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Chapter 1, Lesson 1

The World Geography

TERMS AND NAMES

Terms	Definition	Importance
geography		
continent		
landform		
climate		
vegetation		

MAIN IDEAS

1. What do geographers study?

Geographers study the Earth and its people.

2. What are Earth's largest landmasses and bodies of water called?

The Earth's largest land masses are the continents and the bodies of water are called the oceans.

3. What are the five themes of geography?

The 5 themes of geography are Location, Place, Region, Movement, and Human-Environment Interaction. Full explanations on page 11.

4. What is the purpose of the five themes?

The themes help us to understand our world and how we fit into it.

5. Which two geographic themes are the most concerned with people?

The themes that are most concerned about people are Movement and Human-Environment Interactions.

6. How does climate affect people's lives?

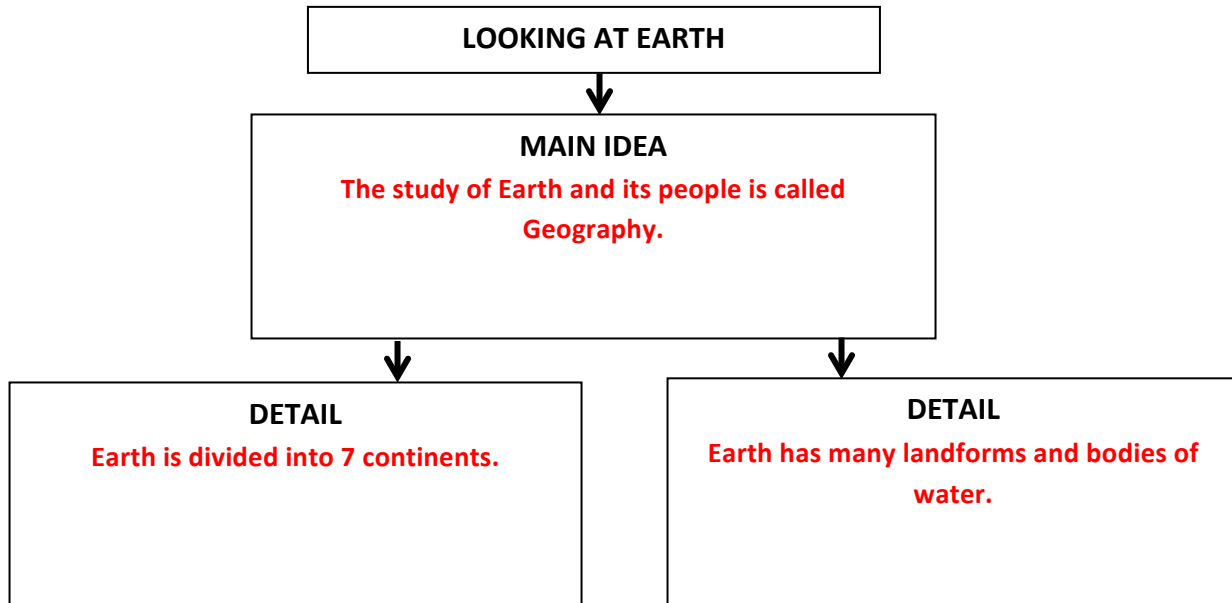
Climate affects where and how people live. Examples: people in Florida need to be used to experiencing natural events like hurricanes and people in California need to be used to having earthquakes.

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NOTE TAKING SKILL

Summarizing: Read p. 9-10 and complete the graphic organizer



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Chapter 1, Lesson 2

How Maps Help Us Study History

TERMS & NAMES

Terms	Definition See Glossary	Importance Why do YOU think this is important to learn?
longitude		
latitude		
hemisphere		
political maps		
physical maps		
thematic maps		
Mercator Projection		
Homolosine Projection		
Robinson Projection		

MAIN IDEAS

1. What different maps do we use to see natural and human-made features and to understand patterns?

We use physical, political, and thematic maps. Physical maps show landforms and bodies of water found in certain areas. Political maps show features that people have created like cities, states, provinces, boundaries, territories, and countries. Thematic maps show certain information about a place with the country/state/area in the background. Information like climate, political parties, population density, natural resource locations, battlefields, etc.

2. What type of map might help you find the highest mountain in Brazil?

A physical map can show you mountains using the key to define the elevations. See the map of Brazil on page 20 in your book.

3. How have maps changed to reflect people's increasing understanding of the world?

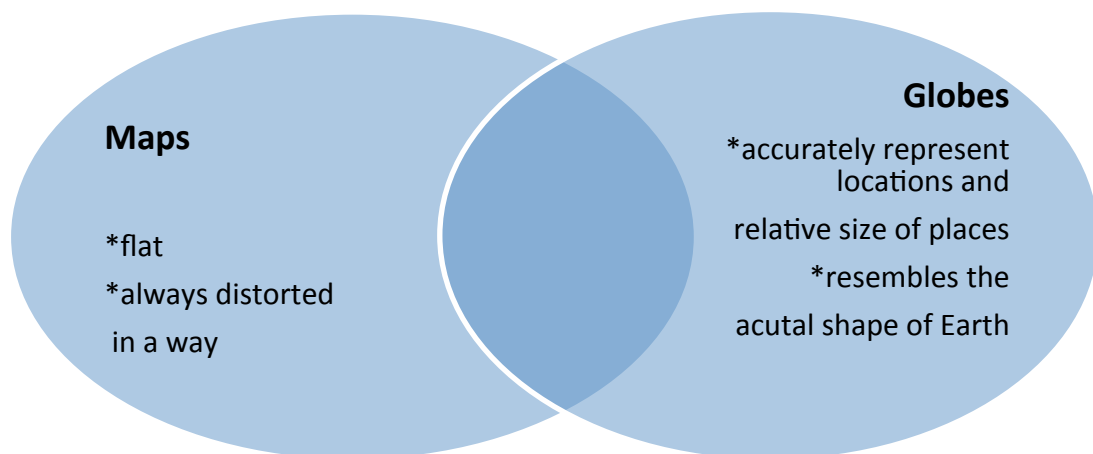
Maps have become more accurate the more people have understood about the physical layout of Earth and the people who live in it.

4. What were some of the results as maps improved?

People were able to record and share more accurately the new places that they discovered and how their country of origin was related by distance and direction to the new lands. Explorers could more accurately plot routes to new places as the precision of where parts of the world were located improved. Traveling is more common amongst normal people and maps can be taken anywhere on phones, iPads, small pocket-sized paper, etc.

NOTE TAKING SKILL

Comparing and Contrasting: Draw a double bubble map or Venn Diagram to compare and contrast maps and globes.



Both: represent Earth, can show different features, political and physical, show surface of Earth—landforms and bodies of water, include lines of latitude and longitude

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Chapter 1, Lesson 3

How Archaeologists Study the Past

TERMS & NAMES

Terms	Definition See Glossary	Importance
artifacts		
fossils		

****B.C. is the same as B.C.E; BC = Before Christ and some refer to time as BCE = Before Common Era. Both are right, but one uses the birth of Christ as a historic marker and the other does not.**

MAIN IDEAS

1. How do archaeologists uncover the story of early people?

Archaeologists learn about early people by searching for and studying artifacts and fossils.

2. What do archeologists do?

Archaeologists are scientists who learn about early people by digging through dirt and studying traces of early civilizations through bones, other evidence like pottery, weapons, clothing, etc that are left behind by those people. The items are called artifacts that are human made objects. They also work with anthropologists who are scientists who study culture (how people live, language, religion, shared ways of doing things) to make connections between the past and the present.

3. What have archeologists learned about early humans from the evidence they have found?

They have learned where and how early humans lived, what they were like, and how they developed. Many believe that the first humans originated in Africa.

4. What feature set hominids apart from many creatures?

Hominids were set apart from other creatures because they could walk on two legs.

5. Which is the first known hominid?

The first known hominid is called australopithecines.

6. According to what archeologists have discovered so far, when did hominids first appear on Earth?

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Australopithecines lived about 4.5 million years ago. See chart on page 28-29. *Homo habilis* showed up around 2.5 million years ago and *homo erectus* showed up 1.6 million years ago.

7. What do archeologists call the physically modern *Homo sapiens* and when did they first appear?

Archaeologists call *homo sapiens* the “wise man” because they buried their dead, created cave paintings, and made sharper tools. They appeared around 400,000 BCE; which would be about 402,000 years ago 😊

8. Who lived and what happened during the prehistoric period known as the Stone Age?

Homo habilis, *homo erectus*, and *homo sapiens* all lived during the Stone Age (See chart on 28-29 to see overlap, and table on page 32 for more detail). The key event in the Stone Age was the development of stone tools by humans to use for hunting and farming.

*Paleolithic—2.5 million to 8,000 BCE

*Mesolithic—10,000 to 6,000 BCE

*Neolithic—8,000 to 3,000 BCE

9. What are the three key achievements in human history that occurred during the Stone Age?

The invention of tools, mastery of fire, and the development of language and farming.

10. How did the nature of tools change from the Paleolithic Age to the Mesolithic Age?

The nature of tools shifted from simple stone tools with one sharp edge to cut and chop (Paleolithic) to needles, thread, harpoons, and spear throwers (Mesolithic). They could use these tools to hunt from farther away and more accurately kill their prey.

11. How did Mesolithic people learn to be more efficient hunters?

The size of their tools became small enough to handle with a stick that could be thrown quickly and from a greater distance so that the hunter could remain more protected from the animal he hunted.

12. Why do you think the development of farming made the settlement of communities possible?

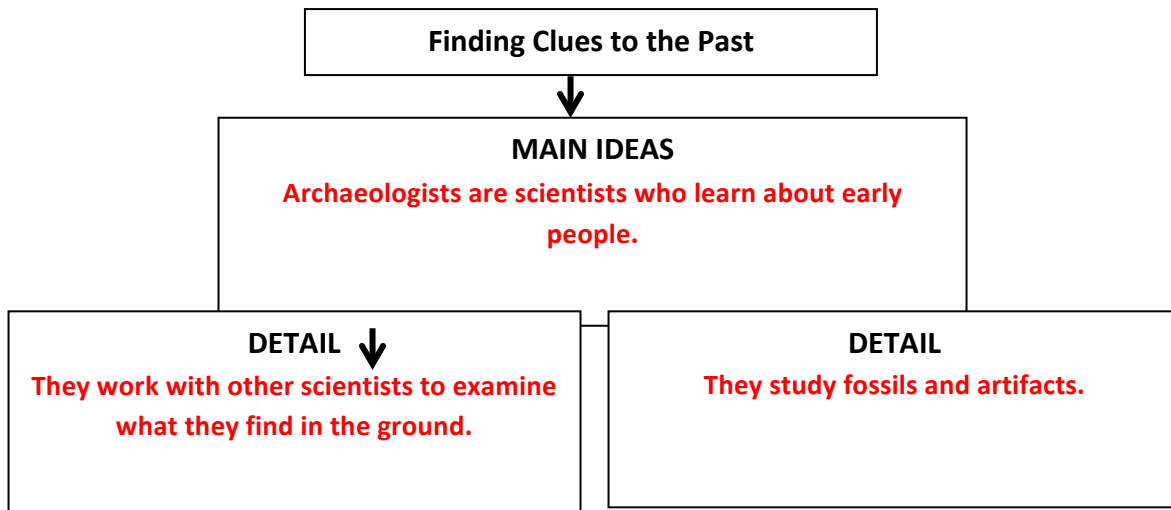
Farming meant that food could be grown in the location that the people settled in without needing to wander too far or constantly for food. People adapted their environments to suit this lifestyle that was more settled or sedentary.

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NOTE TAKING SKILL

MAIN IDEA: Read p. 27-28 and find the main idea



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Chapter 1, Lesson 4

How Historians Study the Past

TERMS & NAMES

Terms	Definition	Importance
primary source		
secondary source		
oral history		

MAIN IDEAS

1. What questions do historians ask to help them understand the past?

Historians ask questions that help them compare and contrast different societies.

2. What do you think historians learn by comparing and contrasting different societies?

Historians learn about culture, religion, politics, economics. They also can have a point of reference when making conclusions about a society.

3. Why do we study history?

We can look at events and see patterns in behavior and results. They can look for causes and effects that explain why/how events happened. They gather greater insight or understanding about human nature in the past and present.

4. What methods do historians use to help them answer questions about what happened in the past?

Historians consult written, oral and human-made sources to answer questions about the past. Primary sources are from the time period of study. Secondary sources are written about the time period but made in another. Oral history is any story/recollection of a historic event told verbally to others and not written down.

5. What kind of source would you call an artifact?

Primary Source because it was made by a person in a specific time period.

6. What does it mean to say that a secondary source is an indirect link to an event?

It means that the source was not from or directly connected to the actual event. It came after or greatly removed from the source.

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7. What are some examples of oral history?

Stories, customs, songs a culture has told and preserved from generation to generation are examples of oral history.

8. If you were looking for a source that included several different points of view in an analysis of an event, what kind of source would you be looking for?

A secondary source which includes books, paintings, or media reports that are based on primary sources, or appear after the event.

9. What questions did the Rosetta Stone help answer?

The Rosetta Stone helped to answer questions about Egyptian writing system and the deeds of the young ruler at the time.

10. What factor made the Rosetta Stone a valuable source of information?

The Stone was valuable because it contained information about Egypt's writing system that the writing changed over time because three different types are written on the stone.

11. What steps do historians take as they answer historical questions?

Historians sort through information and choose what is the most necessary and trustworthy evidence to explain a historical event. A person's diary may give a good account of an event but it may be very biased one way or the other. The historian must find other sources to make a complete picture of the event as accurately as possible.

12. What can you infer from the fact that historians sometimes draw different conclusions from examining the same sources?

Historians may look at the same sources, but different people have different perspectives. Two historians can look at the same evidence but the information may not be clear and give definite answers.

NOTE TAKING SKILL

Categorizing: Read p. 39-40 and categorize what a historian does.

