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Grade 6 Workbook

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A Rich and Varied Land

Create a symbol for each physical feature and resource listed on the map key. Draw your symbols in the squares provided. Next, draw your symbols in the correct locations on the map.



Map Key					
copper	natural gas	Appalachian Mountains	Great Plains		
gold	oil	Canadian Shield	Mississippi River		
iron	silver	Continental Divide	Rocky Mountains		

Name	 Date	

Climate Crazy

In the chart below, write two climate facts about each of these regions.

Northeast	Southeast
Tropical Areas	Pacific Coast
Great Plains	Northern Canada

6	Think About It	In which region would you prefer to live?	
Ŭ	Why?		

False to True

Each of the following statements is false. Change the bolded word or words to make each statement true.

- 1. Canada was first settled by people from Africa.
- **2.** An important city founded by French explorers, settlers, and missionaries was **Ontario**.
- 3. The Inuit contributed fiddle playing and jigging to Canada.
- 4. The voyageurs paddled their canoes around the Northwest Passage.
- **5.** The conflict between France and England over control of North America was called the **War of 1754**.
- **6.** France and Britain signed the **Treaty of Versailles** in 1763.
- 7. General James Wolfe was commander of the Continental army.

Think About It Suppose you were a French person living in Canada in 1763. How did your life change when the British took over? On a separate sheet of paper, write to a friend telling what has happened.

Name	Date

Nation-Building Cause and Effect

Complete the Cause and Effect chart by filling in the empty boxes. For help, use pages 25–28 in your textbook.

CAUSES: EFFECTS: The factory system was launched. Native Americans were forced off of their land. Copyright © Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. President Lincoln issued the **Emancipation Proclamation.** On July 1, 1867, the British North America Act was passed.

Name	 Date	

Use with Unit 1, Chart and Graph Skills

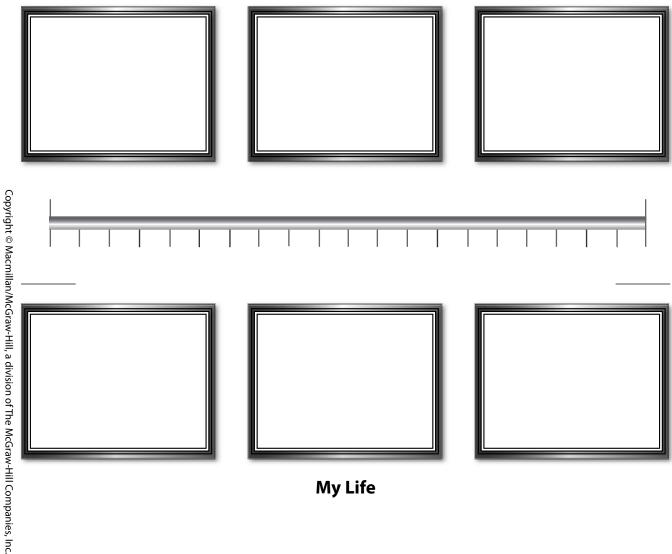
CURRICULUM CONNECTION

MATH

My Life, My World

Create your own parallel time line below. Begin your time line with the year you were born, and end it with the current year. The top section should include three world events. (You may want to do research to find three world events from your lifetime.) The bottom section should include three events from your own life. Add dates and descriptions to each box. Then draw lines from each box to its correct position on the time line.

World Events

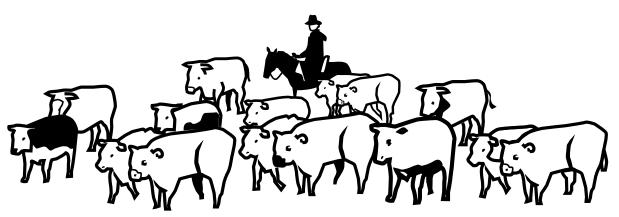


Name	 Date

When Did It Happen?

Canada expanded westward in the early twentieth century. Use the graph and time line on page 31 of your textbook to answer the questions.

- 1. In which year did Canada have almost 4.5 million people? _____
- 2. During which years did the population of Canada increase to more than 5 million people?
- **3.** By about how many people did the population of Canada increase between 1911 and 1921?
- **4.** How many years after the formation of the Canadian Federation did Alberta and Saskatchewan join?
- **5.** Why did Canada's population expand quickly during the late 1800s?

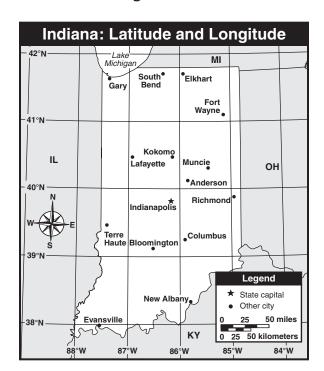


Use with Unit 1, Map and Globe Skills

Finding Your Way Around

Use the map of Indiana below and the information on page 37 of your textbook to answer the questions on this page.

- 1. What is the absolute location of Elkhart? _____
- 2. At what latitude is Fort Wayne?
- **3.** What is the location of Fort Wayne relative to Bloomington?
- **4.** How would you describe the location of Terre Haute in relation to South Bend?
- **5.** What is the absolute location of Columbus? ______
- **6.** Between what latitude and longitude lines is Indiana? _____



Use with Unit 1

Vocabulary Review

Put the letter of each vocabulary word in the second column on the correct line in the first column. First, try to complete the activity *without* looking in your textbook.

1.	slavery
2.	terrorism
3.	precipitation
4.	arms race
5.	technology
6.	scarcity
7.	province
8.	territory
9.	voyageur
10.	tributary

- a. river that flows into a larger river
- **b.** division of a country, like a state
- when there is not enough of a resource
- **d.** use of violence or threats to reach a political goal
- e. French fur trader
- f. rainfall
- **g.** scientific discoveries that simplify work
- **h.** the practice of owning people and forcing them to work
- i. a part of a country that lacks the full rights of a province
- j. the race between the United States and the Soviet Union to develop more powerful weapons

Conduct a Cultural Interview



Choose a family member, neighbor, or school teacher to interview about his or her culture. Ask the questions below, and

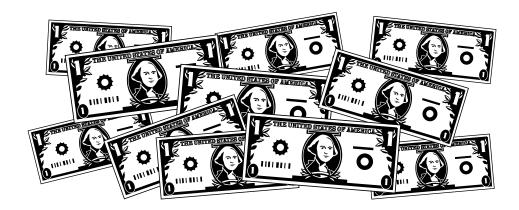
her culture. Ask the questions below, and record the person's answers, including the details. If you find out other interesting facts about the person's culture, note them at the bottom of the page.

- **1.** Did anyone in your family immigrate to the United States from another country? If so, who, when, and which country?
- **2.** Do you or anyone in your family speak a language other than English? If so, who, and what language?
- **3.** Do you practice a particular religion? If so, which? _____
- **4.** Do you enjoy watching or participating in any sports or outdoor activities? If so, which ones?
- **5.** What are your favorite foods? Are there foods that are a part of your culture and background that you enjoy? _____
- **6.** Are there particular books, films, kinds of music, or other kinds of art that you like?

U.S.-Canada Relations

Use the line graph on page 57 in your textbook to answer questions 1 to 3.

- 1. For the time period shown, did the United States have a trade surplus?
- 2. Has the U.S. trade deficit gotten bigger or smaller over time? ______
- **3.** At what dollar value were U.S. imports in 2005? _____



The underlined word in each sentence is incorrect. Change the word to make the sentence true.

- 4. Canada and the United States have been involved in CAFTA since 1994.
- 5. New York is a center for financial and media companies in the Midwest.
- 6. Unlike the United States, Canada has a trade deficit.
- 7. The GDP of Canada is larger than that of the United States.

Which Government?

Look at these facts. Decide whether they describe the government of **Canada**, the government of the **United States**, or **both**. Write your answers in the second column.

Description

- **1.** The president is the head of government.
- **2.** The three branches of government check each other's powers.
- **3.** The prime minister depends on the support of the parliament.
- **4.** The government is a federal system.
- **5.** The country has a Charter of Rights and Freedoms.
- **6.** The Constitution includes a Bill of Rights.

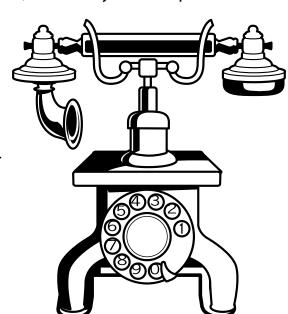
Government

- ,

Unscramble the Issues

In the sentences below, one important word is all mixed up. Use the details of the sentence, and your textbook pages 67–70, to unscramble the word in capital letters and write it correctly in the blank. Then use all the **boldfaced** letters throughout the lesson to unscramble the last clue.

- **1.** In order to become a **T**INCZIE of the United States, an immigrant must go through a process called naturalization.
- **2.** Early OTSPCUR**M**E were large and were programmed to do a single function. _____
- **3.** Computers and cell phones are part of the recent OGCH**Y**TENOL revolution in the United States.
- **4.** The worldwide system of connected computer networks is called the R**E**EITNNT. _____
- **5.** Some new cars come with a navigation system based on government TALEL**S**EIT.
- **6.** The United States and Canada are LSIL**A**E, or friendly and cooperative toward each other.
- **7.** Canada and the United States both have strong roles in the United AITONNS.
- **8.** Some people would like for all illegal immigrants to be granted a pardon, or



Use with Unit 2, Map and Globe Skills

Use GPS

Some people now have GPS, or global positioning systems, not only in their cars but also on their cell phones. Look at the picture below and use it to answer the questions on this page.

- **1.** If you were traveling on Route 980, toward Main Street, would you turn left or right to get to Central Elementary School?
- 2. How would you get from Central Elementary School to Rose Avenue?
- **3.** If you were heading north on Rose Avenue, how would you get to the hospital?
- **4.** How would having a GPS device in your car help you find a new place?



Name	_ Date	

True or False?

Read each sentence below. If it is true, write **T** on the line. If it is false, write **F** and rewrite the sentence to make it true.

- **1.** Burning fossils fuels such as oil and coal pollutes the air and makes it unhealthy to breathe.
- 2. Deforestation is the removal of trees.
- **3.** Trees naturally protect the environment.
- 4. Renewable energy sources include coal, oil, and natural gas.
- **5.** The theory which states that the surface of Earth is made of huge slabs of rock is called conservation.
- **6.** The West Coast is more likely to experience tornadoes than any other part of the country.
- **7.** Volcanoes are found in the Pacific Coast mountains, southern Alaska, and Hawaii.



Use with Unit 2



Vocabulary Review

Decide which term each clue describes and write it on the lines. First try to complete the activity *without* looking in your textbook.

Internet bilingual parliament interdependence federalism urbanization conservation supply

- **1.** I am the amount of products and services that producers are willing to sell at all prices.
- 2. We are an assembly of people who pass the laws governing the nation.
- 3. I am a system of connected computer networks.
- 4. I am the ability to speak two languages.
- **5.** I am the movement of people from rural to city areas. _____
- 6. With me, countries depend on each other to meet needs and wants.
- 7. I am the protection and careful use of natural resources.
- **8.** I am a system of government that divides power between the national and state governments.

Dramatic Scenery

Write the type of landform that each clue describes.

1.	l am an area	in Argentina v	vhere beef catt	le graze.	What am I
----	--------------	----------------	-----------------	-----------	-----------

- **2.** When I erupt, my deposits of ash and lava make the soil very fertile. What am I?
- 3. I am a group of islands. What am I?_____
- **4.** I am tropical grasslands in eastern Colombia and Venezuela. What am I?
- 5. I am an area of high, flat land where people can farm. What am I?

Draw a line from each landform to its correct description.

- **6.** Andes An example of an archipelago
- **7.** Amazon Basin A vast, low-lying area where the Amazon River flows
- **8.** The Lesser Antilles The world's longest mountain system



Use with Unit 3, Chart and Graph Skills

Study the Weather

Use the climograph on page 89 in your textbook to answer the following questions.

- **1.** What is the average June precipitation in Rio de Janeiro? _____
- **2.** What is Rio's average temperature in December?
- **3.** On average, does Rio receive more rain in February or August?
- **4.** Suppose you were going to Rio on vacation in April. What kind of weather should you be prepared for?



CURRICULUM CONNECTION LANGUAGE ARTS

Up and Down

Write the name of the correct altitude zone of climate from the box for each sentence below. Some terms will be used more than once.

Tierra Caliente	Tierra Templada
-----------------	-----------------

Tierra Fria Tierra Helada

- 1. Average yearly temperatures here can reach as low as 55°F.
- 2. The average temperature range here is between 75°F and 80°F.
- 3. Here the temperatures are mild and heavy rainfall helps the growth of forests.
- **4.** This area lies above 10,000 feet and conditions here can be harsh.
- **5.** The Spanish name for this region translates to "cold land." _____
- **6.** People can grow corn, wheat, and coffee here.

Think About It Now that you know the various climates of Latin America, where in that region would you want to live? On a separate sheet of paper, tell what the weather in that part of Latin America is like and why you would want to live there.



Name	 Date	

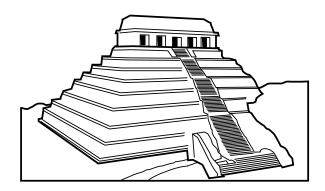
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CURRICULUM	CONNECTION

LANGUAGE ARTS

People of the Past

Read each sentence. Write the name of the group from the box that each sentence tells about. Terms will be used more than once.

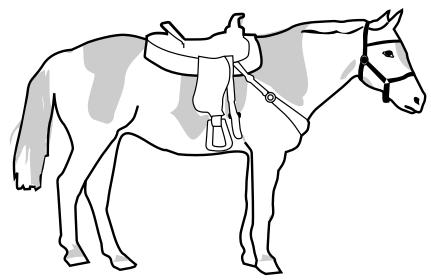
Olmec	Maya	Aztec	Inca	Toltec
	• •	e designed thei		sunlight would e of year.
	_ 2. This civilizati squash, toma	on had amazing atoes, and raise		grew corn,
	_ 3. This group b	uilt Latin Ameri	ca's first civiliz	zation.
	_ 4. About 60,000) people lived in	Tikal, this gro	up's largest city.
	• •	e demanded tril s stones, from th	-	enslaved people quered.
	_ 6. This group h miles along t	•	nat stretched r	more than 2,500
	_ 7. These people	e had a monopo	oly in the trade	e of obsidian.
	_ 8. These people	e built what is n	ow Mexico Ci	ty on an island.



Columbian Exchange Cause and Effect

Read the sentence. Draw a circle around the part of the sentence that states the cause. <u>Underline</u> the part of the sentence that states the effect.

- **1.** Christopher Columbus traded with the people he met in the Americas, and as a result, he brought new foods back to Europe.
- **2.** Hunting bison was easier on the Great Plains after the Europeans brought horses to the Americas.
- **3.** Potatoes became an important food in Ireland after they were brought over from the Americas.
- **4.** Many Native Americans died from European diseases because they had never been exposed to them before.
- **5.** Some Native Americans were enslaved to grow cash crops.
- **6.** Some Western Hemisphere foods grew well in the Eastern Hemisphere, and as a result, food production increased in Asia, Africa, and Europe.



Name	Date	

CURRICULUM CONNECTION

LANGUAGE ARTS

Bits of Biography

Read the fact given about each Latin American leader. Then add another fact below it.

1. Toussaint L'Ouverture of Haiti

He led the first successful slave revolt in Latin America.

2. Miguel Hidalgo of Mexico

He was a priest in the village of Dolores.

			_	_	
2	locá	$\sim 10^{\circ}$	ralac	∽f M	Mexico
Э.	JUSE	: IVIO	IEIUS	OI I	viexico

He took over the rebellion in Mexico.

4. Simón Bolívar of Venezuela

He drove the Spanish from Venezuela.

5. José de San Martín of Argentina

He defeated the Spanish in Argentina.

6. Emperor Pedro II of Brazil

He ruled Brazil for 50 years.

Use with Unit 3, Map and Globe Skills

Break Down a Battle

Use the battle map on page 119 in your textbook to answer the questions.

- 1. From what city did San Martín start his route?
- 2. What landforms did the army have to cross on its route? _____
- **3.** Do you think this was a difficult journey for the soldiers? Why? _____
- **4.** Describe the location of the Battle of Chacabuco. Be as specific as possible.



Political Headlines

Each of the news headlines below tells about people involved in political changes in Latin America. Complete each headline with the correct name from the box.

Theodore Roosevelt Fidel Castro Salvador Allende
William McKinley Augusto Pinochet

- 1. U.S. President ______ Sends USS Maine to Cuba

 2. _____ Sets Up Communist Government in Cuba

 3. _____ Takes Control of Chile by Force

 4. ____ Charges San Fuan Hill!
- 5. First Elected Socialist in Western Hemisphere:

Think About It Write a headline of your own about

Michelle Bachelet of Chile.

Name	 Date

Use with Unit 3

Vocabulary Review

Circle the word that correctly completes each sentence. First try to complete the activity *without* looking in your textbook.

CO	mplete the activity <i>without</i> looking in your textbook.
1.	is the height above sea level. (Llanos/Altitude)
	A form of writing that uses signs and symbols is called (a glyph/an empire)
	were large areas of land given to Spanish colonists by Spanish rulers. (Pampas/Encomiendas)
4.	A royal command is called a (mestizo/decree)
	A is a leader with complete control over a country. (dictator/communist)
6.	is a climate condition that causes heavy rains in western South America and a long dry season in northeast Brazil. (El Niño/La Niña)
7.	The global exchange of food, animals, people, goods, technology, and even diseases is called the (cash crops/Columbian Exchange)
	is a system in which all major businesses, factories, and farms are run and owned by the government.

(Plantation/Socialism)

Clues to Culture

Read each clue in the left column. Then write the letter of the person or thing from the right column that the clue describes.

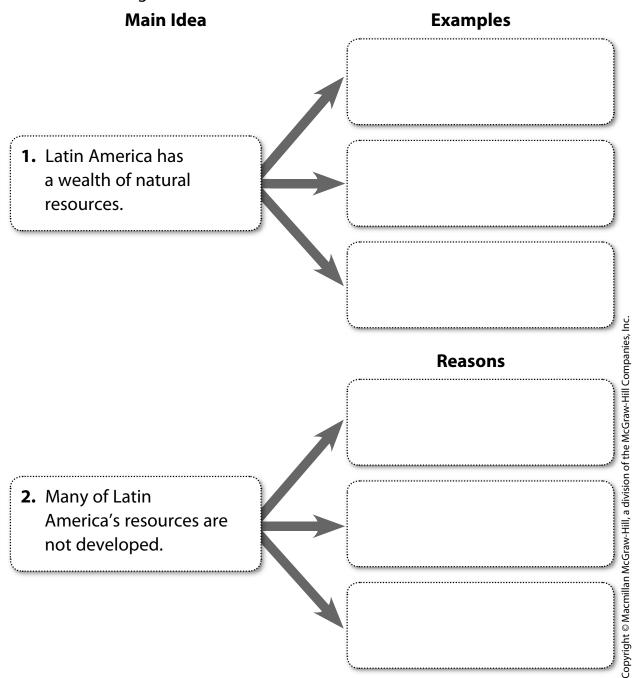
- _____ **1.** style of music with African rhythms
- _____ **2.** director who made a movie about a boy wizard
- _____ 3. festival on the last day before Lent
- **4.** celebration honoring family members who have died
 - _____ **5.** writer who addressed political issues
 - _ 6. Christopher Columbus Day in Spanishspeaking countries
 - $_{f -7.}$ famous mural painter from Mexico
 - **8.** game popular in the U.S. and Latin America

- a. Pablo Neruda
- **b.** baseball
- c. Diego Rivera
- d. Día de la Raza
- e. Alfonso Cuarón
- **f.** carnival
- g. merengue
- h. Day of the Dead

Name _	Date	

Resource Report

In the boxes on the left are two main ideas from Lesson 2. Fill in **examples** of Main Idea 1 and **reasons** for Main Idea 2 in the boxes on the right.



Name	Date	

Use with Unit 4, Map and Globe Skills

Caribbean Cartogram

Use the cartogram on page 147 in your textbook to answer the questions below.

- 1. Name a country with a population of about 200,000.
- **2.** Is the population of the Dominican Republic greater or smaller than that of Puerto Rico?
- **3.** What is the approximate population of Dominica?
- **4.** How would you compare the population of Martinique with that of Jamaica?
- 5. Which of the Netherlands islands has the larger population?

Think About It How can a cartogram be more helpful than a chart or table when comparing populations?

Political Headlines

Each of the news headlines below tells about people and places involved in political changes in Latin America. Complete each headline with the correct name from the box.

Óscar Arias	Fidel Castro	Brazil
Puerto Rico	Manuel Noriega	Panama Canal
1	Is Removed from power	in Panama
2	Sets Up Communist Gov	ernment in Cuba
3	Becomes a Commonwealth of the United States	
4	Returns to the control of	Panama in 1999
5	Wins the Nobel Peace Pr	ize
6	Declares Independence from Portugal	

Think About It Write a headline of your own about Óscar Arias of Costa Rica.

Name	Date
	· · · · · · · · · · · · · · · · · · ·

Fill in a Fact

Play the Fact Game. Each of the boxes below has a topic related to the Caribbean countries. Write a fact in each box to tell about the topic.

Jean-Baptiste Aristide
MATSES
migrant workers

Promises and Challenges

The words and phrases in the box stand for something either promising or challenging about Latin America's environment. Write each term in the correct column on the chart. You may want to put some terms under both headings.

protected land smog growth of industry
tropical weather deforestation earthquakes
rain forest soil erosion

Challenges

Think About It Choose two items, one from each column on the chart, and explain why you view each as a promise or a challenge. Write your answers on a separate sheet of paper.

Name	 Date	

Use with Unit 4

Vocabulary Review

Read each clue. Write the correct word from the unit in the boxes.

1.	a government formed by two or more political parties	
2.	partly self-governing territory	
3.	move within a country or region	
4.	foreign-owned factory in Mexico where workers assemble products made in other countries	
5.	large painting painted on a wall	
6.	leave one country to live in another	
7.	farmers who live and work on small farms	
8.	a language formed by combining parts of different languages	
9.	all the living and nonliving things in a certain area	
10.	Brazilian name for the Amazon rain Forest	

Name	Date

Scenery of Europe

Imagine that you are going to create a television documentary on the spectacular scenery of Europe. Fill in the chart below to help you include all the major highlights.

Rivers	Lakes	Seas
Peninsulas	Mountains	Islands
Plains	Uplands/Plateaus	Natural Resources

Name	Date

Use with Unit 5, Map and Globe Skills

CURRICULUM CONNECTION	MATH
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Find Time

What time is it right now in your classroom? Use the time zone map on page 177 of your textbook to figure out what time it is in other places in the world. Here's how:

- **1.** Find where your city would be on the time zone map. What time zone is it in?
- **2.** Use an atlas to find where each city in the table below would be on the time zone map. Figure out whether the city's time is earlier or later than yours.
- **3.** Count the difference between your time zone and the city's zone. List the differences in the appropriate column on the chart below.
- **4.** Add or subtract the hours from the current time in your classroom.
- **5.** Fill in the times in the appropriate column on the chart below.

Time in Your Classroom Right Now _____

City	Difference	Time Now
Rio de Janeiro, Brazil		
Berlin, Germany		
Cairo, Egypt		
Sydney, Australia		
London, England		

KNOW YOUR CLIMATE REGIONS

The chart below lists important features of Europe's major climate regions. Write the name of each region in the top of each box.

mild winters, cool summers heavy rainfall mild temperatures mixed forests	cool summers, very cold winters less rain and snow mixed forests	hot, dry summers mild, rainy winters mistral winds siroccos winds drought resistant plants
REGION: generally cold vast treeless plains	REGION: dry grasslands	REGION: extreme cold evergreens

Think About It Suppose someone offered you a job in Europe. You have your choice of area. Which climate region would you choose? Why? Write your answer on a separate sheet of paper.

Name	 Date .	

Greek and Roman Cause and Effect

The chart below lists some events in the Greek and Roman Empires in the "Cause" column. In the "Effect" column, describe the impact of each event on the lives of Greeks or Romans. There is also space for you to add some causes and effects of your own.

Cause	Effect
The people of Athens build the world's first democracy.	Athenian democracy set an example for later nations.
King Philip of Macedon conquers all the city-states in Greece.	
The Romans build roads across their empire.	
Roman rulers put less gold and silver in their coins.	
Rome and Constantinople argue about religion.	

CURRICULUM CONNECTION

LANGUAGE ARTS

The End of Feudalism

How did the two events below contribute to the decline of feudalism? Fill in the details on the chart.

The Crusades	The Black Death

End of Feudalism

Think About It Look at the population pyramid on page 192 of your textbook. It shows the different classes in medieval society. How do you think the end of feudalism affected the makeup of society? In what ways do you think the population pyramid will change? Write your answer on a separate sheet of paper.

CURRICULUM CONNECTION

SCIENCE

Guess Who

Read each clue below. Then decide which person from the Renaissance or Reformation the clue describes. Write your answer on the line.

- **1.** I painted the ceiling of the Sistine Chapel in the Vatican in Rome. Who am I?
- 2. I invented plans for a submarine and a helicopter. Who am I?
- 3. I said that Earth revolves around the sun. Who am I?
- 4. I declared myself head of the Anglican Church. Who am I?
- **5.** I wrote 95 arguments about why the Catholic Church needed to change, and started the Reformation. Who am I?



Two Revolutions

Complete the missing information below about the French and Industrial Revolutions.

France's King Louis XVI wanted to raise taxes to pay for a war with Great Britain. He called a meeting of the Estates-General in 1789. However, many French people were upset because (1.)
In Paris, on July 14, 1789, (2.)
The new French government, the National Assembly, wrote the Declaration of the Rights of Man and the Citizen. The Declaration said that all men were "born free and equal." Three years later (3.)
The Industrial Revolution in Britain changed how goods were produced. In factories, machines manufactured goods faster and at lower cost. The steam engine improved transportation and new techniques helped farmers produce more crops. This increased the power of two (4.)

Think About It As the Industrial Revolution spread, some European nations grew more powerful. How would they get the raw materials they needed? Where would they find markets for their manufactured goods? Write your answer on a separate sheet of paper.

Shaping a Continent

Wars have played an important part in Europe's history. Look at the list of wars below. Select two, and for each, explain the impact it has had in changing or shaping Europe's history.

World War I	World War II	Cold War	•
4			
2			



Name	Date	

Use with Unit 5

Vocabulary Review

Read each group of words below. Circle the word or phrase in each group that does not belong. An example has been done for you.

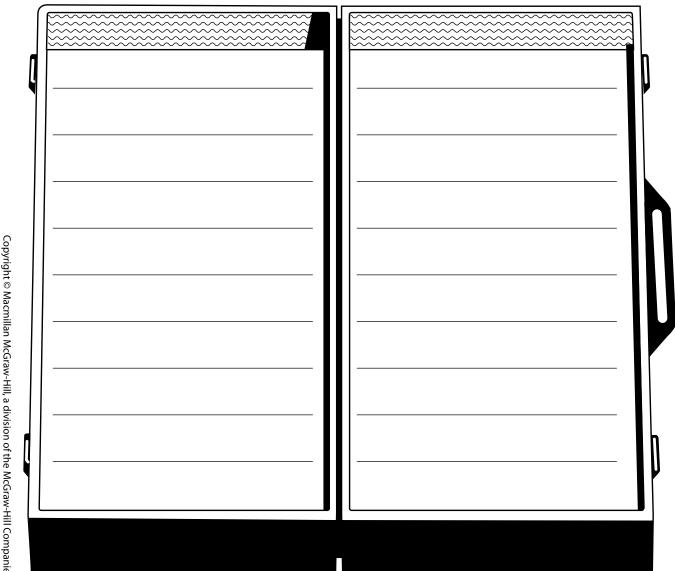
Example: Copernicus, sun, heliocentric, geocentric

- 1. pass, landlocked, peninsula, coniferous
- 2. westerlies, mistral, navigable, sirocco
- 3. philosopher, consul, serf, aqueduct
- 4. polytheism, deciduous, humanism, divine right
- 5. feudalism, Crusade, vassal, circumnavigate
- 6. city-state, Reformation, Enlightenment, Renaissance
- 7. strike, caravel, union, guild
- 8. heliocentric, imperialism, nationalism, nation-state

Name	Date _	

Be a European Travel Guide

As a travel guide, your job is to help people become familiar with Europe before they visit there. In the space below, write a description of Europe for the interested travel. Be sure to include at least one fact about each of the following: European cities; population; daily life; and the arts. Give your travel guide notes a title.



Name	Date

Use with Unit 6, Chart and Graph Skills

CURRICULUM CONNECTION MATH

Graph My Class

Follow the steps below to make your own double bar graph about the boys and girls in your class.

Step 1: Create the title and key for your graph.

For your key, assign one color or pattern to boys. Use a different color or pattern for girls. Give your graph a title that explains what groups you are comparing.

Step 2: Create the graph.

On a separate piece of paper, create a graph like the one in your textbook on page 235. Label the left or vertical side "Numbers of Students." Add horizontal lines labeled with numbers. Then label the bottom or horizontal side with three categories. Example categories could be "Brown Hair Color" or "Blue Shirt or Top."

Step 3: Collect the data.

Gather data for the three categories on the graph. Write the name of each category below, on the left. Then look around the room and record the number of boys and the number of girls who fit each category.

: Boys	Girls
: Boys	Girls
: Boys	Girls

Step 4: Plot your graph.

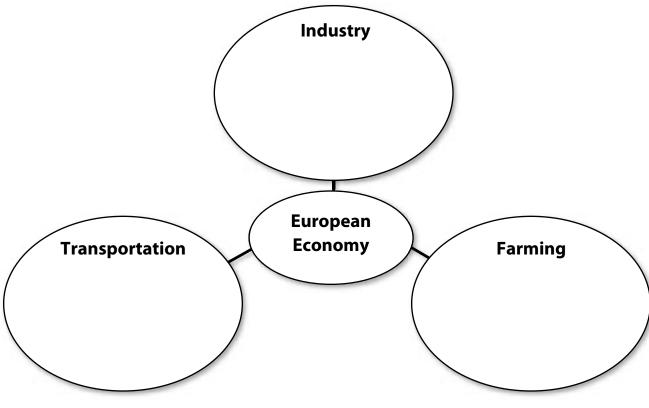
Create the bars on your graph using the information you gathered in Step 3. Remember to follow the key!

Name	 Date	

An Economy of Many Parts

Write the word or phrase that identifies each description. Then write its number in the correct circle in the web below.

- 1. A strong metal that is a major export of the EU _____
- **2.** Food products in which genes have been altered to make them bigger or more resistant to disease _____
- 3. German highway on which cars can travel 80 miles per hour
- **4.** Through light industry, Europe produces high-end versions of these items _____
- **5.** An important port city in the Netherlands _____
- **6.** A major food staple grown in Ireland _____





A European Fact-Finding Mission

For each of the European countries listed below, read the three facts that follow. Only one fact is true about that particular country. Circle the letter of the true fact for each nation to complete your mission!

GREAT BRITAIN

- a. has a queen with complete power
 - **b.** has a parliamentary democracy
- c. has a very new form of government

GERMANY

- a. was split after World War II and reunified in 1990
 - **b.** was ruled by a dictator named Joseph Tito
 - c. is a constitutional monarchy

ITALY

- a. has never had a coalition government
 - **b.** has many political parties
- c. was not part of either side during World War II

CZECH REPUBLIC

- a. grows more potatoes and rye than any other European country
 - **b.** is part of the Benelux trade union
- c. split from Slovakia and became a separate country in 1993

SWITZERLAND

- a. has had a policy of neutrality for over 700 years
 - **b.** has a monarch named Queen Beatrix
 - c. was the site of the Orange Revolution

Make It True

In each statement below, the bolded word or phrase makes the statement false. On the line that follows each statement, change the bolded word or phrase to make the statement true. Use pages 248 to 254 in your textbook to help you.

- **1.** The European Union has brought greater political **division** to its member countries. _____
- **2.** Disagreements between religious groups over independence from Great Britain has led to conflict in Northern **Scotland**.
- **3.** Fighting and ethnic cleansing took place in the country of Bosnia and Herzegovina because **Russia** did not want it to become independent.
- **4.** Those who wanted to break away from the national government tought the **unification** movement in Chechnya.
- **5.** Immigration may help to solve problems in European countries that have a shortage of **politicians**.
- **6.** Increases in immigration to Europe have caused concerns that the countries' resources will be **not be used**.
- **7.** In 2006, **Christians** in Europe protested when newspapers printed a cartoon of religious figure Muhammad.
- **8.** Terrorists attacked a commuter train system in **Paris** in 2004, killing 191 people and injuring 2000.

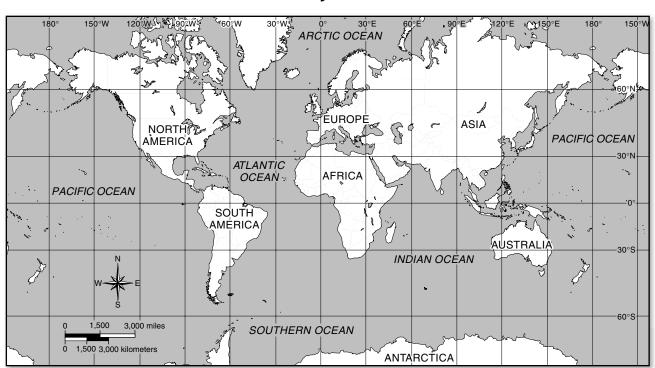
Think About It You have read about many issues facing Europe today. Which are similar to those the United States is facing? Which are different? On a separate sheet of paper, compare and contrast at least one similar and one different issue facing Europe and the United States.

Use with Unit 6, Map and Globe Skills

Compare Maps

Compare the Mercator projection world map on this page with the Winkel Tripel projection world map on page 255 of your textbook. On a separate sheet of paper, write your answer to each question and explain which map you used and why. Keep in mind which projection map is best for finding landmass size and which is better for direction!

Mercator Projection: World



- 1. Which continent is bigger, South America or Australia?
- 2. Which continent, other than Antarctica, extends the farthest south?
- 3. The continent of Africa lies mostly between which two lines of latitude?
- **4.** In which direction would you travel to get from Europe to South America?

Name	Date	

Clean It Up!

In your textbook on pages 256–263, you have read about environmental problems in Europe such as **deforestation**, **acid rain**, **runoff**, and **soil erosion**. You also have read about ways Europe is working to solve these problems, such as **reforestation** and **European Union standards**.

Choose one environmental problem in Europe today and consider how you think it could be solved. Create a slogan that expresses your idea for change. Write the slogan below, then use the following lines to explain the problem and your idea to solve it.

·

Name	 Date

Use with Unit 6

Vocabulary Review

Each statement contains an underlined vocabulary word. Circle the correct letter of the word or phrase that shows an example or the meaning of the underlined word.

1.	A European	country that	at has a	<u>constitutional</u>	democracy	
	•	•			•	

a. Germany

b. Norway

c. Russia

- 2. Romanticism aimed to stir
 - a. runoff

b. expressionism

c. emotions

- **3.** A product of heavy industry
 - a. industrial equipment
- b. corn
- c. cheese

- **4.** A country that practices <u>neutrality</u> today
 - a. France

b. Switzerland

c. Italy

- **5.** Organic products have no additional
 - a. chemicals
- b. nuclear waste
- c. fertility rate
- 6. A country that practiced ethnic cleansing
 - a. Sweden
- b. Bosnia and Herzegovina
- c. Spain

- **7.** A method to prevent <u>erosion</u>
 - a. greenhouse effect
- b. separatist movement
- c. reforestation

- 8. A head of state that is a figurehead has no
- a. real authority b. impressionism c. parliamentary democracy