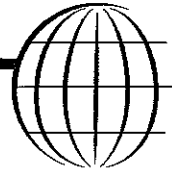


World Geography and Cultures

Chapter 4 Resources

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VOCABULARY**4****ACTIVITY****The Human World**

DIRECTIONS: Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank at the left of each description.

- | | |
|--|----------------------|
| _____ 1. movement of people from place to place | a. command economy |
| _____ 2. people who share a common language, history, and place of origin | b. culture hearth |
| _____ 3. area that includes different countries with certain traits in common | c. culture region |
| _____ 4. early center of civilization | d. death rate |
| _____ 5. government with all key powers at the national level | e. ethnic group |
| _____ 6. government with power divided between national and state levels | f. federal system |
| _____ 7. production determined by individuals and private groups | g. free trade |
| _____ 8. an economic system in which a government supports and regulates free enterprise | h. industrialization |
| _____ 9. goods flowing easily between countries without trade barriers | i. language family |
| _____ 10. unclean elements in the air, water, or soil | j. market economy |
| | k. migration |
| | l. mixed economy |
| | m. unitary system |
| | n. pollution |

DIRECTIONS: Choose a word or phrase from the word bank to complete each sentence.

Word Bank

autocracy	developed country	oligarchy
birthrate	developing country	population density
cultural diffusion	doubling time	population distribution
culture	natural increase	
democracy	natural resource	

11. The growth rate of a population is its _____.
12. _____ is the pattern of human settlement.
13. _____ spreads knowledge and skills from one culture to another.
14. A(n) _____ is a government in which a small group holds power.
15. A(n) _____ works toward greater manufacturing and technology use.

RETEACHING ACTIVITY 4

The Human World

Terms and Concepts

DIRECTIONS: Match each term from Chapter 4 with the correct definition.

- | | |
|----------------------------|--|
| _____ 1. migration | a. early center of civilization |
| _____ 2. autocracy | b. elements from the Earth used by people |
| _____ 3. natural resources | c. movement of people from place to place |
| _____ 4. oligarchy | d. private groups decide what to produce |
| _____ 5. culture hearth | e. government in which one person holds power |
| _____ 6. market economy | f. government in which a small group holds power |

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

The earliest humans were nomads, groups of herders who had no fixed home but who moved from place to place in search of food, water, and grazing land. As the Earth's climate warmed about 10,000 years ago, many of these nomads settled in river valleys and on fertile plains. They became farmers who lived in permanent villages and grew crops on the same land every year. This shift from gathering food to producing food is known as the Agricultural Revolution.

7. What is this passage about?

8. What important change does the passage describe?

9. What was life like for people before and after the change described?

RETEACHING ACTIVITY 4

Organizing Information

DIRECTIONS: Complete the chart by writing the definition for each term in the space provided.

Population Growth Terms		
10. birthrate _____ _____ _____ _____	11. death rate _____ _____ _____ _____	12. natural increase _____ _____ _____ _____
13. doubling time _____ _____ _____ _____	14. population distribution _____ _____ _____ _____	15. population density _____ _____ _____ _____

Connecting Ideas

DIRECTIONS: Answer the following questions in the spaces provided.

16. Why is it important to study trends in population growth?

17. What are some of the factors influencing world trade?

CHAPTER 4 REINFORCING SKILLS ACTIVITY

Creating an Electronic Database

An electronic database is a collection of information that is stored as a file on a computer. Information is added, deleted, or changed by using a database management system (DBMS), computer software designed for record keeping. The DBMS can retrieve and organize the information in many different ways, depending on the commands given to it. Using a DBMS allows you to easily add, delete, change, and update information.

The table shows information that appears in a database on world religions. Fields, or categories of information, were established, and facts about the religions were entered under the appropriate fields.

Database of World Religions				
Religion	Area of Origin	Major Figures	Date	Major Sacred Text(s)
Buddhism	India	Siddhartha Gautama	500 B.C.	Tripitaka
Christianity	Southwest Asia	Jesus	A.D. 30	Bible (Old and New Testaments)
Confucianism	China	Konfuzi	500 B.C.	Analects
Daoism	China	Laozi	550 B.C.	Dao De-Jing
Hinduism	India	Priests; sages	1500 B.C.	Vedas; Upanishads
Islam	Southwest Asia	Muhammad	A.D. 622	Quran
Jainism	India	Mahavira	550 B.C.	Agama
Judaism	Southwest Asia	Moses	1200 B.C.	Hebrew Bible
Shintoism	Japan	Priests; sages	500 B.C.	Kojiki; Nihongi

Practicing the Skill

DIRECTIONS: Use the database of world religions to answer the following questions.

- What fields are included in this database? _____
- How would you tell the DBMS to organize the religions as they are listed in the database?

- If you commanded the DBMS to retrieve the names of religions that originated in Southwest Asia, which names would be produced? _____
- Which fields other than religion could be organized alphabetically? _____

- If you commanded the DBMS to organize the names of sacred texts alphabetically, which would appear last? _____
- If you commanded the DBMS to list religions by their area of origin, which area(s) would have three or more religions listed? _____

Enrichment Activity 4



Food for Thought

When different cultural groups meet, they exchange goods, ideas, and even foods. For example, apple trees, which we often think of as native to the United States, were brought here from England. They were brought to England by the ancient Romans. The foods on the chart to the right are staple products in your local supermarket. These foods have become familiar to many Americans, yet each was introduced to this continent through cultural exchange.

DIRECTIONS: Use the information above and study the chart showing foods typically found in supermarkets throughout the United States to answer the following questions.

1. According to the chart, which foods originally were found only in Asia?

2. Which two foods shown in the chart were first cultivated in South America? Under what major food groups would you classify them?

3. According to the chart, what beverage was first consumed by people in Africa?

4. Which food shown on the chart originated on two different continents? How could you account for this fact?

Food	Country, Area, or Continent of Origin
oranges	China/Asia
grapefruit	West Indies
bananas	China, India/Asia
cherries	Western Asia/ Eastern Europe
chicken	China/Asia
turkey	North America
frankfurters (hot dogs)	Germany/Europe
tomatoes	South America
potatoes	Andes/South America
coffee	Ethiopia/Africa
yams (sweet potatoes)	West Africa/Africa

5. Which is the only food on the chart that originated on the North American mainland? Near the North American mainland?

6. Spanish explorers first brought oranges and chickens to the Americas. What does this suggest about early trade routes between Europe, Asia, and North America?

World Geography and Cultures

Chapter 4 Section Resources

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Guided Reading Activity 4-1

For use with textbook pages 70–74.

World Population

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

World population more than **(1)** _____ between 1800 and 1950. By 2006 there were more than 6 **(2)** _____ people in the world.

Population grows when the human **(3)** _____ exceeds the death rate. In countries where families traditionally are large, the birthrate is high. Population **(4)** _____ is reduced when high birthrates combine with low death rates.

One challenge of rapid population growth is producing enough **(5)** _____. Countries also may experience **(6)** _____ of water, housing, and clothing.

Some developed countries are experiencing negative growth rates. This situation leads to economic problems, such as **(7)** _____ shortages.

The Earth's population distribution is uneven, partly because much of the land is **(8)** _____. Population density refers to the **(9)** _____ number of people living on a square mile or square kilometer of land. Bangladesh has many people living in a small area, so its population density is **(10)** _____. In contrast, Canada has a low population density because of its large land area. Population density is a useful measure, but it does not describe population **(11)** _____, or how many people live in cities as opposed to rural areas.

When people move from place to place, it is called **(12)** _____. When many people move from the countryside to live in the city, **(13)** _____ occurs. Today about **(14)** _____ of the human population lives in cities. People **(15)** _____ from the country of their birth for many reasons, but most often it is to find work and to build better lives for themselves. People who are forced to flee to escape war or disaster are called **(16)** _____.

Guided Reading Activity 4-2

For use with textbook pages 75–79.

Global Cultures

Underline the Word

DIRECTIONS: Use the information in your textbook to choose the word that best completes the sentence. Underline the correct answer.

1. People who are part of the same culture often share similar beliefs and (customs/opinions).
2. People pass on cultural values and traditions through (religion/language).
3. The world's languages can be grouped into language (families/dialects) that have similar roots.
4. Struggles over religious differences are a source of (conflict/power) in many places.
5. Religious beliefs influence daily life and (political/cultural) expressions.
6. Smaller social groups within a culture include families, ethnic groups, and social (needs/classes).
7. Governments in all cultures are intended to maintain (uniqueness/order) and provide protection.
8. Governments differ by their levels of power and types of (authority/elections).
9. Part of economic activity is how a culture uses its (government/natural resources) to meet human needs.
10. Each culture region includes different (countries/religions) that have certain traits in common.
11. New knowledge and skills are spread among cultures by cultural (diffusion/change).
12. The shift from (preserving/gathering) food to producing food is called the Agricultural Revolution.
13. The most influential culture hearths began in Egypt, Iraq, Pakistan, Mexico, and (China/Canada).
14. The most important factor in the rise of cities and civilization was a (lack/surplus) of food.
15. Travel and trade promoted cultural change among different (ethnic groups/civilizations).
16. The invention of power-driven (machines/transport) enabled goods to be mass-produced in factories.
17. The Information Revolution was made possible by the development of (electronics/computers).

Guided Reading Activity 4-3

For use with textbook pages 100–104.

Political and Economic Systems

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

- I. Features of Government
 - A. Deals with territory, population, and sovereignty
 - B. (1.) _____
- II. (2.) _____
 - A. Unitary System: key powers to central government
 - B. (3.) _____
- III. Types of Government
 - A. Autocracy
 1. (4.) _____
 2. Totalitarian Dictatorship
 3. (5.) _____
 - B. Oligarchy
 1. (6.) _____
 2. Power can come from wealth, military might, or social position.
 - C. (7.) _____
 1. Leaders rule with the consent of the people
 2. Direct democracy: citizens themselves decide on issues
 3. Republic: citizens elect major officials
- IV. Economic systems
 - A. (8.) _____
 1. Habit and custom determine the rules
 2. Only in limited parts of the world
 - B. Market Economy
 1. (9.) _____
 2. Based on free enterprise
 - C. (10.) _____
 1. Economic decisions made at the upper levels of government
 2. Government tries to distribute goods and services equally among all people
 3. Communism: strict government control
 4. Socialism: wider range of free enterprise

Guided Reading Activity 4-4

For use with textbook pages 105–110.

*Resources, Trade, and the Environment***Modified True or False**

DIRECTIONS: Use the information in your textbook to determine whether the underlined word makes each sentence true or false. Circle the correct answer. If the sentence is false, fill in the blank with the word or phrase that makes the sentence true.

1. Renewable resources can be replaced or grown again. (true/false) _____
2. The goal of conservation is to manage renewable resources carefully (true/false)

3. Countries engage in economic activities that are best suited to their technology. (true/false)

4. Developed countries have widespread manufacturing and service industries that provide a high standard of living (true/false) _____
5. In developing countries most people work in commercial farming. (true/false)

6. Governments may impose punishing taxes that ban trade with another country (true/false)

7. Free trade agreements, such as GATT and NAFTA, remove trade barriers, so goods can flow freely (true/false) _____
8. Wastes from oil tankers, industry, and agriculture can contribute to water pollution. (true/false)

9. The major source of air pollution comes from burning forests. (true/false)

10. Scientists do not agree whether global warming may cause the ice caps to grow. (true/false)

11. All living things in an atmosphere depend on one another for survival (true/false)
