**Chapter 1, Lesson 1**

**The World Geography**

**TERMS AND NAMES**

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| --- | --- | --- |
| **Terms** | **Definition** | **Importance** |
| geography |  |  |
| continent |  |  |
| landform |  |  |
| climate |  |  |
| vegetation |  |  |

**MAIN IDEAS**

1. What do geographers study?

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

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3. What are the five themes of geography? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What is the purpose of the five themes?

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

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6. How does climate affect people’s lives?

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**NOTE TAKING SKILL**

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

**LOOKING AT EARTH**

**MAIN IDEA**

**DETAIL**

**DETAIL**

**Chapter 1, Lesson 2**

**How Maps Help Us Study History**

**TERMS & NAMES**

|  |  |  |
| --- | --- | --- |
| **Terms** | **Definition** | **Importance** |
| 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?

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

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

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

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**NOTE TAKING SKILL**

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

**Chapter 1, Lesson 3**

**How Archaeologists Study the Past**

**TERMS & NAMES**

|  |  |  |
| --- | --- | --- |
| **Terms** | **Definition** | **Importance** |
| artifacts |  |  |
| fossils |  |  |

**MAIN IDEAS**

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

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2. What do archeologists do?

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

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4. What feature set hominids apart from many creatures?

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5. Which is the first known hominid?

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

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

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

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

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

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

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

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**NOTE TAKING SKILL**

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

**Finding Clues to the Past**

**MAIN IDEAS**

**DETAIL**

**DETAIL**

**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?

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

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3. Why do we study history?

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

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

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

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7. What are some examples of oral history?

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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?

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9. What questions did the Rosetta Stone help answer?

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

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

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

**NOTE TAKING SKILL**

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

**USING TOOLS**

**ASKING QUESTIONS**

**HISTORIAN’S JOB**

**EXAMINING EVIDENCE**