Exploring Where & Why®

# Map & Globe Skills

## Hands-on Social Studies Program




NYSTROM EDUCATION

Exploring Where & Why®

# Map and Globe Skills

Hands-on Social Studies Program

# Contents



## Building Skills

### Unit 1
### Getting Started With Maps and Globes

**Teacher's Guide and Lessons**



**Assessment**



### Unit 2
### Using Political and Physical Maps

**Teacher's Guide and Lessons**



**Assessment**



### Unit 3
### Using Grid Systems

**Teacher's Guide and Lessons**



**Assessment**



### Unit 4
### Using Thematic Maps

**Teacher's Guide and Lessons**



**Assessment**



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Exploring Where & Why®

# Map and Globe Skills

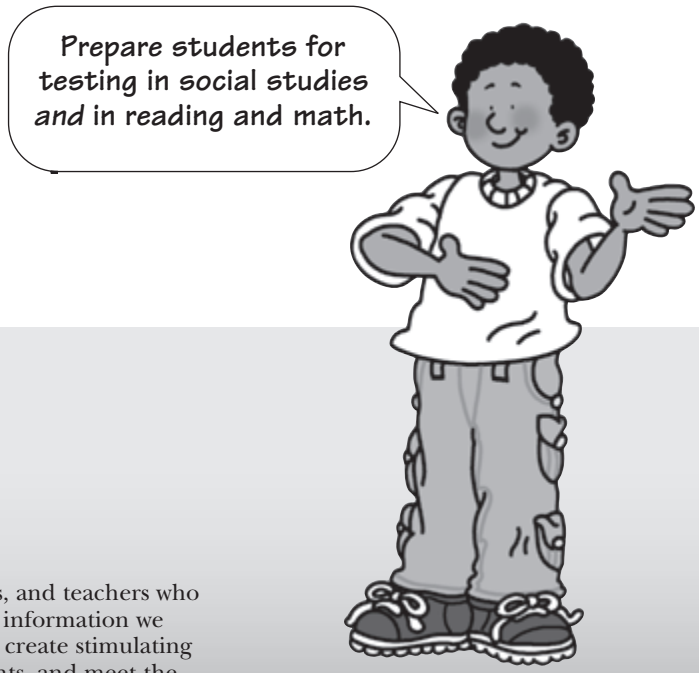
Hands-on Social Studies Program


## Applying Skills

### Unit 5
### Looking at Regions

**Teacher's Guide and Lessons**



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We also want to thank the many principals, curriculum supervisors, and teachers who so graciously allowed us to visit their schools and classrooms. The information we gathered was invaluable in developing social studies materials that create stimulating learning environments, address the growing diversity of our students, and meet the many needs of today's teachers.



NYSTROM EDUCATION

# What is
## Exploring Where & Why®
# Map and Globe Skills?

**Map and Globe Skills . . .**
is Nystrom's **hands-on social studies program** for building and applying basic geography skills and concepts.

**Map and Globe Skills . . .**
integrates hands-on and print materials in activity-based lessons to help students understand maps and globes and their many uses.

**Map and Globe Skills . . .**
reinforces reading, writing, math, critical thinking, and reference skills in a content area.


## What does Map and Globe Skills do?

- **Builds** a solid foundation of essential social studies knowledge, skills, and concepts.
- **Integrates** assessment and evaluation.
- **Provides** learning opportunities for diverse student populations.
- **Reinforces** reading and writing in a content area.
- **Stimulates** a variety of intelligences.
- **Develops** critical thinking skills.
- **Ensures** success for all students.

## Why a hands-on approach?

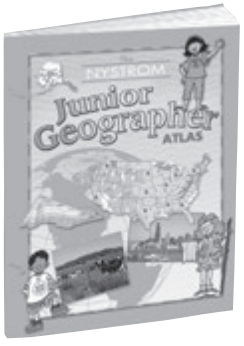
- Promotes active learning.
- Hands-on materials focus students' attention on their own learning.
- Students work individually, in pairs, in small groups, and as a whole class.
- Variety of materials keeps students interested.

## Social Studies Skills = Map and Globe Skills

Exploring Where & Why®

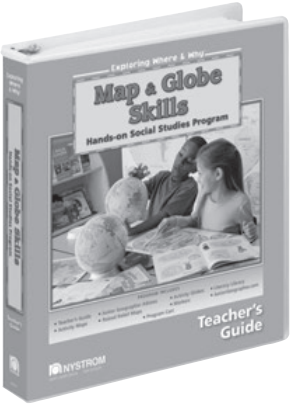
# Map and Globe Skills

## Components




**30** *Junior Geographer Atlases*


**9** Activity Globes




**1** Teacher's Guide

**15** Political Desk Maps


**15** Physical Desk Maps

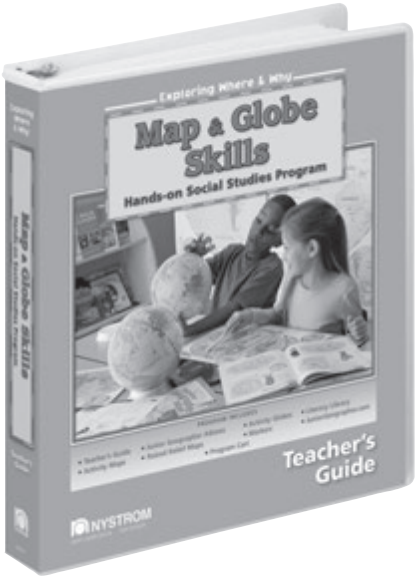


**9** Raised Relief Maps


**1** Literacy Library

Website


**30** Markers




# Teacher's Guide

## 4 Skills Units • 1 Regions Unit

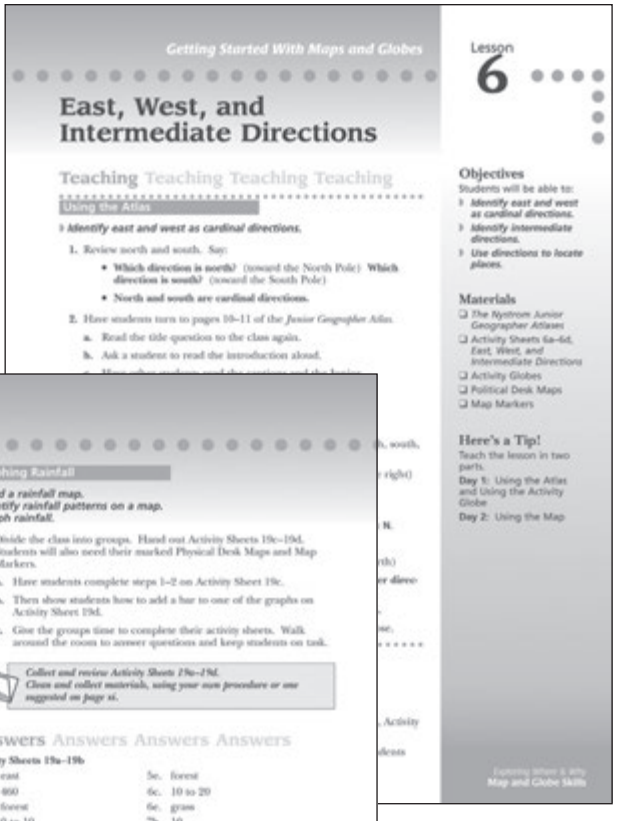
- Program correlates with:
  - The Five Themes of Geography
  - *The Nystrom Junior Geographer Atlas*
- Lessons build solid social studies skills and concepts.
- Variety of hands-on activities integrate the Atlas with:
  - Activity Globes
  - Desk Maps
  - Raised Relief Maps
- Teacher's Guide pages for every lesson.

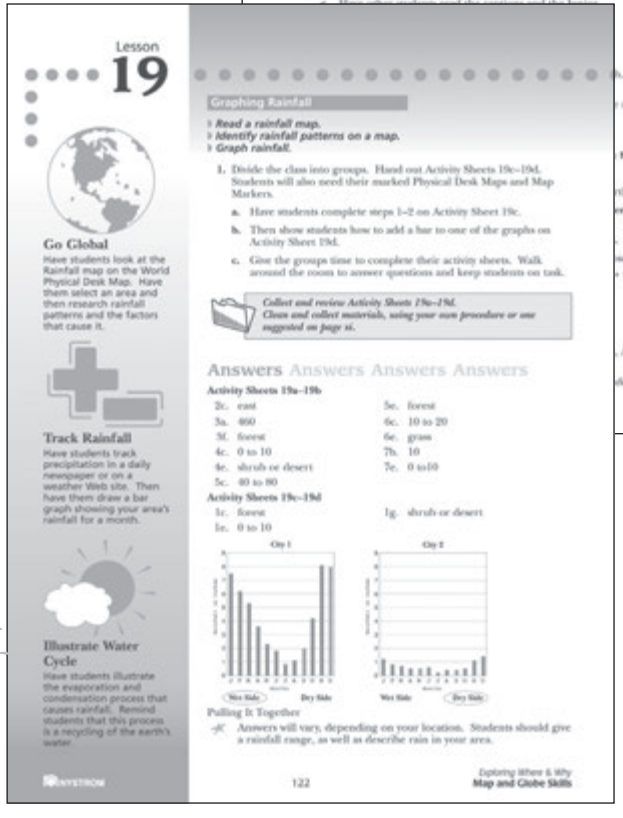
**43 Student Lessons plus 5 Assessments**

## Teacher's Guide Pages

Handy, easy to use:

- **Step-by-step teaching plans**
  - Objectives
  - Materials
  - Teaching strategies tie directly to objectives
  - Discussion questions clearly marked
  - Answer keys
- **Tips for teaching**
  - Time-saving ideas
  - Extension activities

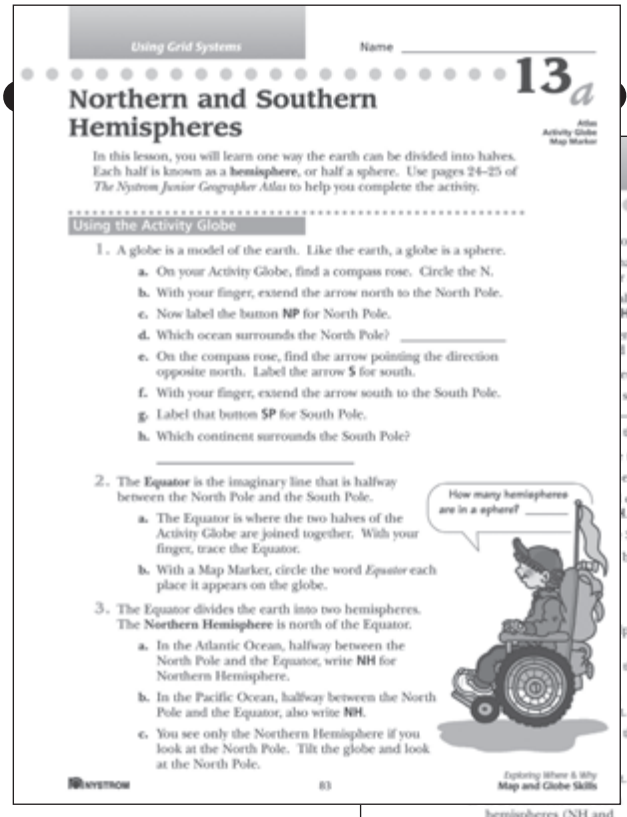



- **Literature Links**
- **Cross-curricular Activities**
- **Class Record sheet for each unit**

## Student Lessons

- Step-by-step, easy to follow
- Skills in small doses help students grasp concepts.
- Activities target a range of learning styles.
- Graphic organizers summarize and assess lessons.
- Variety of responses develops critical thinking and writing skills.
- Easy to duplicate.



Using Grid Systems

Name _____

**13a**

# Northern and Southern Hemispheres

Atlas
Activity Globe
Map Marker

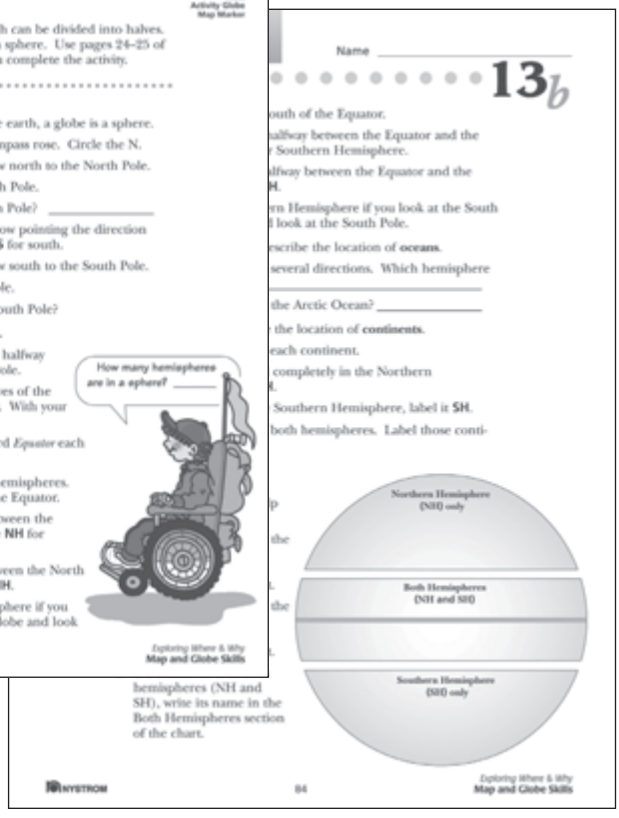
In this lesson, you will learn one way the earth can be divided into halves. Each half is known as a **hemisphere**, or half a sphere. Use pages 24–25 of *The Nystrom Junior Geographer Atlas* to help you complete the activity.

**Using the Activity Globe**

1. A globe is a model of the earth. Like the earth, a globe is a sphere.
   a. On your Activity Globe, find a compass rose. Circle the N.
   b. With your finger, extend the arrow north to the North Pole.
   c. Now label the button **NP** for North Pole.
   d. Which ocean surrounds the North Pole? _____
   e. On the compass rose, find the arrow pointing the direction opposite north. Label the arrow **S** for south.
   f. With your finger, extend the arrow south to the South Pole.
   g. Label that button **SP** for South Pole.
   h. Which continent surrounds the South Pole?
   _____
2. The **Equator** is the imaginary line that is halfway between the North Pole and the South Pole.
   a. The Equator is where the two halves of the Activity Globe are joined together. With your finger, trace the Equator.
   b. With a Map Marker, circle the word *Equator* each place it appears on the globe.
3. The Equator divides the earth into two hemispheres. The **Northern Hemisphere** is north of the Equator.
   a. In the Atlantic Ocean, halfway between the North Pole and the Equator, write **NH** for Northern Hemisphere.
   b. In the Pacific Ocean, halfway between the North Pole and the Equator, also write **NH**.
   c. You see only the Northern Hemisphere if you look at the North Pole. Tilt the globe and look at the North Pole.

How many hemispheres are in a sphere? _____

NYSTROM 83 Exploring Where & Why Map and Globe Skills



Name _____

**13b**

outh of the Equator.
alfway between the Equator and the
Southern Hemisphere.
lfway between the Equator and the
H.
rn Hemisphere if you look at the South
l look at the South Pole.
escribe the location of **oceans**.
several directions. Which hemisphere
_____
the Arctic Ocean? _____
the location of **continents**.
each continent.
completely in the Northern
l.
Southern Hemisphere, label it **SH**.
both hemispheres. Label those conti-

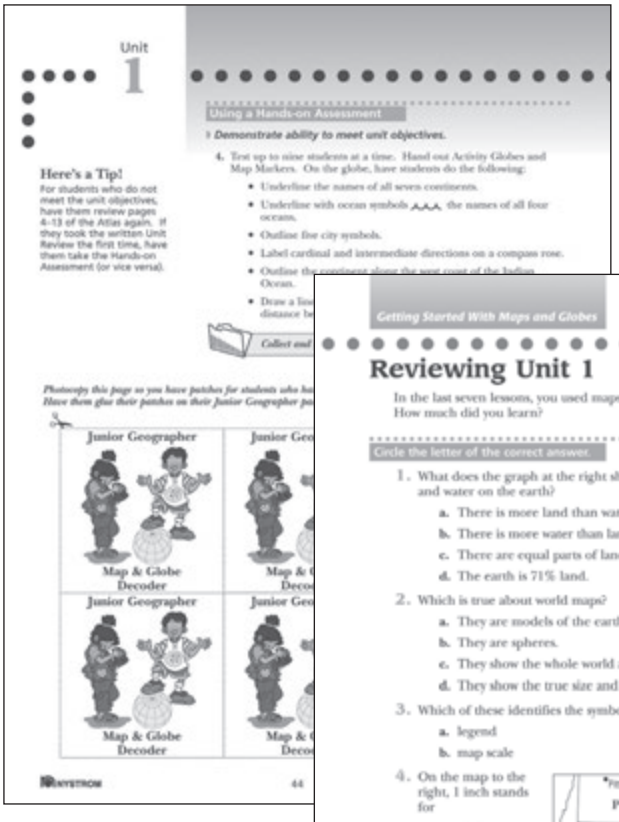
Northern Hemisphere (NH) only
Both Hemispheres (NH and SH)
Southern Hemisphere (SH) only

hemispheres (NH and SH), write its name in the Both Hemispheres section of the chart.

NYSTROM 84 Exploring Where & Why Map and Globe Skills

## Unit Assessments

- Review the lesson skills and concepts.
- Test map-reading and graph-reading skills too.



Unit **1**

**Using a Hands-on Assessment**

*Demonstrate ability to meet unit objectives.*

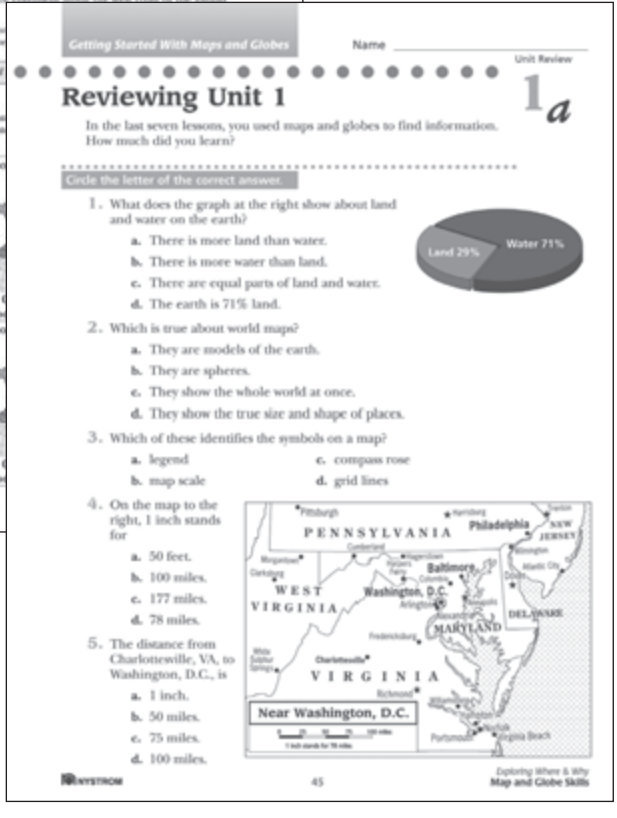
4. Test up to nine students at a time. Hand out Activity Globes and Map Markers. On the globe, have students do the following:
   - Underline the names of all seven continents.
   - Underline with ocean symbols the names of all four oceans.
   - Outline five city symbols.
   - Label cardinal and intermediate directions on a compass rose.
   - Outline the continent along the west coast of the Indian Ocean.
   - Draw a line distance be

**Here's a Tip!**
For students who do not meet the unit objectives, have them review pages 4–13 of the Atlas again. If they took the written Unit Review the first time, have them take the Hands-on Assessment (or vice versa).

*Photocopy this page so you have patches for students who ha Have them glue their patches on their Junior Geographer ja*

Junior Geographer — Map & Globe Decoder
Junior Geographer — Map & Globe Decoder

NYSTROM 44



Getting Started With Maps and Globes

Name _____

Unit Review

**1a**

# Reviewing Unit 1

In the last seven lessons, you used maps and globes to find information. How much did you learn?

**Circle the letter of the correct answer.**

1. What does the graph at the right show about land and water on the earth?
   a. There is more land than water.
   b. There is more water than land.
   c. There are equal parts of land and water.
   d. The earth is 71% land.

Land 29% — Water 71%

2. Which is true about world maps?
   a. They are models of the earth.
   b. They are spheres.
   c. They show the whole world at once.
   d. They show the true size and shape of places.
3. Which of these identifies the symbols on a map?
   a. legend
   b. map scale
   c. compass rose
   d. grid lines
4. On the map to the right, 1 inch stands for
   a. 50 feet.
   b. 100 miles.
   c. 177 miles.
   d. 78 miles.
5. The distance from Charlottesville, VA, to Washington, D.C., is
   a. 1 inch.
   b. 50 miles.
   c. 75 miles.
   d. 100 miles.

Near Washington, D.C.
PENNSYLVANIA, Philadelphia, NEW JERSEY, Baltimore, WEST VIRGINIA, Washington, D.C., DELAWARE, MARYLAND, VIRGINIA, Richmond, Charlottesville, Norfolk, Virginia Beach

NYSTROM 45 Exploring Where & Why Map and Globe Skills


## Junior Geographer Activity Packs

***Students make their own activity packs.***

- The pack acts as a portfolio for student-made glossaries, region booklets, and activity sheets.
- Junior Geographer achievement patches for each unit.

# Student Materials

## Tools for understanding where and why.


## 30 Atlases

*8 ½"x 11", 88 pages, full color*

- Skills units introduce basic skills and concepts.
- Regions unit provides a closer look at the United States—a perfect framework for state studies.
- Graphs present complex facts in simple, visual formats.
- Photos help students visualize natural and cultural features.

## 9 Activity Globes

*markable, 9"*

- Engage students in hands-on activities to build and apply globe skills—continents and oceans, directions, hemispheres, latitude and longitude.
- Accurately show the world—location, size, distance, and direction.
- Reinforce the connection between a world map and the actual world.
- Emphasize global relationships and interactions.

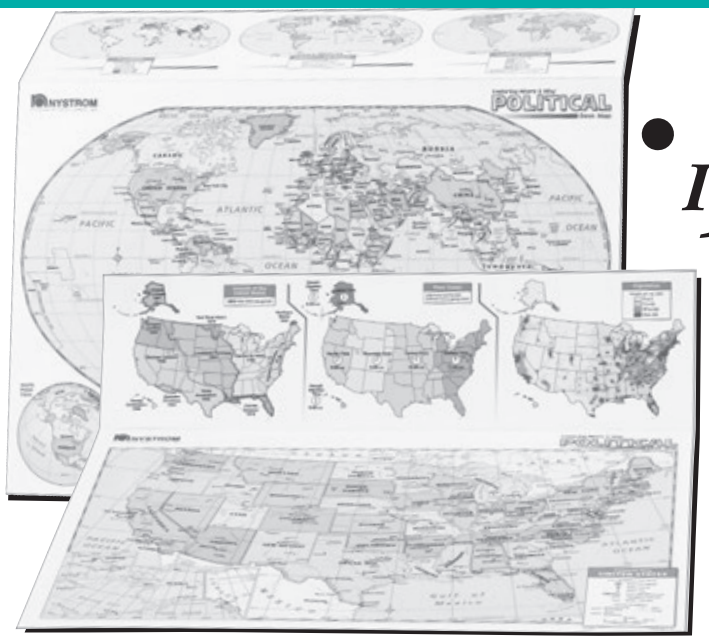

**Student-Friendly Size**

**See It, Feel It**


## 9 Raised Relief Maps

*19"x 12", markable*

- Depict landforms of the United States in dramatic three-dimensional detail.
- Demonstrate the relationship between the height of the land and elevation colors.
- Help students understand how flat maps show real places.
- Give new meaning to "hands-on."
- Perfect for tactile learners.



# 15 Political & 15 Physical Desk Maps

*Laminated and markable, 19"x 18", fold to 19"x 13", United States on one side, the World on the other*

- Lessons develop map skills and geography concepts.
- Students add details as lessons unfold.
- Introduce students to a variety of maps and their uses.
- Thematic maps show patterns.
- Fold-back panel helps focus student attention.
- Demonstrate ways flat maps show three-dimensional places.


## 30 Map Markers

*water-soluble ink, easy to use*

- Use on the Desk Maps, Activity Globes, and Raised Relief Maps.
- Make social studies active, not passive.


## Website

*online resource*

- Can be accessed anywhere, day or night.
- Provides a variety of resources: maps, graphs, photos, and links.
- Maps, graphs, and photos can be used in student presentations and reports.

## Literacy Library

*12 books, 12 sets of activities, 1 book bag*

- Supports reading through social studies.
- Includes age-appropriate trade books that support the lessons in Map & Globe Skills.
- Cross-curricular activities extend the learning.
- Engaging stories can be read to the class or students can read them.

# Using the Program

## *What is* Map and Globe Skills*?*

**Map and Globe Skills** is a hands-on curriculum program that:

- Provides the very best materials and lessons for students to develop competency in using and understanding maps and globes—skills essential for becoming responsible citizens in our ever-changing world.
- Forms a basic framework for any state or regions curriculum.
- Reinforces the Five Themes of Geography.
- Integrates reference and hands-on materials in a variety of step-by-step lessons.

## *What does the program do?*

**Map and Globe Skills** . . .

- Teaches students how to use a variety of social studies tools—maps, globes, and atlases—to learn about the world and the United States.
- Develops critical thinking, writing, and reference skills.
- Provides structured activities for successful group and/or individual work.

## *How is* Map and Globe Skills *organized?*

**Map and Globe Skills** is divided into five units: four skills units and one region unit.

- Skills units build atlas, map, and globe skills.
- Regions unit focuses on regions of the United States. Students apply atlas, map and globe skills.

## *How will* Map and Globe Skills *fit with my curriculum?*

**Map and Globe Skills** is flexible. Use this program as a foundation or customize it to fit your curriculum. Select lessons that:

- Match the skills and content you are teaching.
- Enhance your textbook.
- Fill a gap in your curriculum.
- Relate specifically to your state or region.

## *Is there an assessment component?*

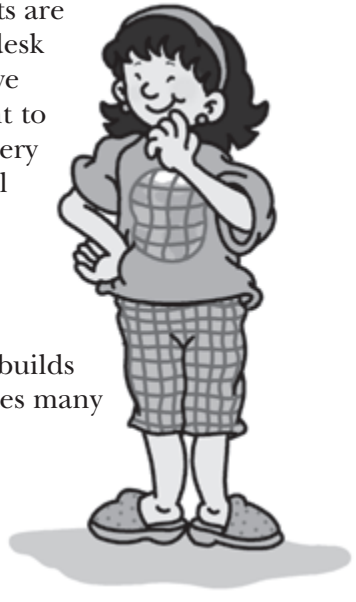
**Map and Globe Skills** offers several opportunities to assess student progress.

- Activity sheets can be collected and reviewed.
- Junior Geographer Activity Packs act as portfolios for student work.
- Unit reviews offer two assessment alternatives:
  - A paper-and-pencil written assessment that reviews what students learned, tests mapping and graph-reading skills, and reinforces test-taking skills.
  - A hands-on assessment that uses program components.
- Use the unit reviews as pretests or posttests.
- Track student progress on the class records on unit dividers.

## *I like my students to work in small groups. Does this program provide for group work?*

The lessons in **Map and Globe Skills** provide many opportunities for cooperative learning.

- Most materials in **Map and Globe Skills** are shared. Set up routines so that everyone is involved in activities. For example, when working with globes, have groups pass them around so each student has a chance to point, circle, or identify.
- If related components are being used, such as desk maps and atlases, have group members point to the same place on every component. Keep all members engaged.
- Have students check their work with their partners or group members. Doing so builds security and eliminates many questions.



## *Are materials easy to clean?*

**Map and Globe Skills** materials are designed for fast and easy clean-up.

- To clean maps and globes, use a spray bottle to dampen paper towels.
- Assign one student per group to clean and put away maps, globes, and markers.
- Choose another student to collect atlases.

## *Is there a technology component for* Map and Globe Skills?


A special Web site—**JuniorGeographer.com**— supports **Map and Globe Skills**. It has a variety of resources to extend the program, including:

- Outline maps
- Thematic maps
- Reference maps
- Photo tours
- Graphs
- Resource links

To sneak a peek, visit **www.JuniorGeographer.com**.

## *How can I make my classroom more interesting for students?*

Set up a variety of centers in your classroom that appeal to different learning styles. Some ideas include:

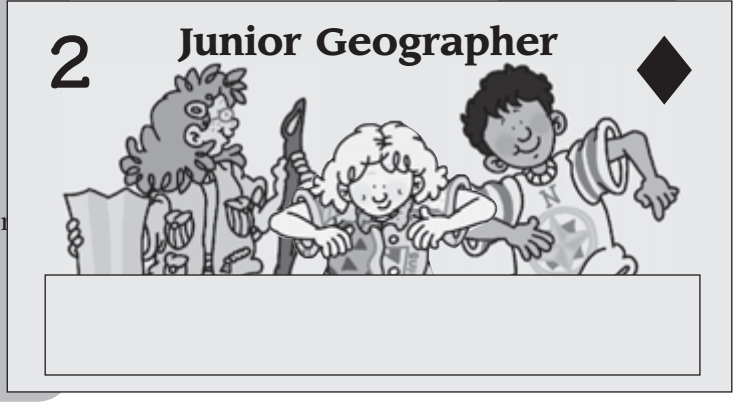
- A mapping center with a specific lesson from **Map and Globe Skills** and related materials: the Atlas, the Desk Maps, the Raised Relief Map, the Activity Globe, outline maps, or map puzzles.
- A travel center with travel posters, brochures, videos, photos, and postcards.
- A reading center where students can check out relevant books or magazines.
- A computer with pre-screened Web sites (check **JuniorGeographer.com**) or geography CD-ROMS.
- A landforms center with the Raised Relief Map and modeling clay or a tub with sand and water. Here students can mold mountains, hills, valleys, canyons, and plateaus. Use a spray bottle to add "rain" and observe river flow.
- A "We've Been There" bulletin board featuring a United States or World Map.

  Attach postcards sent by students and their families from vacations and trips. Students may also want to label cities where relatives or friends live or where they themselves have lived.


### Here's a Tip!

Use name tags to divide the class into groups or assign tasks. Duplicate the Junior Geographer name tag on page 10, or make your own.

- Use different colors—one color for each group.
- Number the tags for each group. Assign clean-up tasks based on number.
- Occasionally mix up the groups. For example, have everyone with the same number form a group.
- Put symbols on the name tags. Assign mapping tasks based on symbol. For example, have everyone with a ◆ outline your state.



Lesson 33

# South Central Region: Land and Water

## Teaching Teaching Teaching Teaching

### Using the Atlas

- ***Locate the South Central Region.***

1. Introduce the lesson by writing **REGION** on the board.
   a. Have students turn to pages 48–49 of the *Junior Geographer Atlas.*
   b. Review the maps and text on those pages. Explain:
      - **The United States can be divided into many kinds of regions**.
      - **Today we're going to look at one of those regions.**
2. On the board, add **SOUTH CENTRAL** to the word REGION.
   a. On a wall map or Physical Desk Map, point to the middle of the United States and ask:
      - **Which direction is south?** Have a student point south.
      - **Where do you think the South Central Region might be?**
   b. Then say to the class:
      - **On page 49 of the Atlas, find the South Central Region.**
      - **One characteristic these states have in common is location.**
      - **Which regions are neighbors of the South Central Region?** (Southwest, Central, East Central, Southeast)
3. Have students turn to pages 56–57. Review the maps and photos.
   a. Have students read the captions and region facts aloud.
   b. Ask the class:
      - **Has anyone been to the South Central Region? Where?**
      - **How was it like these photos? How was it different?**

### Using the Maps

- ***Identify major landforms in the region.***
- ***Identify major bodies of water in the region.***

4. Divide the class into groups. Hand out Activity Sheets 33a–33b, Raised Relief Maps, Physical Desk Maps, and Map Markers.
   a. As a class, complete step 1 on Activity Sheet 33a. Have students hold up their maps so you can check their outlines of the region.
   b. Give students time to complete steps 2–6. Walk around the room to answer questions and keep students on task.

## Objectives

Students will be able to:

- ***Locate the South Central Region.***
- ***Identify major landforms in the region.***
- ***Identify major bodies of water in the region.***

## Materials

- ❑ *The Nystrom Junior Geographer Atlases*
- ❑ Activity Sheets 33a–33d, *South Central Region: Land and Water*
- ❑ Raised Relief Maps
- ❑ Physical Desk Maps
- ❑ Map Markers

## Here's a Tip!

Teach the lesson in two parts. Save the marked maps from Day 1 to use on Day 2.

**Day 1:** Using the Atlas and Using the Maps

**Day 2:** Making a Region Booklet (The booklets will be completed in Lesson 34.)

Lesson
# 33

## Making a Region Boo

- *Locate the South Central Region.*
- *Identify major landforms in the region.*
- *Identify major bodies of water in the region.*

1. Hand out Activity Sheets 33c–33d. Students will also need their marked Raised Relief Maps and Physical Desk Maps.
2. Before giving students time to complete their activity sheets, tell them *not* to cut the activity sheets.

***Collect and review Activity Sheets 33a–33d. Save Activity Sheets 33c–33d to use in the Region Booklet in Lesson 34. Clean and collect materials, using your own procedure or one suggested on page xi.***

### Graphing Distances

Have students use the scale on their maps to measure the width of each of the four states in the South Central Region (from east to west). Then have them graph those states from largest to smallest.

### Read More About It

Your students might enjoy reading or listening to these books and others about the South Central Region:

- ***Holes*** by Louis Sachar
- ***Cajun Home*** by Raymond Bial
- ***Out of the Dust*** by Karen Hesse

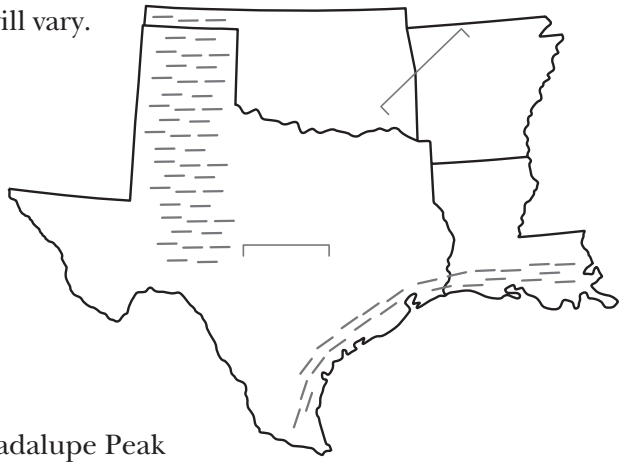
## Answers Answers Answers Answers

**Activity Sheets 33a–33b**

3c. Ozark Plateau
4b. 2,000 to 5,000
5b. about 1,000
5c. Galveston Bay, Atchafalaya Bay
6f. ✓
6h. any four lakes formed by dams

**Activity Sheet 33c**

Locations of rivers will vary.



**Activity Sheet 33d**

**Mountain Peak:** Guadalupe Peak
**Plateaus:** Edwards Plateau, Ozark Plateau
**Plains:** Great Plains, Llano Estacado, Gulf Coastal Plain
**Island:** Padre Island
**Delta:** Delta of the Mississippi River
**Gulf:** Gulf of Mexico
**Bays:** Galveston Bay, Atchafalaya Bay
**Rivers:** Mississippi, Rio Grande, Red, Arkansas, Pecos

★ Answers will vary. The speech balloon should mention the plains, plateaus, and/or rivers on the map.

Name _____

33a

# South Central Region: Land and Water

Atlas
Raised Relief Map
Physical Desk Map
Map Marker

In this lesson, you will locate landforms and bodies of water in the South Central Region. Use pages 56–57 of *The Nystrom Junior Geographer Atlas* to help you complete the activity.

## Using the Maps

**1.** The **South Central Region** is located in the southern part of the center of the United States.

- **a.** Give your Raised Relief Map or United States Physical Desk Map a title. Above the map, write **SOUTH CENTRAL REGION**.
- **b.** Turn to pages 56–57 of the Atlas. Find the region on the locator map.
- **c.** On your Desk Map or Raised Relief Map, outline the region.

**2.** Mountains stretch along the western edge of the region.

- **a.** On your map, in the Davis Mountains in southwestern Texas, draw mountain symbols ∧∧∧.
- **b.** **Guadalupe Peak** is the highest peak in the South Central Region. Outline its mountain peak symbol ▲.

**3.** There are two major **plateaus** in the South Central Region.

- **a.** On pages 56–57 of the Atlas, use the Major Landforms map to locate these plateaus.
- **b.** On your Desk Map or Raised Relief Map, underline the names of the plateaus with plateau symbols ⌐¬.
- **c.** Look at the Raised Relief Map. Which is higher—the Ozark Plateau or the land surrounding it?

  _____

**4.** Gently rolling **plains** stretch across the South Central Region.

- **a.** The **Great Plains** is the largest landform in the South Central Region. On your map, on both sides of the Great Plains label, south to the United States–Mexico boundary, draw plains symbols ‾ = ‾.
- **b.** Look at the Raised Relief Map. What is the elevation range of the Great Plains in the South Central Region? _____ feet

**c.** The **Llano Estacado** is a high, treeless plain. On your map, underline its name with plains symbols.

**d.** The **Gulf Coastal Plain** stretches along the coast of the Gulf of Mexico. Underline its name with plains symbols.

**5.** This region has hundreds of miles of coastline along the **gulf**.

**a.** The **Gulf of Mexico** is part of the Atlantic Ocean. Underline the name of this gulf with ocean symbols.

**b.** Use the scale in the legend to measure the width of the gulf. How many miles is it from the southern tip of Texas to the southern tip of Florida? _____ miles

**c.** **Bays** along the coast open into the Gulf of Mexico. What are the names of two bays located along the Gulf of Mexico?

_____ _____

**d.** Padre Island is a large sandy barrier **island** along the coast of Texas. Draw a dotted line along Padre Island.

**6.** Many major **rivers** flow through the region into the Gulf of Mexico.

**a.** The **Rio Grande** forms the boundary between Texas and Mexico. From its source in the Rocky Mountains to its mouth at the Gulf of Mexico, draw an arrow along this river.

**b.** The **Mississippi River** is the longest river in the United States. From its source in Minnesota to its mouth at the Gulf of Mexico, draw an arrow along this river.

**c.** Silt from the Mississippi River forms a land area known as a **delta**. On pages 56–57 of the Atlas, point to the photo of the Delta of the Mississippi River. Read the caption.

**d.** Now, on your map, circle the Mississippi River Delta.

**e.** Then draw an arrow along each of the following rivers.

- Red River
- Arkansas River
- Pecos River

**f.** Several **lakes** in the region are formed by dams along rivers. In the legend, find the symbol for a dam. Draw it here. _____

**g.** On your map, find and outline four lakes formed by dams.

**h.** Which lakes did you outline?

_____ _____

_____ _____

Name _____

33c

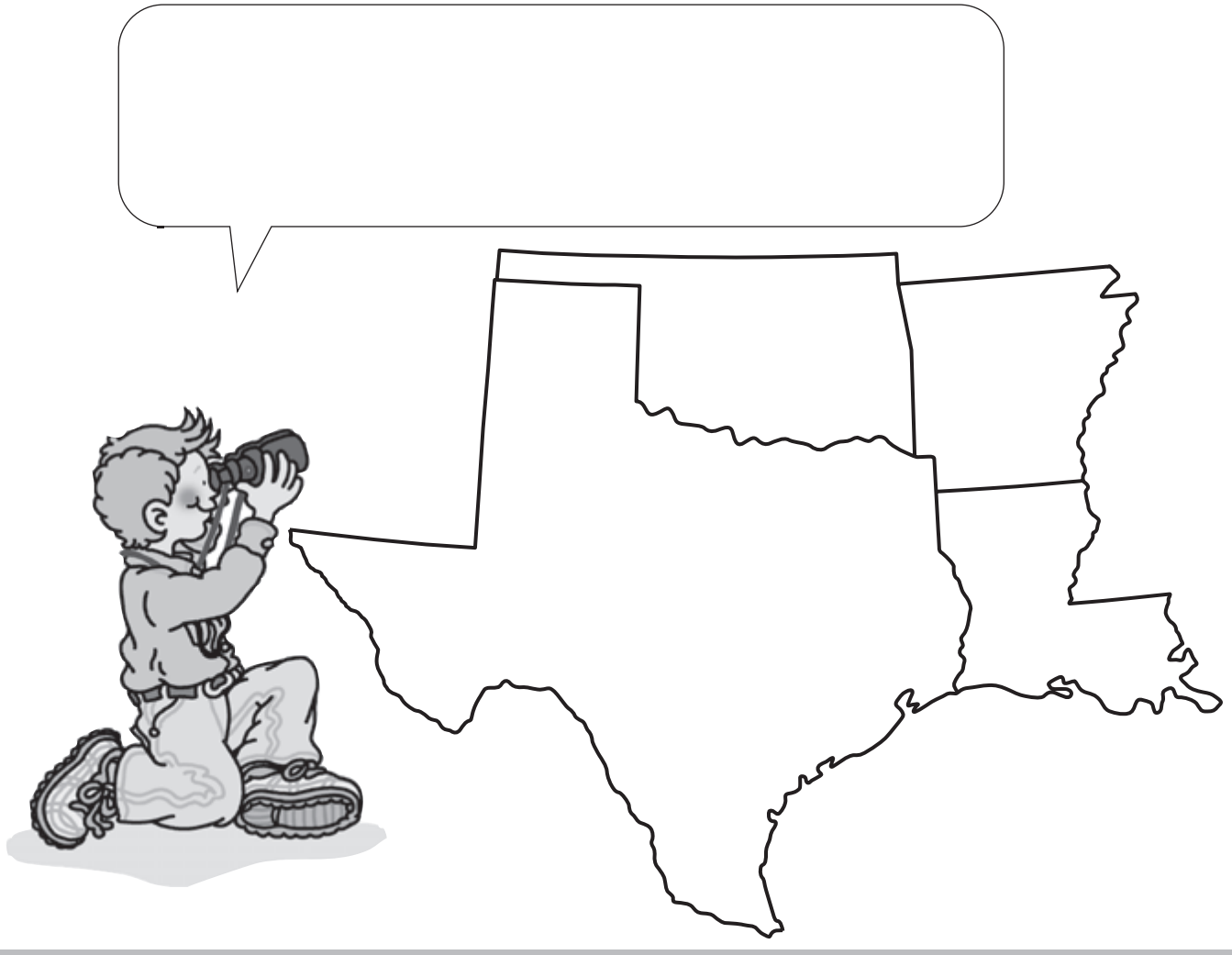
# South Central Region: Land and Water

Atlas
Raised Relief Map
Physical Desk Map

## Making a Region Booklet

### Pulling It Together

1. Use the Atlas, your marked Physical Desk Map or Raised Relief Map, and Activity Sheets 33a–33b to complete Activity Sheets 33c–33d. Do not cut the activity sheets.
   a. On the map below, draw the plains symbols and plateau symbols you drew on your Desk Map or Raised Relief Map.
   b. Add two rivers to the map.



South Central Region

Name _____

33d

**2.** Complete the items below.

**a.** On the map, color or shade in the South Central Region.

**b.** Then write the names of landforms and bodies of water in the region.

On Activity Sheet 33c, fill in the Junior Geographer's speech balloon. Have him say something about what your map shows.

**Location**

**Major Landforms**

Mountain Peak:

_____

Plateaus:

_____

_____

Plains:

_____

_____

_____

Island:

_____

Delta:

_____

**Major Bodies of Water**

Gulf:

_____

Bays:

_____

_____

Rivers:

_____

_____

_____

_____

_____

Land and Water

Lesson 34

# South Central Region: People and Places

## Teaching Teaching Teaching Teaching

### Using the Atlas

- ***Identify states in the South Central Region.***

1. Review the previous lesson. Write **SOUTH CENTRAL REGION** on the board and ask the class:
   - **Where is the South Central Region?** (in the southern part of the center of the country)
   - **What are some land and water features in the South Central Region?** (Students should mention the plains, plateaus, bays, mountains, Gulf of Mexico, and rivers.)
2. Have students turn to pages 56–57 of the *Junior Geographer Atlas.*
   - **a.** On the main map, have them use a finger to outline the South Central Region.
   - **b.** Then ask the class:
     - **How many states are in the South Central Region?** (4)
     - **What are their names?** (Texas, Oklahoma, Arkansas, Louisiana)
     - **Which states border the Mississippi River?** (Arkansas, Louisiana)
     - **Which states border the Gulf of Mexico?** (Texas, Louisiana)
   - **c.** Have students read the captions and region facts aloud.

### Using the Map

- ***Identify states in the South Central Region.***
- ***Identify major cities in the region.***
- ***Identify other characteristics of the region.***

3. Divide the class into groups. Hand out Activity Sheets 34a–34b, Political Desk Maps, and Map Markers.
   - **a.** As a class, complete step 1 on Activity Sheet 34a. Have students hold up their maps so you can check the outlines of the states.
   - **b.** Give students time to complete steps 2–6. Walk around the room to answer questions and keep students on task.

## Objectives

Students will be able to:

- ***Identify states in the South Central Region.***
- ***Identify major cities in the region.***
- ***Identify other characteristics of the region.***

## Materials

- ❑ *The Nystrom Junior Geographer Atlases*
- ❑ Activity Sheets 34a–34d, *South Central Region: People and Places*
- ❑ Political Desk Maps
- ❑ Map Markers
- ❑ completed Activity Sheets 33c–33d
- ❑ scissors
- ❑ stapler or hole punch and yarn

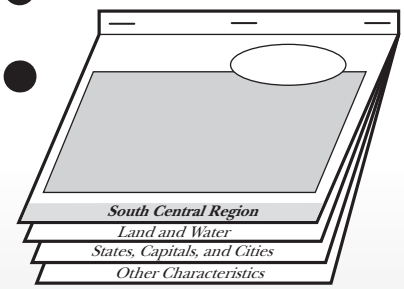
## Here's a Tip!

Teach the lesson in two parts. Save the marked maps from Day 1 to use on Day 2.

**Day 1:** Using the Atlas and Using the Map

**Day 2:** Making a Region Booklet

Lesson
# 34




## Making a Region Boo

- *Identify states in the South Central Region.*
- *Identify major cities in the region.*
- *Identify other characteristics of the region.*

1. Hand out Activity Sheets 34c–34d. Students will also need their marked Political Desk Maps.
2. Give students time to complete their activity sheets.
3. Then help students assemble their Region Booklets.
   - **a.** Hand out completed Activity Sheets 33c–33d.
   - **b.** Have students cut their four activity sheets along the dashed lines.
   - **c.** Show them how to stack the sheets from longest to shortest.
   - **d.** Staple the booklets along the top edge or punch two holes in the top and have students tie with yarn.

***Collect and review Activity Sheets 34a–34b and the Region Booklets.***
***Clean and collect materials, using your own procedure or one suggested on page xi.***

### Using the Map Scale

Have students use the map scale to measure distances between cities. For example, have them measure the distance between Oklahoma City, Oklahoma, and New Orleans, Louisiana.

### Using Time Zones

Have students use the Time Zones map to determine the region's time zones.

## Answers Answers Answers Answers

**Activity Sheets 34a–34b**

1b. Texas, Oklahoma, Arkansas, Louisiana
2a. ★
2c. Little Rock, Arkansas
4c. green
5b. 5 to 50
5d. over 250
6b. Louisiana Purchase
6c. Texas

**Activity Sheet 34c**

Check pages 56–57 of the Atlas for answers.

**Activity Sheet 34d**

**Major Land Uses:** farming, ranching
**Population:** most of the region: 5–50; large cities: over 250
**History:** 1812 LA, 1836 AR, 1845 TX, 1907 OK

Taking a Closer Look

**State:** Louisiana
**Landform:** plains
**Main Land Use:** farming
**Rainfall:** 40–80 inches, or more than 2.5 inches of rain a month
**Population:** 50–250 people per square mile, or 100,000 to 500,000

★ Answers will vary. Students may describe Shreveport as rainy all year, fairly flat, inhabited by some people, and used for farming.

Name _____

34a

# South Central Region: People and Places

Atlas
Political Desk Map
Map Marker

In this lesson, you'll learn about states, cities, and other characteristics of the South Central Region. Use pages 56–57 of *The Nystrom Junior Geographer Atlas* to help you complete the activity.

## Using the Map

**1.** There are four **states** in the South Central Region.

**a.** Give your United States Political Desk Map a title. Above the main map, write **SOUTH CENTRAL REGION**.

**b.** Turn to pages 56–57 of the Atlas. What are the names of the four states in the region?

_____ _____

_____ _____

**c.** On your map, outline each state and underline its name.

**2.** Every state has a **state capital**.

**a.** On your Desk Map, in the legend, find the symbol for state capital. Draw it here. _____

**b.** On the map, find the capital of each state in the region and outline its symbol.

**c.** Which capital is near 35°N, 92°W?

_____

**3.** There are several large **cities** in the South Central Region.

**a.** The largest cities in the region are located in Texas. On your map, outline the symbols for these cities:

- Houston
- Dallas
- San Antonio
- El Paso
- Fort Worth

**b.** Other states in the region also have large cities. On pages 56–57 of the Atlas, point to the photo of New Orleans and read the caption.

**c.** On your map, outline the symbol for New Orleans.

**d.** Austin and Oklahoma City are both large cities and state capitals. Draw a dot next to their symbols.

Name _____



**4.** The South Central Region has a wide range of **land uses**.

- **a.** On pages 56–57 of the Atlas, find the Major Land Use map.
- **b.** Urban areas include cities and their suburbs. On the main map, next to an urban area, write = **URBAN AREA**.
- **c.** Farms in the South Central Region produce poultry, beef, cotton, and corn. What color is used to show farming?

  _____
- **d.** In an area with farming, write **= FARMING**.
- **e.** Part of the region is used for ranching. In an area with ranching, write **= RANCHING**.

**5.** Some parts of the region have very few people, while other parts have many people.

- **a.** On your Desk Map, find the Population map and outline the South Central Region.
- **b.** In most of the region, what is the population range?

  _____ people per square mile.
- **c.** On the main map, in the region, write **= FEW PEOPLE**.
- **d.** Many of the region's highest population densities are in large cities. Compare the cities you marked on the main map with the population map. What is the population range of the Dallas–Fort Worth area? _____ people per square mile
- **e.** Next to this urban area, write **= MANY PEOPLE**.

**6.** Most of the land in the South Central Region once belonged to either Spain or France.

- **a.** On your Desk Map, find the Growth of the United States map and outline the South Central Region.
- **b.** Which land gain of 1803 included much of the South Central Region? _____
- **c.** Which present-day state became part of the United States after 1845? _____
- **d.** Now look at the State Facts chart on pages 78–81 of the Atlas. Find the column Admitted to Union.

  Then, on the main map, on each state in the region, write the year it was admitted to the Union.

Name _____

# 34c

## Making a Region Booklet

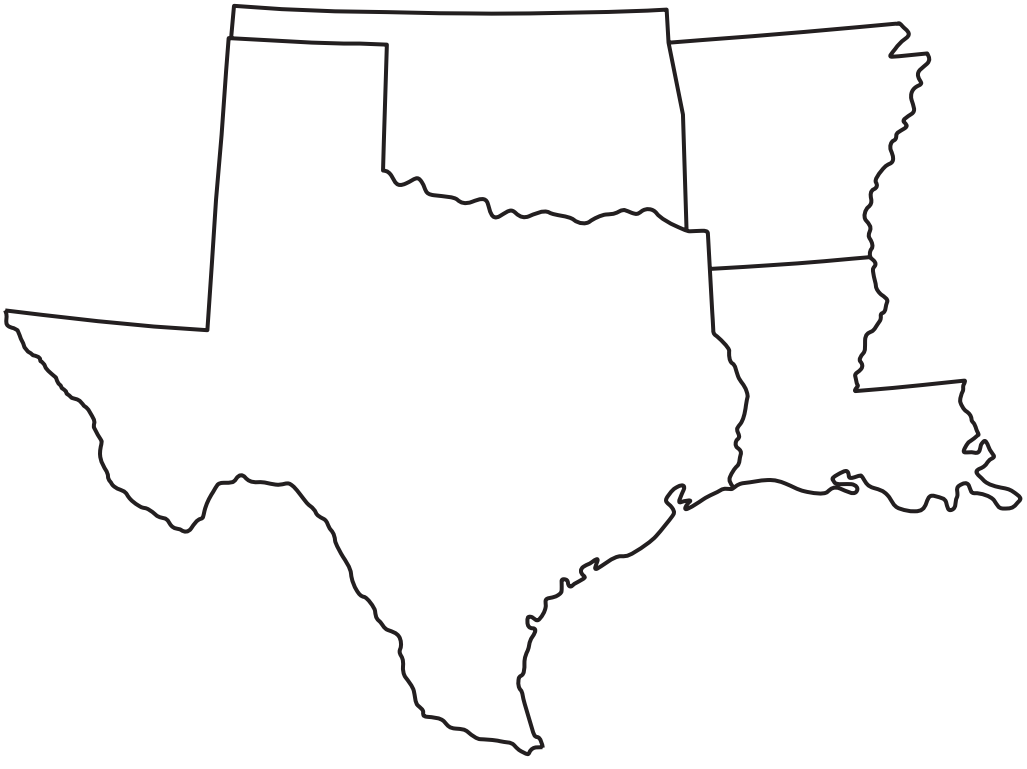
Atlas
Political Desk Map
scissors
stapler or
hole punch and yarn

### Pulling It Together

**1.** Use the Atlas, your marked Political Desk Map, and Activity Sheets 34a–34b to complete Activity Sheets 34c–34d.

**a.** On the map below, label the four states.

**b.** In the chart, list the capital and another city for each state.



| State | Capital | Another City |
|---|---|---|
| Oklahoma | _____ | _____ |
| Arkansas | _____ | _____ |
| Texas | _____ | _____ |
| Louisiana | _____ | _____ |

States, Capitals, and Cities

Name _____

# 34*d*

**2.** Complete the items below.

**a.** Use your Desk Map to help you fill in the lines at the top.

**b.** Find Shreveport on the map on pages 56–57 of the Atlas. Then use maps in the Atlas and your Desk Map to help you complete the Taking a Closer Look box.

Help the Junior Geographer describe Shreveport. Write a sentence in her speech balloon.

Cut out Activity Sheets 33c–33d and 34c–34d. Stack them from longest to shortest. Staple at the top.

**Major Land Uses**
(other than urban areas)

_____

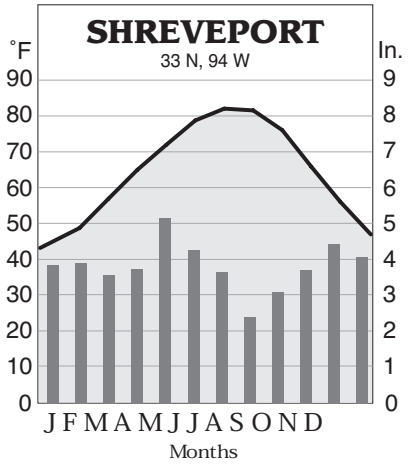
_____

**Population**
Most of the region has _____ people per square mile

Large cities in the region have _____ people per square mile.

**History**
Year each state was admitted to the Union:

_____ Louisiana
_____ Arkansas
_____ Texas
_____ Oklahoma




**Taking a Closer Look**

State _____

Landform _____

Main Land Use _____

Rainfall _____

Population _____

Other Characteristics