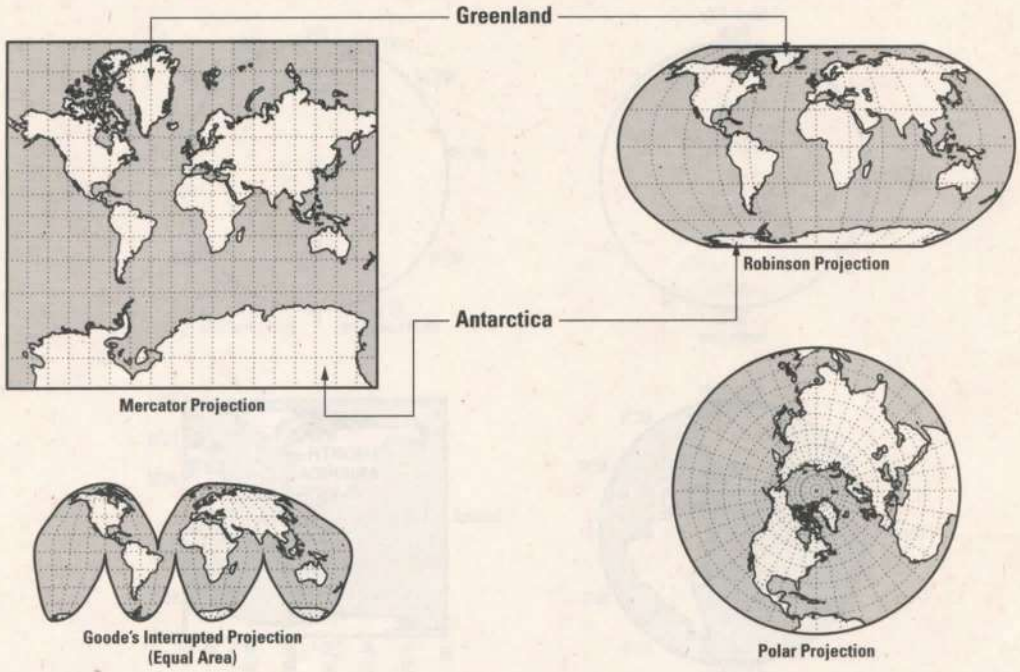
Name _____ Date _____

OUTLINE MAP

GEOGRAPHY SKILLS 1 *Understanding Projections*

The earth is a sphere and is best shown as a globe. For books and posters, though, the earth has to be represented as a flat object. To do this, mapmakers create various plans called projections.

A projection turns every location on earth into a corresponding location on a map. However, all projections distort to some degree. Flat maps cannot show size, shape, and direction all at once with total accuracy. That is why the look and location of Earth's features will not totally agree on maps of different projections. For example, areas such as Greenland and Antarctica, farthest from the Equator, are often stretched. Goode's Interrupted avoids stretching and is more accurate for land areas. Polar projections show the earth from above either the North Pole or South Pole. Below are four common projections.



1. Name the four projections. _____

2. Compare the sizes of Greenland and Antarctica on the Mercator projection with the Robinson projection. _____

_____

3. What would you consider the main drawback of Goode's Interrupted projection?

_____

4. Why do you think that the Mercator projection is considered the best for plotting direction?

_____

Name _____ Date _____

OUTLINE MAP

GEOGRAPHY SKILLS 2

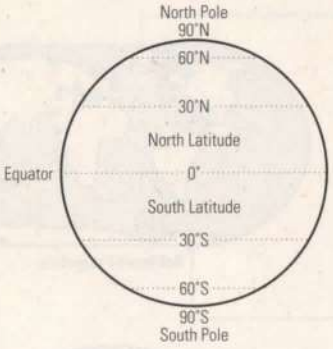
Recognizing Latitude and Longitude

Most maps contain imaginary horizontal and vertical lines of measurement. Horizontal lines, running east and west, are called latitude lines or parallels. Vertical lines, running north and south, are called longitude lines or meridians. The lines are numbered in degrees (shown by the symbol °).

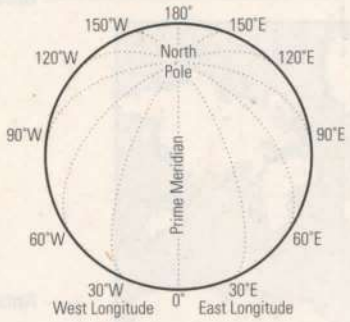
Latitude starts at 0°, known as the equator, where the earth is at its widest. There are 90 degrees north of the equator and 90 degrees south of it. Longitude starts at 0°, the Prime Meridian, and goes 180 degrees west and 180 degrees east.

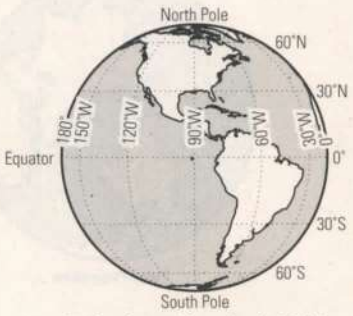
Because latitude and longitude cross and form a grid, the use of these lines to locate places is called the grid system. Every place in the world has a single grid location—where its latitude and longitude intersect. Study the maps below.

Latitude Lines (Parallels)

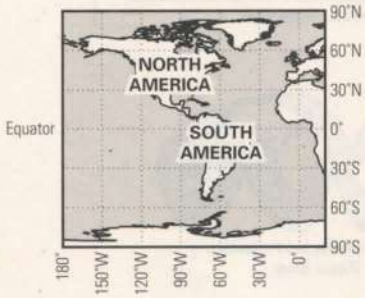


Longitude Lines (Meridians)





Latitude and Longitude Grid



North and South America

1. How many degrees separate the North Pole from the South Pole? _____

2. Between about what longitude and latitude degrees does most of the connected United States fall?

_____

3. An airplane lost from radar at 5° S and 55° W was over which continent?

_____

4. Mark the map titled "North and South America" at the approximate point where a ship in distress at 45° S and 5° E might be found.

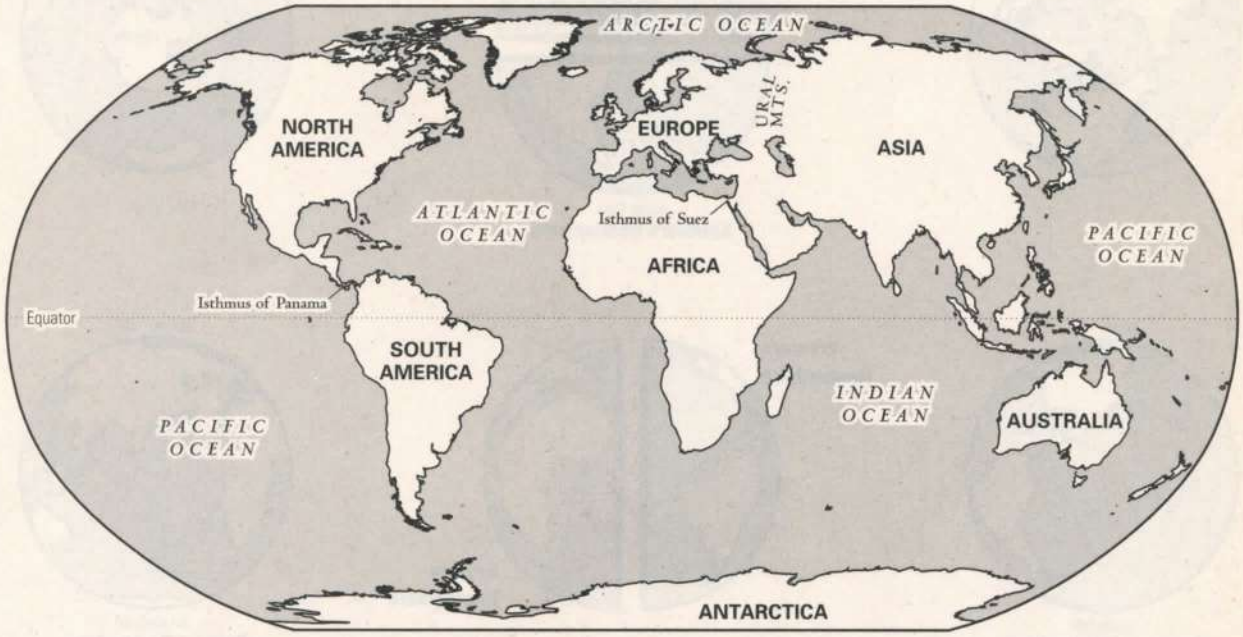
Name _____ Date _____

OUTLINE MAP

GEOGRAPHY SKILLS 3 *Recognizing Continents and Oceans*

Complete knowledge of the features of the earth's surface is only a few hundred years old. As recently as the 1300s, the Atlantic Ocean was a mysterious "Sea of Darkness" on a flat surface. The regions of the Arctic, Pacific, and Antarctic oceans were unknown. There were also great misconceptions about the world. For example, Europeans knew of the region of the Indian Ocean but thought it was a great salt lake surrounded by land. They assumed Asia could be reached from the west only by land.

Today the earth is completely mapped and classified. The largest units of Earth's land are called continents. Except for the division between Europe and Asia, they are generally well defined. Two continents are islands, and isthmuses—narrow necks of land—clearly separate others. The oceans are merely names given to the largest sections of the body of salt water that covers 71 percent of the globe. Study the map below.



1. What are the seven continents? _____

_____

2. Which geographical formation separates the Americas? separates Asia from Africa? _____

_____

3. What appears to divide Asia from Europe? _____

4. Where is most of the earth's land mass—north or south of the equator? _____

5. A trip from Australia to Africa would cross which ocean? _____

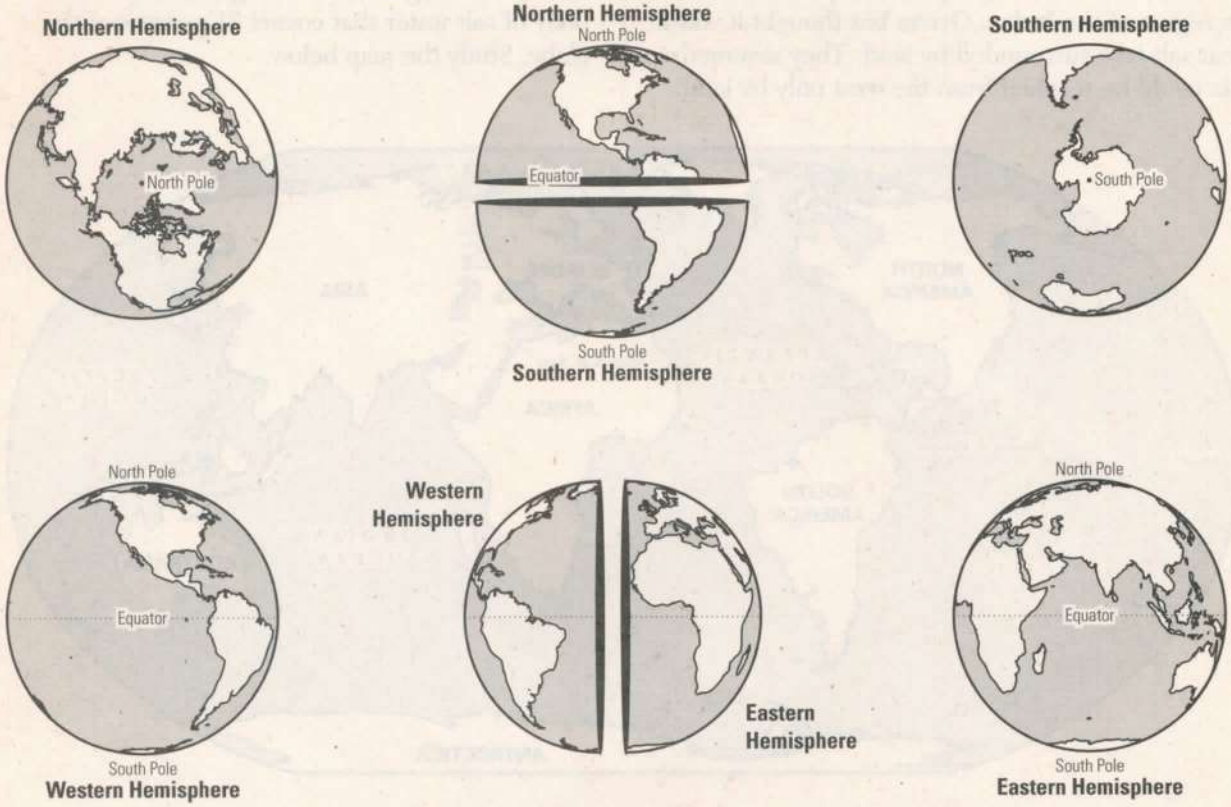
Name _____ Date _____

OUTLINE MAP

GEOGRAPHY SKILLS 4 *Designating Hemispheres*

The study of the earth does not always involve the entire planet at once. Mapmakers often deal with large sections of the earth called hemispheres.

The word *hemisphere* combines *sphere*—meaning anything round, like a ball—with the prefix *hemi*—meaning "half." The world can be divided into any of four hemispheres—Northern, Southern, Western, and Eastern. They are illustrated below by both bird's-eye and profile views. Hemispheres are further dramatized by the cutting of the globe horizontally and vertically. Study the globes below.



1. Why do you think the word *hemisphere* accurately describes the six globes shown above?

_____

2. The vertically cut globe creates what two hemispheres? _____

3. Name the continents found all or mostly in the Northern Hemisphere. _____

_____

4. Look at the globes for the northern and southern hemispheres. What is the main difference between the North and South poles? _____

Name _____ Date _____ Class _____

Vocabulary Activity 1

The Geography of the Americas: Words to Know

DIRECTIONS: Matching Select the term that matches each definition below. Write the correct term in the space provided.

geography	**environment**	**regions**	**cartographer**	**climate**
latitude	**longitude**	**coordinates**	**map projection**	**relief**
isthmus	**topography**	**elevation**	**precipitation**	**weather**

1. A mapmaker _____
2. A narrow strip of land between two bodies of water _____
3. The usual pattern of conditions, such as temperature, precipitation, and wind, of an area over a long period of time _____
4. Moisture that falls as rain, snow, or sleet _____
5. Degrees of latitude and longitude that provide a grid address _____
6. The study of Earth in all its variety _____
7. Distance north or south of the Equator, measured in degrees and minutes _____
8. Distance east or west of the Prime Meridian, measured in degrees and minutes _____
9. The physical features of the earth's surface _____
10. The condition of the earth's atmosphere over a short period of time _____
11. A way of showing the round earth on a flat map _____
12. The height of the land above sea level _____

DIRECTIONS: Using Vocabulary Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

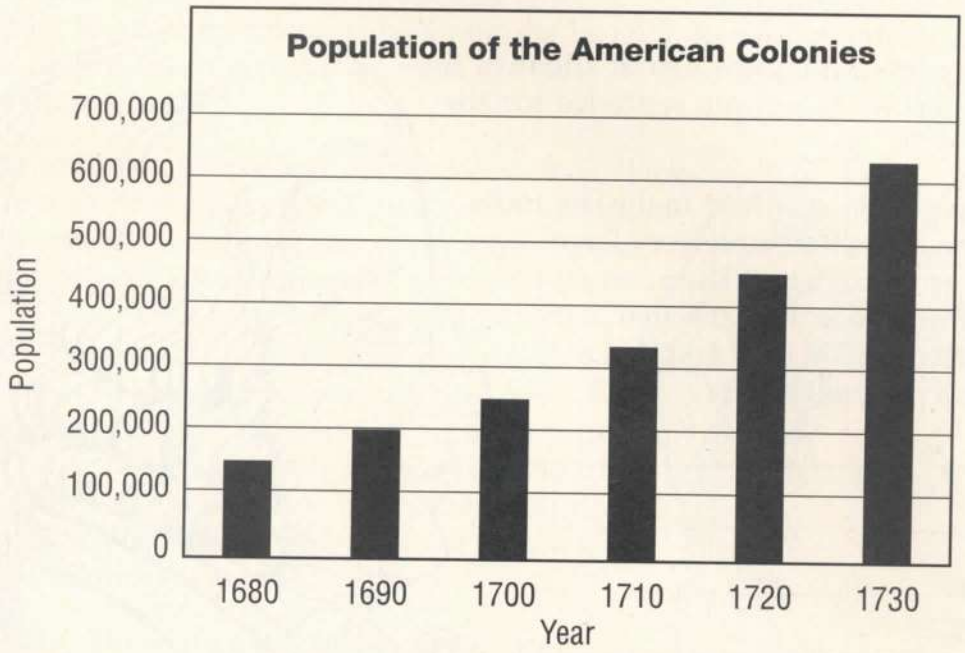
regions	**relief**	**environment**	**foothills**	**tributary**
parallel	**mesa**	**hemisphere**	**immigrant**	**current**
meridian	**glacier**	**timberline**		

Name _____ Date _____ Class _____

Chapter Skills Activity 5

Reading a Bar Graph

A bar graph uses bars or columns of different lengths to show quantities. The horizontal axis along the bottom of the graph and the vertical axis along the side of the graph are labeled so you know what kind of information they show.



DIRECTIONS: Study the bar graph. Then answer the questions on the lines provided.

1. What is the subject of this bar graph? _____
2. What years are shown on the graph? _____
3. What was the population of the colonies in 1690? _____
4. In what year was the population of the colonies 250,000? _____
5. About how much did the colonial population increase between 1700 and 1710?

   _____
6. How much did it increase between 1710 and 1720? _____
7. When did the biggest increase occur? _____

CRITICAL THINKING

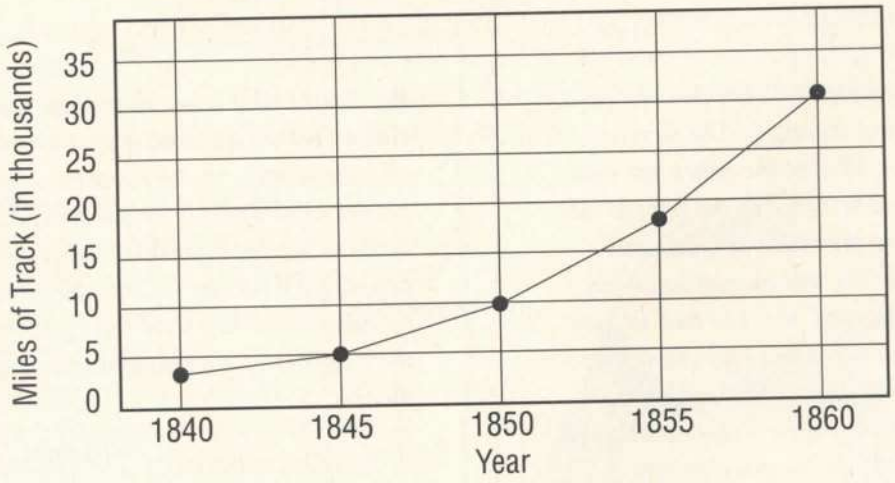
8. What trend does the bar graph show? _____

Name _____ Date _____ Class _____

Understanding Line Graphs

A line graph shows changes in quantities over time. The period covered by the graph is shown on the horizontal axis and the amounts on the vertical axis.

The Growth of Railroads, 1840–1860



DIRECTIONS: Use the line graph to answer the questions below.

1. What is the subject of the graph? _____
2. How far apart are the time intervals on the horizontal axis? _____
3. What quantity is measured on the vertical axis? _____
4. About how many miles of track existed in 1845? _____
5. In what year did the nation have 9,000 miles of track? _____
6. By about how much did the miles of track increase between 1850 and 1855?

_____

CRITICAL THINKING

7. What does the increase in railroad track in the first part of the 1800s suggest about the nation? _____
8. What effects do you think the increased miles of railroad tracks would have on the way people lived? _____

_____