

World Geography and Cultures

UNIT 6 RESOURCES

North Africa, Southwest Asia, and Central Asia

- CHAPTER 17** Physical Geography of
North Africa, Southwest Asia,
and Central Asia
- CHAPTER 18** Cultural Geography of
North Africa, Southwest Asia,
and Central Asia
- CHAPTER 19** The Region Today: North
Africa, Southwest Asia,
and Central Asia

Book Organization

Glencoe offers resources that accompany *World Geography and Cultures* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 6 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of North Africa, Southwest Asia, and Central Asia in Chapter 18.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 17 blackline masters appear in this book immediately following Unit 6 materials. The materials appear in the order you teach—Chapter 17 activities; Chapter 17, Section 1 activities; Chapter 17, Section 2 activities; and so on. Following the end of the last section activity for Chapter 17, the Chapter 18 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

Acknowledgments

Page 11: “Home” by Pauline Kaldas. From *The Space Between our Footsteps: Poems and Paintings from the Middle East* selected by Naomi Shihab Nye. Copyright 1998 by Simon & Schuster Books for Young Readers. From “I Am a Woman” by Akhtar Amiri. From *Women Poets of the World* edited by Joanna Bankier and Deirdre Lashgari. Copyright 1983 by Macmillan Publishing Co., Inc.

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe's Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**

These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students' awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**

These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**

These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**

These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world's regions. Case studies include critical thinking questions and activities designed to extend students' knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**

These readings provide students with the opportunity to read literature by or about people who live in each of the world's geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**

These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**

These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**

These activities correspond to the lessons in the Skills Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**

These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.

World Geography and Cultures

Unit 6

Resources

Location Activity 6

North Africa, Southwest Asia, and Central Asia 1

Real-Life Applications and Problem Solving Activity 6

Analyzing Resources 3

GeoLab Activity 6

Making Recycled Paper 5

Environmental Issues Case Study 6

The Southeastern Anatolia Project: Diverting a River's Flow 9

World Literature Contemporary Selection 6

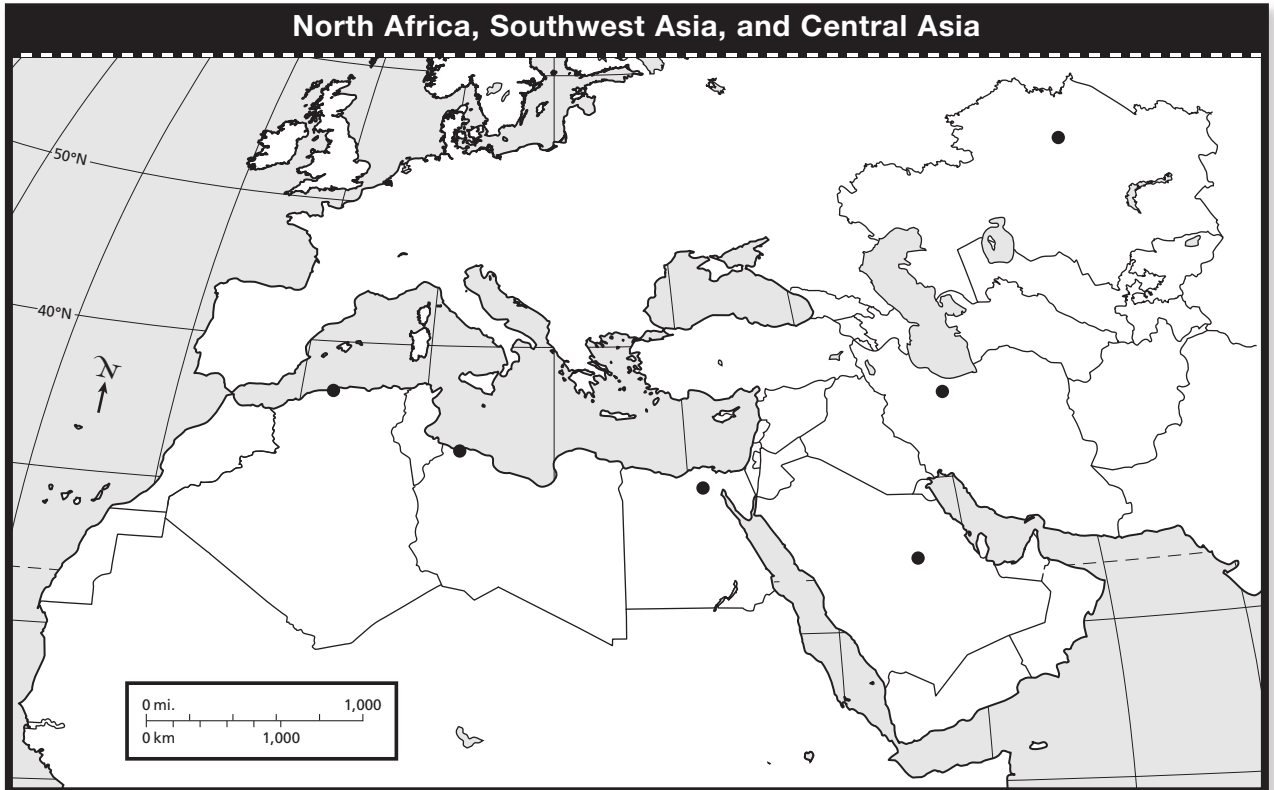
North Africa, Southwest Asia, and Central Asia 11

Location Activity 6A



Use with Unit 6

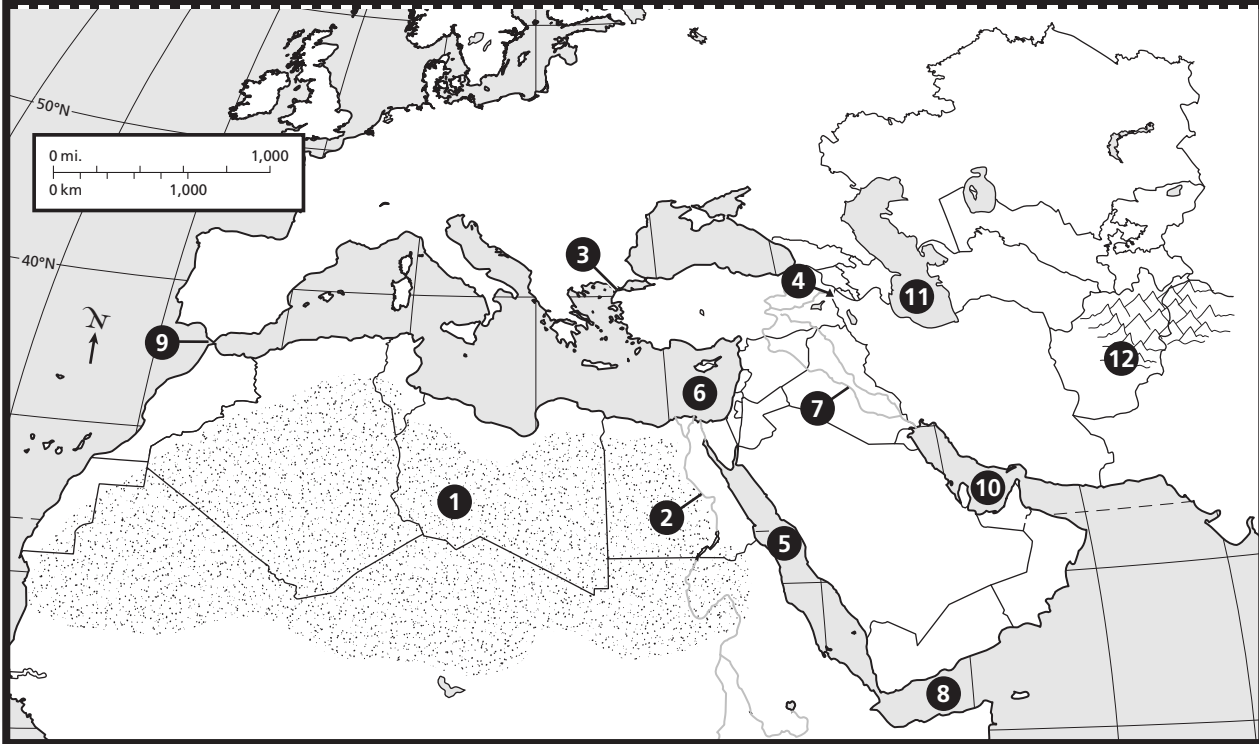
DIRECTIONS: Label each country and city using the Unit 6 Regional Atlas on pages 412–415 of *World Geography and Cultures*.



Location Activity 6B

DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

North Africa, Southwest Asia, and Central Asia



1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

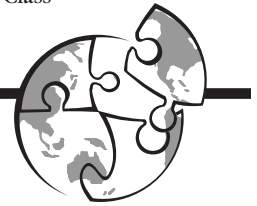
5. _____

11. _____

6. _____

12. _____

Real-Life Applications & Problem Solving



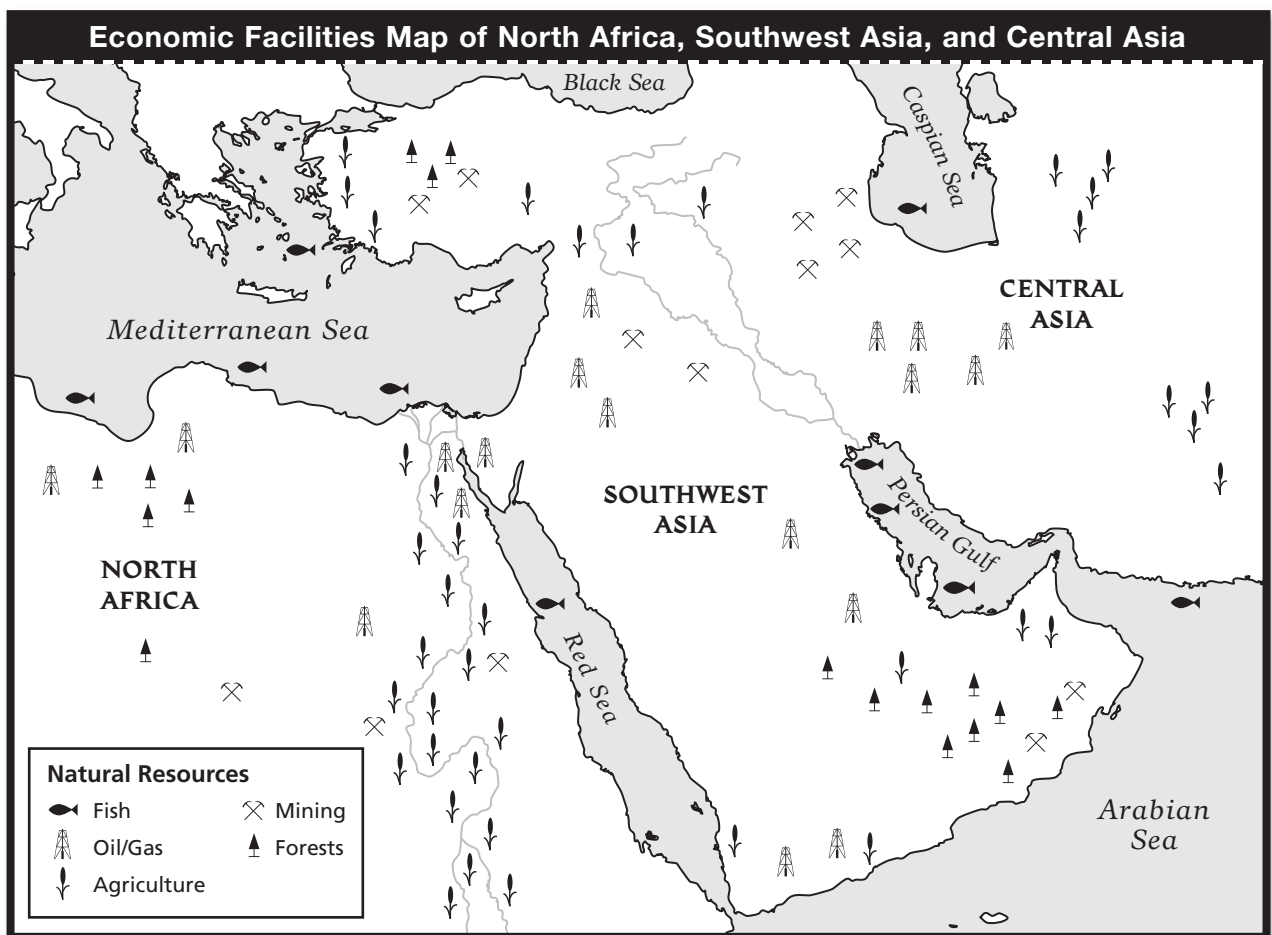
Analyzing Resources

Assume the role of an economic geographer. You study the relationships between various environmental and human factors in economic activities. Currently you are working as a consultant to the governments of countries in North Africa, Southwest Asia, and Central Asia. They have hired you to analyze the economic geography of the region in order to find ways in which it can be improved.

To accomplish this task, you will first create an ideal plan for the region. Your ideal plan will include a map of where you think economic facilities, such as manufacturing centers, major

cities, airports, and others, ought to be located according to the available natural resources in the region. The map below shows the locations of these natural resources.

Using your knowledge of the physical geography and resources of this region, indicate with symbols where you believe the following economic facilities should be located: major cities, manufacturing centers, agricultural regions, and transportation networks (major airports, railroad lines, highways, and seaports). Be sure to make a key at the bottom of the map to explain the symbols you use.



Real-Life Applications & Problem Solving

Now that you have placed the economic facilities on the map, answer the following questions.

1. How did you decide where to locate the various economic elements? Identify the factors you considered when choosing the location for each of the following:

Major cities: _____

Manufacturing centers: _____

Agricultural regions: _____

Transportation networks: _____

2. What additional information would have helped you decide where to locate economic facilities?

3. Look at the Economic Activity Map of North Africa, Southwest Asia, and Central Asia on page 476 of your text. Compare the actual locations of economic resources in the region with the ideal locations you indicated on your map. How do they compare? In the space below, summarize your findings.

4. You probably have determined that many economic facilities are not ideally located. What factors might account for this situation?

5. How might government and business officials in the area use the information you provided? What difficulties might be involved in relocating economic resources?



GeoLab Activity

In this Geolab Activity, you will learn how to recycle old newspaper into new paper.

Making Recycled Paper

OVERVIEW

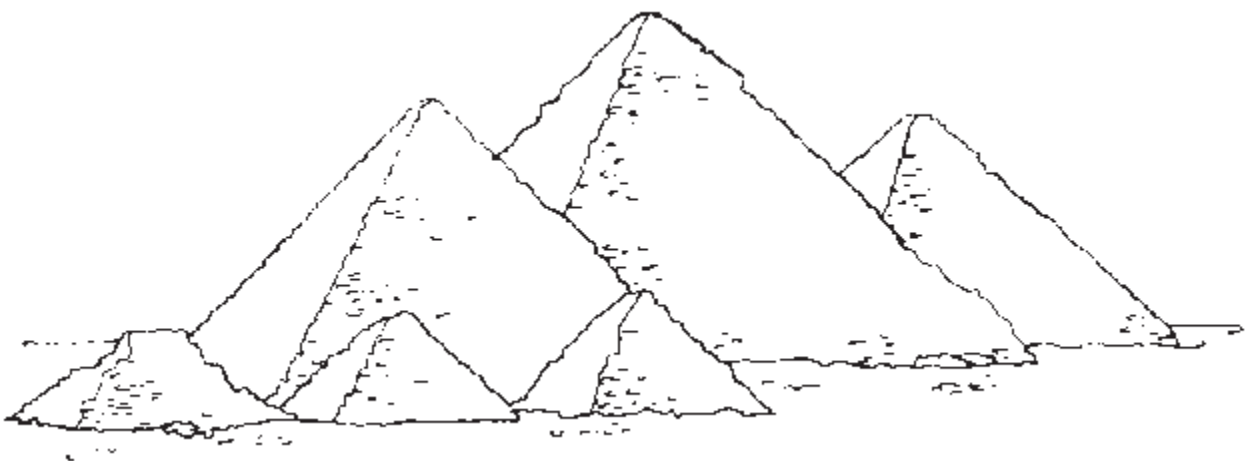
The ancient Egyptian civilization flourished along the Nile River about 6,000 years ago. The Egyptians' cultural achievements included building pyramids as burial tombs for their rulers and developing a calendar with a 365-day year. They also learned how to make paper from papyrus.

The papyrus reed grew thickly along the fertile banks of the Nile River, reaching a height of up to 15 feet (4.6 m). The papyrus plant, also called the "paper plant," is now used for decorative purposes around pools in mild climates, and a dwarf version of the plant is sometimes grown indoors in pots. Egyptians picked the long papyrus stems and cut them into strips. When these strips were flattened and pressed together, the gluelike sap of the plant held the strips together. The resulting sheet was then hammered flat and dried in the sun, resulting in a coarse but pure white paper also called papyrus. After writing hieroglyphics on their sheets of papyrus, Egyptian scribes combined the sheets into books or rolled the sheets into scrolls.

You can make a simple kind of paper in a way similar to that of the Egyptians. At the same time, you can recycle old newspapers you may have around the house. You will be able to appreciate the ancient skills of the Egyptians while learning a new, helpful skill for today.

OBJECTIVES

1. To make recycled paper
2. To appreciate the technology of ancient Egyptians
3. To conserve trees by recycling paper



(continued)



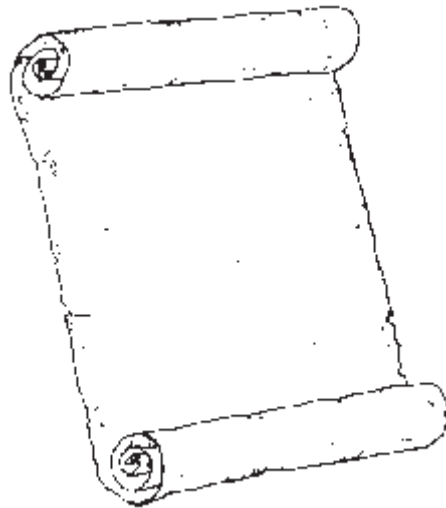
GeoLab Activity

1 Materials

- 2 large pages of newspaper torn or shredded into small pieces
- 2 to 3 cups of water
- food blender (a kitchen mixer, eggbeater, or similar hand tool will also work)
- dishpan
- 1 leg cut from a pair of pantyhose
- wire clothes hanger
- 2 tablespoons glue
- paper towels

2 Procedures

- Untwist the clothes hanger, and form it into a 6-inch square frame.
- Carefully slip the pantyhose leg around the wire frame. Pull the hose tight so it fits snugly. Tie a knot in the hose on both ends (top and bottom) to keep it in place on the wire frame.
- Put some torn newspaper into the blender. Close the lid, and turn the blender on *high*. Slowly add small amounts of water and the rest of the paper to the blender until the mixture forms a thick slurry of pulp the consistency of oatmeal.
- Put 4 inches of water into the dishpan. Add the glue to the water in the dishpan. Then add the pulp mixture, and stir.
- While stirring the mixture, quickly slip the wire frame with the pantyhose under the pulp, and rest it on the bottom of the dishpan. Then lift the hanger slowly while counting to 20. Your wire frame should be covered with pulp mixture.
- Place the wire frame on paper towels or another flat surface to dry completely.
- When the paper on the wire frame is completely dry, gently peel it off the frame. Your paper is now ready to use, so practice your hieroglyphics!



(continued)



GeoLab Activity

LAB ACTIVITY REPORT

1. About how long did you have to mix the paper and water for it to form into pulp?

2. Describe the texture of the pulp mixture before you added it to the dishpan.

3. About how long did it take your recycled paper to dry completely?

Critical Thinking

Drawing Conclusions Environmental groups want people to recycle more paper. How well do you think the process you just followed would work on a large scale to recycle tons of paper? Explain your answer.

Environmental Issues

Case Studies

The Southeastern Anatolia Project: Diverting a River's Flow

Like a silver ribbon, the Euphrates River winds down through Turkey's Anti-Taurus Mountains. It skirts the western edge of the Harran Plain, then crosses the border into Syria. From Syria, the Euphrates flows into Iraq, where it eventually joins the Tigris River and empties into the Persian Gulf.

In the early 1980s, Turkey embarked on the Southeastern Anatolia Project, a plan to bring water from both the Euphrates and Tigris Rivers to Turkey's arid southeast region, and to supply hydroelectric power to an area roughly the size of Austria. The Atatürk Dam, completed in 1990, is the centerpiece of this massive irrigation and hydroelectric power project. Water held in the dam's reservoir is channeled into two huge irrigation tunnels that lead to the Harran Plain 40 miles (64 km) away.

The project is creating tension both downstream and within Turkey. The Ilisu Dam on the Tigris River, with completion originally scheduled for 2003, has been delayed several times due to protests by environmentalists, human rights activists, and even archaeologists and art historians. Downstream, Syria and Iraq worry that Turkey's dams will reduce the flow of water used for irrigation and hydroelectric power. Despite Turkey's assurances that its southern neighbors will receive a fair share of river water, Syria and Iraq remain unconvinced.



DIRECTIONS: Read the pro and con arguments below. Then answer the questions under **Examining the Issue**. Use another sheet of paper for your answers if necessary.

PRO

Supporters of the Southeastern Anatolia Project claim it will help Turkey expand its agricultural base and raise its standard of living. Supporters say that while Syria and Iraq rely on petroleum deposits for energy, oil-poor Turkey needs hydroelectric power.

"Neither Syria nor Iraq can lay claim to Turkey's rivers any more than Ankara could claim their oil. This is a matter of sovereignty.

We have a right to do anything we like. The water resources are Turkey's; the oil resources are theirs. We don't say we share their oil resources, and they can't say they share our water resources."

—Suleyman Demirel, Turkey's former president, February 1992, at the opening of the Atatürk Dam

(continued)

Environmental Issues

Case Studies

CON Opponents of the project claim that Syria and Iraq's share of the water will be severely reduced. Reduced flow is already making it harder for Syria's hydroelectric plants to produce electricity.

The project has destroyed millions of acres of agricultural land within Turkey, and most observers agree that the resettlement of those whose villages and lands were destroyed by the dams has been badly managed. The Ilisu Dam is expected to cause the resettlement of between 34,000 and 36,000 people, mostly ethnic Kurds.

Another major concern is that with tons of untreated solid waste and wastewater already being dumped into the Tigris River, a new reservoir would prevent the river from being able to

cleanse itself, and provide a breeding area for disease-carrying insects.

"... the reservoir will bring waterborne diseases like malaria to the region. The dam will also cut off the downstream areas from the seasonal floods on which their ecosystems and agriculture depend. Wastewater treatment facilities may prevent the reservoir from turning in to a toxic pond. They will, however, not prevent a shortage of oxygen, a drop of the groundwater level, the interruption of the sediment flow and the erosion of the riverbed in the downstream area."

—Peter Bosshard, Berne Declaration, published in "International Water Power & Dam Construction," April 2000



Examining the Issue

Recalling Facts

1. For what purpose did Turkey undertake the Southeast Anatolia Project? _____

2. Why do the Syrian and Iraqi governments object to the project? _____

Critical Thinking Skills

3. **Making Inferences** Turkey's Kurdish population will be the most affected by the dams and rising reservoir waters. Why would the Turkish government risk alienating this population?

4. **Drawing Conclusions** In the next 50 years, will Turkey or Syria be better able to meet its needs for energy for industry and domestic use?

Investigating Further

Work in a small group to analyze other large-scale water resource projects, such as China's Three Gorges Dam, or India's Siang Project. Have individual members research the impact on health and the environment, power generation and economic advantages, the effect on the nation's cultural heritage, and the relocation of people. Present your findings to the class.



World Literature: North Africa, Southwest Asia, and Central Asia

About the Authors

Ibtisam S. Barakat is an award-winning writer and poet who grew up in the occupied territories of Palestine. She attended Birzeit University, where she studied English literature. She came to the United States to study journalism and human development. Her writings address racism, oppression, and other biases. She has written for children and edited publications, and currently lives in Missouri.

Pauline Kaldas spent her first eight years in Egypt. She grew up in the United States, where she now teaches English at Hollins University in Roanoke, Virginia. She returned to Egypt to teach for three years at the American University in Cairo. She has written poetry and novels and is considered one of the best contemporary Arab-American writers.

GUIDED READING

As you read the following poems, think about the similarities and differences between the feelings for their homes each author expresses.

from “The Home Within”

Once upon a tear
I tired of my fear
And my heart whispered
It's time to return

To my lonesome mommy
And my graying daddy
And the hills of olive
And shimmering dandelion.

So I packed my yearning
And began my journey
Until I arrived
At the soldiered border
That divides my world.

I handed my card
And stood in prayer
That I'd be allowed inside
Till a cold voice inquired
Didn't you know?
Time has elapsed
And your permit has expired.
Have you business there?

Sir, I don't have a business;
I have my daddy and my mommy
And many people who know me.
But that's not enough,
The guard declared.

His eyes trailed off slowly;
Then he sealed the window
And turned away.

That night I searched
For a refuge from my hurt
But could see no vein
but the path within.

From there I soared
Beyond frontier and guard
And I quickly arrived
At the old stone house
With the green door.

My father's arms
Rushed to surround me
And his thousand tears
Reached to receive me.
They cried in unison
Welcome home.

—Ibtisam S. Barakat

(continued)



World Literature: North Africa, Southwest Asia, and Central Asia

(continued)

from “Home”

The world map
colored yellow and green
draws a straight line from Massachusetts to Egypt.

Homesick for the streets
filthy with the litter
of people, overfilled so you must look to put
your next step down,
bare feet and *galabiyas*¹ pinch
you into a spot tighter
than a net full of fish,

drivers bound out
of their hit cars
to battle in the streets
and cause a jam as mysterious
as the building of the pyramids,

sidewalk cafes with overgrown men
heavy suited, play backgammon
and bet salaries from absent jobs,

gypsies lead their carts
with chanting voices,
tempting with the smell of crisp fried falafel²
and cumin spiced fava beans,

sweetshops
display their baklava and basboosa³
glistening with syrup
browned like the people who make them,

women, hair and hands henna red
their eyes khol-lined⁴ and daring.

The storms gather from the ground
dust and dirt mixed into the sand,
a whirlwind flung into my eyes,

I fly across
and land—
hands pressing into rooted earth.

—Pauline Kaldas

¹kaftan-like clothes worn by Egyptians

²spicy fried mixture of ground vegetables,
such as chickpeas, formed into balls or patties

³Arabic sweets

⁴eyeliner (makeup)

DIRECTIONS: Use the information from the readings to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. What do you think the author of “The Home Within” means by “the path within” or by the title, “The Home Within”? _____

2. What does the author of “Home” remember most vividly about Egypt? _____

CRITICAL THINKING

3. **Comparing and Contrasting** What importance does her geographical setting have for each author?

World Geography and Cultures

Chapter 17 Resources

Vocabulary Activity 17

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Reteaching Activity 17

Physical Geography of North Africa, Southwest Asia, and Central Asia	15
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Reinforcing Skills Activity 17

Analyzing Information	17
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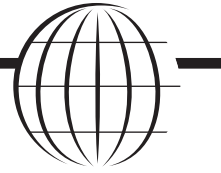
Enrichment Activity 17

National Parks of North Africa	19
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VOCABULARY

17

ACTIVITY



Physical Geography of North Africa, Southwest Asia, and Central Asia

DIRECTIONS: In each blank on the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. A rich mixture of sand and mud deposited by moving water is called
 a. phosphate. c. *kum*.
 b. alluvial soil. d. cereal.
- _____ 2. A wadi is
 a. a streambed that remains dry until a heavy rain. c. an oasis.
 b. a kind of grain. d. a small island.
- _____ 3. Another term for a *kum* is a(n)
 a. oasis. c. earthquake.
 b. marketplace in a large city. d. desert.
- _____ 4. Phosphate is
 a. a kind of fossil fuel found in desert regions. c. a chemical used in fertilizers.
 b. a by-product of natural gas. d. mixed with sulfur for export.
- _____ 5. If you are in a desert where underground water surfaces, you are at
 a. a *kum*. c. the *hamada*.
 b. an oasis. d. an *erg*.
- _____ 6. In the deserts, runoff from infrequent rainstorms creates
 a. wadis. c. *ergs* and *regs*.
 b. fertile valleys. d. an oasis.
- _____ 7. Pastoralism is
 a. a form of religion practiced in Northern Africa. c. the raising and grazing of livestock.
 b. the study of a region's past history. d. a form of religion practiced in Southwest Asia.
- _____ 8. Food grains such as wheat, oats, and barley are called
 a. *regs*. c. produce.
 b. bedouins. d. cereals.
- _____ 9. A way of life for people on the steppe, such as the bedouins, is
 a. *hamada*. c. pastoralism.
 b. tourism. d. grape growing and harvesting.

RETEACHING ACTIVITY 17

*Physical Geography of North Africa,
Southwest Asia, and Central Asia*

Terms and Concepts

DIRECTIONS: Match each term from Chapter 17 with the correct definition.

- | | |
|-------------------------|--|
| _____ 1. Nile Delta | a. desert in central Asia |
| _____ 2. Aswān High Dam | b. structure built to solve flooding on the Nile |
| _____ 3. Kara-Kum | c. area in which most Egyptians live |
| _____ 4. Mesopotamia | d. one of the region's wettest places |
| _____ 5. Asir | e. agricultural region on Arabian Peninsula |
| _____ 6. Batumi | f. one of the world's first culture hearths |

Working with Geography

DIRECTIONS: Read each main idea sentence below. Then complete each paragraph by writing details about climates and the people and plants that can be found in those climate regions.

7. Water scarcity is an important concern in North Africa, Southwest Asia, and Central Asia.

8. The Sahara Desert is located in North Africa.

9. Some regions of North Africa, Southwest Asia, and Central Asia have Mediterranean climates.

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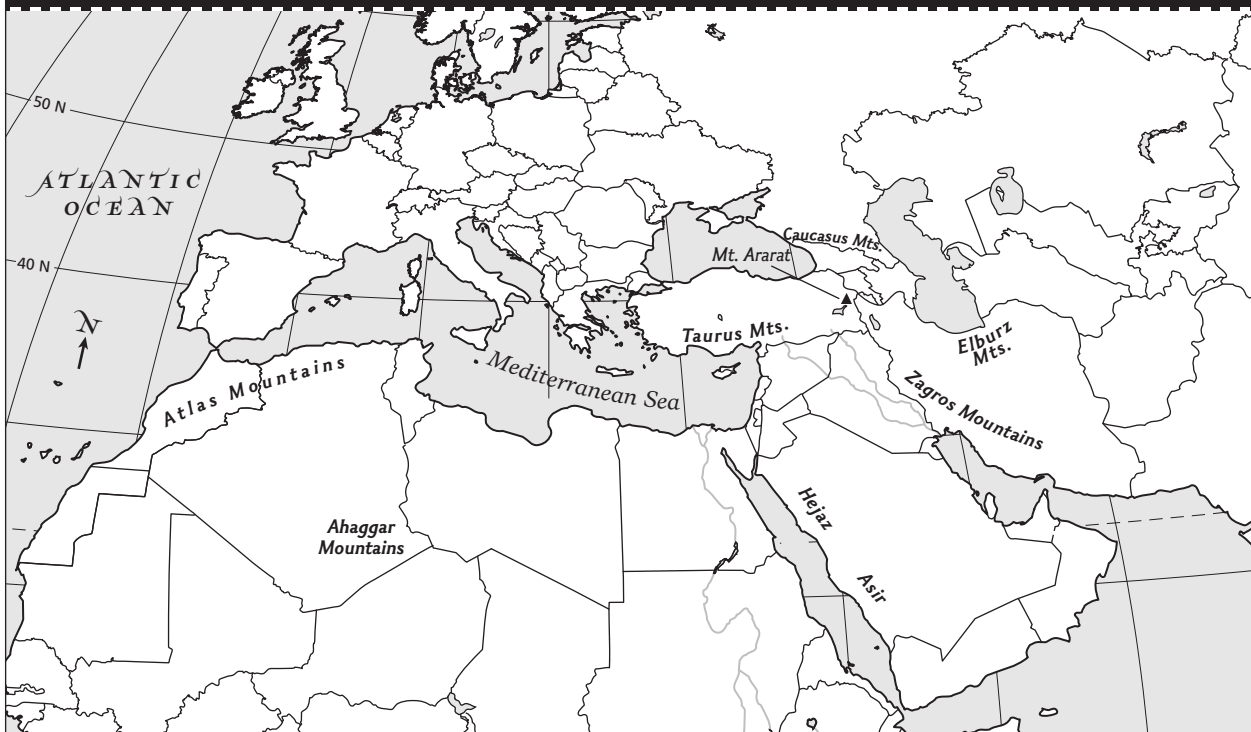
RETEACHING ACTIVITY 17

Visualizing Information

DIRECTIONS: Look at the map below of North Africa, Southwest Asia, and Central Asia. Write the number for each of the following names in its proper place on the map.

<u>RIVERS</u>	<u>SEAS</u>	<u>COUNTRIES</u>	
10. Nile River	13. Caspian Sea	17. Afghanistan	24. Kuwait
11. Tigris River	14. Black Sea	18. Bahrain	25. Libya
12. Euphrates River	15. Red Sea	19. Egypt	26. Morocco
	16. Aral Sea	20. Iran	27. Saudi Arabia
		21. Israel	28. Turkey
		22. Jordan	29. Turkmenistan
		23. Kazakhstan	30. Uzbekistan

North Africa, Southwest Asia, and Central Asia



CHAPTER 17 REINFORCING SKILLS ACTIVITY

Analyzing Information

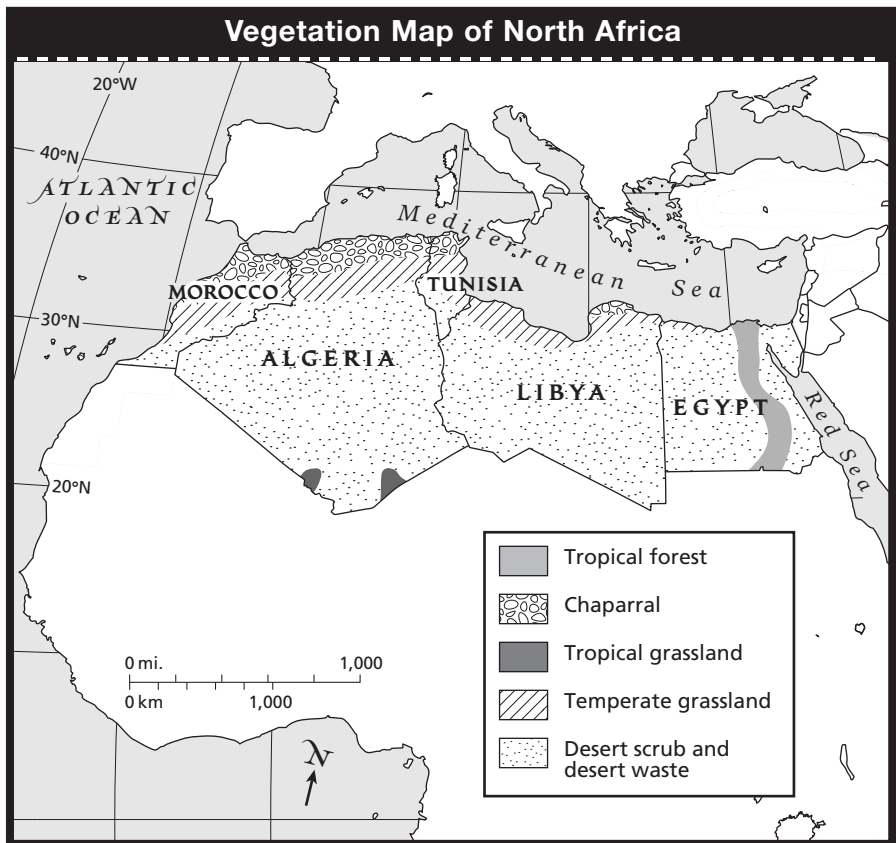
One way to present data about a particular area is with a thematic map. Thematic maps emphasize a single idea or particular kind of information. For example, the map below shows what types of vegetation grow over North Africa.

The vegetation map can be used to analyze geographic and climate information. Areas with different climates tend to have vastly different vegetation. This is because plants often grow within a fairly narrow range of conditions. Sunlight, temperature, elevation, precipitation, and soil are all factors in plant growth. Vegetation maps show what types of vegetation grow over an area of land.

When analyzing a vegetation map, look at the title of the map to identify the area covered. Study the map's key to see what types of vegetation are prevalent in the area, and then locate areas of interest.

Practicing the Skill

DIRECTIONS: Study the vegetation map of North Africa at the right and analyze the data presented. Use the map to answer the questions that follow on a separate sheet of paper.



1. How does the vegetation of Morocco compare to that of Egypt?
2. In which countries would you find chaparral?
3. Which countries of North Africa have no tropical vegetation?
4. What area of North Africa probably gets the most rainfall?
5. What natural vegetation dominates most of North Africa?

Enrichment Activity 17



National Parks of North Africa

What image comes to mind when you hear the words *North Africa*? You probably first imagine level tracts of sand without plants or wildlife. Although deserts are a significant part of the landscape of North Africa, they are only one element of the diverse physical geography of the area. The table below describes national parks in five North African countries.

DIRECTIONS: Study the table carefully. Then answer the questions that follow.

Country	National Park	Size	Features
Algeria	Ahaggar	17,375 sq. mi (45,001 sq. km)	barren, volcanic plateau
	Chr�a	102 sq. mi (264 sq. km)	boar and jackals
	Djurdjura	72 sq. mi (186 sq. km)	mountain range
	El Kala	295 sq. mi (764 sq. km)	forested mountains on Mediterranean coast
	Tassili-n-Ajjer	30,888 sq. mi (80,000 sq. km)	sandstone formations; prehistoric rock paintings
Egypt	Ra's Muhammad	76 sq. mi (197 sq. km)	coral reef; marine life
Libya	Kouf	135 sq. mi (350 sq. km)	mountainous coastline
Morocco	Toubkal	139 sq. mi (360 sq. km)	oak and juniper forests; wild sheep, gazelle, hyenas
Tunisia	Ichkeul	49 sq. mi (127 sq. km)	lake on Mediterranean coast; migratory birds
	Mount Bu Hadmah	64 sq. mi (166 sq. km)	plateau; juniper-forested steppe; gazelle, wild sheep

- What is the largest national park shown on the chart? In which country is it located?

- According to the information in this chart, which country has the most national parks within its borders? _____

- In which national park in what country would you be able to view sea life? _____

- In which national park could you observe wildlife that is present only in certain seasons? Explain. _____

- Where can visitors study evidence of an ancient culture? Explain. _____

- In which country would you find a national park where you might be able to see lava rock? Explain. _____

- In what two national parks can visitors see coniferous forests and wild sheep? In which country is each located? _____

World Geography and Cultures

Chapter 17 Section Resources

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Guided Reading Activity 17-1

For use with textbook pages 424–428.

The Land

Underline the Correct Word

DIRECTIONS: Read each incomplete sentence and the two answer choices in parentheses. Underline the word in the parentheses that best completes the sentence.

1. The Arabian Peninsula is separated from Africa by the _____ and the Gulf of Aden.
(Mediterranean Sea/Red Sea)
2. The landlocked _____ is the largest inland body of water on Earth. (Caspian Sea/Dead Sea)
3. The drying up of the _____ resulted from Soviet diversion of its water for irrigation.
(Dead Sea/Aral Sea)
4. The _____ River in Egypt is the longest river in the world. (Nile/Tigris)
5. Most of Egypt's people live on only 3 percent of its land, along the Nile _____. (Delta/Plains)
6. The ancient civilization of _____ thrived in the fertile valley between the Tigris and Euphrates rivers. (Mesopotamia/Turkey)
7. _____ streams in this arid area appear and disappear suddenly, depending on rainfall.
(Intermittent/Saltwater)
8. In this region most agriculture occurs on fertile coastal plains along the _____.
(Mediterranean Sea/Persian Gulf)
9. The northern slopes of the _____ Mountains, Africa's longest mountain range, have fertile soil.
(Central Plateau/Atlas)
10. The magnificent _____ Mountains rise between the Caspian and Black Seas. (Caucasus/Atlas)
11. Four major tectonic plates come together in this region, making it prone to _____.
(floods/earthquakes)
12. One of the most important natural resources in this region is _____, a major export.
(petroleum/iron ore)
13. Some countries are _____ their economies by developing industries other than oil.
(restricting/diversifying)

Guided Reading Activity 17-2

For use with textbook pages 429–432.

Climate and Vegetation

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blank in each sentence.

1. In parts of this region, water _____ far exceed rainfall.
2. North Africa is dominated by the _____, the largest desert in the world.
3. Deserts cover about _____ of North Africa, Southwest Asia, and Central Asia.
4. Northern parts of the Sahara and Arabian desert are generally _____ than in southern parts.
5. Relatively little of the Sahara is sand; much of it is a rocky gravel called _____.
6. The southern quarter of the Arabian Peninsula is covered in _____.
7. Desert vegetation includes _____ and drought-resistant shrubs.
8. Small farms and villages may occur at a desert _____, where there is water.
9. The climate region called _____ extends from the northern Sahara to Kazakhstan.
10. Bedouins live by _____, or grazing their flocks on the grasslands.
11. A Mediterranean climate occurs along the Tigris-_____ valley.
12. Morocco's Mediterranean climate allows it to grow and export olives, grapes, and _____.
13. Warm Mediterranean areas attract _____, who vacation there in winter.
14. A wet, cold highlands climate is found in the _____ Mountains.
15. Coastal areas near mountain ranges receive abundant _____ carried by warm winds off the sea.
16. Climate changes have expanded the area covered by _____.

World Geography and Cultures

Chapter 18 Resources

Vocabulary Activity 18

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Reteaching Activity 18

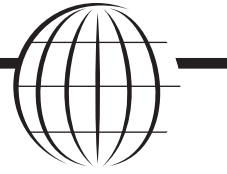
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VOCABULARY**18****A C T I V I T Y**

Cultural Geography of North Africa, Southwest Asia, and Central Asia

DIRECTIONS: In each blank on the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. A territory that is culturally or ethnically different from surrounding cultures is a(n)
 a. exclave. c. culture hearth.
 b. enclave. d. sheikhdom.
- _____ 2. A(n) _____ is a pilgrimage to Makkah made by most Muslims at least once.
 a. Shari'ah c. Ibhadi
 b. emir d. hajj
- _____ 3. To take wild plants and animals and make them useful to people is to _____ them.
 a. cuneiform c. domesticate
 b. *qanat* d. nationalize
- _____ 4. _____ is a form of picture writing invented by the Egyptians.
 a. Hieroglyphics c. Monotheism
 b. Cuneiform d. Culture hearth
- _____ 5. The Persians constructed a system of _____, or underground canals, for irrigation.
 a. culture hearths c. hieroglyphics
 b. *qanats* d. cuneiforms
- _____ 6. The belief in one God is called
 a. Judaism. c. monotheism.
 b. nationalism. d. Islam.
- _____ 7. A _____ is a religious messenger.
 a. Makkah c. prophet
 b. mosque d. temple
- _____ 8. Large, pyramid-shaped temples built of mud-brick by the Sumerians were called
 a. ziggurats. c. *qanats*.
 b. mosques. d. infrastructures.
- _____ 9. _____ are desert nomads.
 a. Shiite c. Prophets
 b. Sunni d. Bedouins
- _____ 10. The _____ controlled rural areas of Afghanistan after the Soviet invasion.
 a. al-Qaeda c. Taliban
 b. Mujahideen d. Pashtun

RETEACHING ACTIVITY 18

*Cultural Geography of North Africa,
Southwest Asia, and Central Asia*

Terms and Concepts

DIRECTIONS: Match each term from Chapter 18 with the correct definition.

- | | |
|-----------------------|---|
| _____ 1. Torah | a. site of 1990s war between Iraq and Kuwait |
| _____ 2. Quran | b. Islamic holy book |
| _____ 3. Genghis Khan | c. Hebrew Bible |
| _____ 4. Persian Gulf | d. holiest Islamic city |
| _____ 5. mosque | e. Mongol invader |
| _____ 6. ziggurat | f. major religion of North Africa, Southwest Asia, and Central Asia |
| _____ 7. Islam | g. house of worship for Muslims |
| _____ 8. Makkah | h. Sumerian pyramid-shaped temple |

Connecting Ideas

DIRECTIONS: Complete each sentence below with the phrase from the Fact Bank that fits it best.

FACT BANK

- believe that Muhammad's descendants should lead the Islamic community
- are the most prosperous countries in the region
- stirred demands for self-rule in the region
- has a population that is over 80 percent Jewish
- made great strides in soil science, mathematics, and engineering
- live without electricity or running water
- discourages representations of living figures
- comprised one of the world's first culture hearths

9. Some people in rural North Africa and Southwest Asia _____ .
10. Israel _____ .
11. The area between the Tigris and Euphrates Rivers _____ .
12. The ancient Sumerians _____ .
13. The rise of nationalism _____ .
14. The Shia Muslims _____ .
15. Islamic artwork _____ .
16. The oil-rich countries _____ .

(continued)

RETEACHING ACTIVITY 18

Organizing Information

DIRECTIONS: Complete the chart with one answer for each category

REGION	MAIN LANGUAGE	MAIN RELIGION
17. Armenia		
18. Georgia		
19. Turkey		
20. Iran		
21. Israel		
22. Border areas of Turkey, Iraq, Iran, Syria, and Caucasian republics		

Working with Geography

- 23. DIRECTIONS:** On a separate sheet of paper, write two letters—one each from a family member on either side of the Israeli-Palestinian conflict. In your letters, explain why you believe that your family has the right to live in the region. Then explain how you think the conflict can be resolved.

CHAPTER 18 REINFORCING SKILLS ACTIVITY

Making Inferences

Sometimes the data presented in a table, chart, or graph are not comprehensive, and cannot answer specific questions you may have about the material. In many cases it is possible to infer facts using the data presented.

Practicing the Skill

DIRECTIONS: Look at the table below. Read each question, and answer the questions that follow on a separate sheet of paper.

Country	GDP Per Capita (U.S. \$)	Estimated Population (millions)	Life Expectancy (male/female)	Literacy Rate* (male/female)
Iran	\$12,800	73.2	69/73	83.5/70.4
Turkey	\$11,900	74.8	69/74	95.3/79.6
Armenia	\$6,300	3.1	70/75	99.7/99.2
Uzbekistan	\$2,600	27.6	65/71	99.6/99.0
Syria	\$5,000	21.9	72/76	86.0/73.6

*Age 15 and over can read and write

Sources: Population Reference Bureau, World Population Data Sheet 2009; www.cia.gov, The World Factbook 2009

1. Which country has the largest national GDP?
2. What is one possible reason for the different literacy rates in Iran and Armenia?
3. Using the information in the table, make general statements about economic and educational opportunities in Syria.
4. Which of the countries is likely to have the highest rate of infant mortality (infant deaths per 1,000 live births)? Explain.

Enrichment Activity 18



Pipelines to the North, South, East, or West

The area around Central Asia's Caspian Sea is rich in natural resources such as oil and gas. Except for Iran on its southern shore, the Caspian is surrounded by countries that once were parts of the Soviet Union. The landlocked countries of Azerbaijan, Kazakhstan, and Turkmenistan all face a common problem: How can they best deliver their gas and oil products to ports so they can then be exported?

Oil and gas often are transported across land through pipelines. Several possible routes exist for new pipelines. Azerbaijan, Georgia, and Turkey favor pipelines that run west through their countries. The oil

would travel through the Bosphorus Strait to the Mediterranean Sea. However, many people worry about possible pollution and damage to the strait with an increase in tanker traffic.

Kazakhstan has negotiated with China for an eastern pipeline. Because this pipeline would not have to pass through other countries, both China and Kazakhstan favor it. However, building so much new pipeline would be expensive. A northern pipeline route would save money because these new pipes could join the Russian pipeline system, but Kazakhstan is reluctant to give Russia control over its oil. A southern route through Iran or Afghanistan to the Persian Gulf would be the cheapest and most direct route for the oil to be shipped abroad. However, the United States will not support any pipelines that go through Iran.

DIRECTIONS: Use the article and map above to complete the chart and answer the question below.

A.	Possible Pipeline	Reason FOR	Reason AGAINST
	Option 1: West through Azerbaijan, Georgia, Turkey, or Russia		
	Option 2: East through Kazakhstan to China		
	Option 3: North to join the existing Russian pipeline system		
	Option 4: South through Iran or Afghanistan to the Persian Gulf		

B. Which location do you think is best for a new pipeline? Explain. _____

World Geography and Cultures

Chapter 18 Section Resources

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Guided Reading Activity 18-1

For use with textbook pages 438–442.

North Africa

Underline the Correct Word

DIRECTIONS: Read each incomplete sentence and the two answer choices in parentheses. Underline the word or phrase in the parentheses that best completes the sentence.

1. The indigenous _____ were nomads in the past, but are now mostly farmers. (bedouin/Berber)
2. The _____ people migrated to North Africa from the Arabian Peninsula in the A.D. 600s. (Arab/Berber)
3. One of the world's most densely populated regions is Egypt's _____ region. (Nile Delta/Suez Canal)
4. Urban necessities such as streets and utilities are part of a city's _____. (workforce/infrastructure)
5. By 6000 B.C. the region's farmers had _____ plants and animals. (domesticated/pastoralized)
6. Early Egyptians depended on annual Nile floods and a sophisticated _____ system to grow two crops a year. (infrastructure/irrigation)
7. Since they invaded the region in the seventh century, _____ culture has persisted in North Africa. (Ottoman/Arab)
8. European colonial powers drew _____ boundaries between countries. (geometric/natural)
9. As a result of _____ movements, countries such as Algeria, Tunisia, and Libya gained independence in the 1950s. (nationalist/colonial)
10. The _____, connecting the Mediterranean and the Red Sea, has made Egypt strategically important to Europe since 1869. (Nile River/Suez Canal)
11. Most people in North Africa belong to the _____ branch of Islam. (Shia/Sunni)
12. Non-Arab Muslims in North Africa learned _____ in order to read the Quran. (Hebrew/Arabic)
13. The literacy rate in _____ is the highest in the region, at about 82 percent. (Morocco/Libya)
14. People in the region often go to _____ hospitals for medical care. (privately owned/government-owned)
15. Arts in the region are influenced by _____, which prohibits representation of people and animals. (Islam/nationalism)
16. The Muslim faithful are called to pray five times a day by a _____. (minaret/muezzin)

Guided Reading Activity 18-2

For use with textbook pages 443–447.

The Eastern Mediterranean

Short Answer

DIRECTIONS: Use the information in your textbook to write a short answer to each of the following questions.

1. How did the Jewish people keep alive their link to their ancestral homeland?

2. What are three countries that now host permanent Palestinian refugee settlements?

3. What country has sent the largest number of Jewish immigrants to Israel since its founding?

4. One of the oldest cities in the world is found in what eastern Mediterranean country? What is the city?

5. What city was the capital and religious center of the ancient kingdom of Israel?

6. What writings are included in the Christian scriptures?

7. What are two of the five duties known as the Five Pillars of Islam?

8. Why didn't an industrial revolution occur in the eastern Mediterranean?

9. After World War I, what country supported a Jewish homeland in largely Arab Palestine?

10. How did Israel gain control of the West Bank and the Gaza Strip?

11. What do the Palestinians want to do with the land in the West Bank and the Gaza Strip?

12. What is one major distinction between the Shia and the Sunni branches of Islam?

Guided Reading Activity 18-3

For use with textbook pages 450–454.

The Northeast

Underline the Correct Word

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

1. The _____ Turks ruled much of the eastern Mediterranean for over 600 years.
(Ottoman/Persian)
2. Even though they were invaded numerous times, _____ maintained their culture and language. (Persians/Arabs)
3. Most of the Arabs in Iraq are _____ Muslims. (Shia/Sunni)
4. The _____ speak their own language but have no country of their own. (Farsi/Kurds)
5. The Mesopotamian area was a culture hearth in the region called the _____.
(Fertile Crescent/Persian Empire)
6. The Phoenician alphabet formed the basis for alphabets used in the _____ world.
(Western/Islamic)
7. The Persians built *qanats*, or _____ canals, to bring in water from the mountains.
(underground/aboveground)
8. The Ottoman Empire was centered in present-day _____. (Iraq/Turkey)
9. _____ gained independence from Britain in 1932 and became a constitutional monarchy.
(Iraq/Iran)
10. Today _____ is a secular republic and a candidate for the European Union. (Turkey/Iran)
11. Members of _____ set prices for oil and regulate how much oil is produced.
(OPEC/the League of Arab States)
12. Since _____ Islamic Revolution, the country has made efforts to increase the literacy rate.
(Iran's/Iraq's)

Guided Reading Activity 18-4

For use with textbook pages 455–459.

The Arabian Peninsula

Fill in the Blanks

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

1. Arabic-speaking peoples on the Arabian Peninsula have lived there since before the spread of _____. Most people in _____ migrated from other states.
2. In _____, the bedouin have adapted to the desert. By contrast, 95 percent of the bedouin in _____ are settled.
3. The religion of Islam and the discovery of oil brought immigrants to the Arabian Peninsula where they make up about 80 to 85 percent of the population of the _____, more than 50 percent of the population of _____, and more than 60 percent of the population in _____.
4. The modern Saudi state was founded in 1902 and became the unified Kingdom of _____ in 1932. Kuwait, Bahrain, Qatar, and Oman signed treaties with _____ for protection in the 1800s and early 1900s. Parts of _____ were controlled by the British until 1967.
5. The oil and gas reserves in _____ have given its people one of the highest per-capita incomes in the world.
6. Foreign workers are bringing their own _____ to the area.
7. Public education is strongly supported in _____ and _____, and _____ has used its oil revenues to cover education costs.
8. Health care is provided by the government and sometimes by private groups associated with _____.
9. _____ discourages depicting living figures in religious art.
10. Many Muslims mark Id al Adha, the Feast of Sacrifice, by making a pilgrimage to _____, and observe _____, a holy month of fasting.

Guided Reading Activity 18-5

For use with textbook pages 462–466.

Central Asia

Underline the Correct Word

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

1. In Afghanistan the predominant ethnic group is (Arab/Turkic/Pashtun).
2. Armenian and (Georgian/Pashtun/Turkic) peoples are among the largest ethnic groups in the Caucasus area.
3. The largest Turkic group in Central Asia is the (Uzbeks/Kazakhs/Turkmen).
4. Of the Turkic peoples, only the (Uzbeks/Kazakhs/Turkmen) are a minority in their own country.
5. The most populous country in Central Asia is (Afghanistan/Turkmenistan/Kazakhstan).
6. In 1915 about 1 million (Afghans/Armenians/Uzbeks) were massacred, deported, or died of illness at the hands of the Ottoman Turks.
7. Some of the world's tallest mountains are in (Turkmenistan/Tajikistan/Afghanistan).
8. Ancient (Afghanistan/Georgia/Kazakhstan) developed a unique language and culture.
9. In 190 B.C., the kingdom of Urartu became the first (Armenian/Georgian/Afghan) state.
10. Samarqand, in present-day (Afghanistan/Armenia/Uzbekistan), was a trading station along the Silk Road.
11. (Mongol/Ottoman/Soviet) forces invaded the area in the A.D. 1200s.
12. (Armenia/Azerbaijan/Turkey) is a Christian enclave between two larger, Muslim cultures.
13. By 1936, Central Asia had become an extension of the (Ottoman Empire/Persian Empire/Soviet Union).
14. Because of harsh conditions under Soviet rule, many people from (Georgia/Armenia/Kyrgyzstan) fled to Afghanistan or China.
15. The (Mujahideen/Taliban/al-Qaeda) controlled rural areas of Afghanistan after the 1979 Soviet invasion.
16. Following September 11, 2001, the United States overthrew the government of (Afghanistan/Georgia/Kazakhstan).
17. (Armenia/Afghanistan/Georgia) has a unique language and alphabet.
18. Russian is still the official language of (Armenia/Georgia/Kazakhstan).
19. Christianity is the majority religion in Armenia and (Afghanistan/Georgia/Tajikistan).
20. The literacy rate is 99 percent in (Kyrgyzstan/Afghanistan/Georgia).

World Geography and Cultures

Chapter 19 Resources

Vocabulary Activity 19

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Currency and Exchange Rates 43

VOCABULARY**19****A C T I V I T Y****The Region Today: North Africa, Southwest Asia, and Central Asia**

DIRECTIONS: Choose a word or phrase from the box to complete each sentence.
You may use a word or phrase more than once.

Word Bank

aquifers

arable

commodities

desalination

embargo

landlocked

crude oil

petrochemicals

- _____ are economic products or goods.
- A country that is almost or entirely surrounded by land is _____.
- Petroleum that has not been refined is called _____.
- When land is _____, it can be farmed.
- Scientists remove salt from seawater using a process called _____.
- _____ are underground layers of porous materials that contain water.
- _____ are products made from natural gas or petroleum used to make plastics, paints, and fertilizers.
- Another word for restriction is _____.
- Petroleum and oil products are the region's main _____.
- Much of the region's freshwater comes from rivers, oases, and _____.

RETEACHING ACTIVITY 19

The Region Today: North Africa, Southwest Asia, and Central Asia

Terms and Concepts

DIRECTIONS: Match each term from Chapter 19 with the correct definition.

- | | |
|-------------------------------|--|
| _____ 1. petrochemicals | a. underground source of freshwater |
| _____ 2. Iran | b. pipelines carry water from aquifers beneath the Sahara to the Mediterranean |
| _____ 3. embargo | c. products made from petroleum or natural gas |
| _____ 4. aquifer | d. tourists from non-Muslim countries restricted |
| _____ 5. Great Man-Made River | e. links the Persian Gulf with the Arabian Sea |
| _____ 6. Strait of Hormuz | f. restriction on imports and exports |

Visualizing Information

DIRECTIONS: Write two items of information about each category listed below for the region of North Africa, Southwest Asia, and Central Asia.

Economies of North Africa, Southwest Asia, and Central Asia

7. Agriculture

10. Fishing

8. Service Industries

11. Transportation

9. Oil, Natural Gas, and Mining

12. Communications

RETEACHING ACTIVITY 19**Summarizing Information**

DIRECTIONS: Write one or two sentences to summarize what you have learned about each of the following topics.

13. Libya's Great Man-Made River _____

14. The Aswān High Dam _____

15. The Persian Gulf War _____

16. The Caspian Sea, Dead Sea, and Aral Sea _____

Working with Geography

DIRECTIONS: Answer the following questions on the lines below or on a separate sheet of paper.

17. Why are water resources a problem in North Africa, Southwest Asia, and Central Asia? What is being done to solve this problem? _____

18. Why are some economies in this region far wealthier than others? _____

19. Which part of North Africa, Southwest Asia, or Central Asia would you most like to visit, and why? _____

CHAPTER 19 REINFORCING SKILLS ACTIVITY

The economies of many countries in North Africa, Southwest Asia, and Central Asia depend to a large extent on the region's vast oil reserves. Without the money the countries receive from petroleum and petroleum products, currently prospering economies would be struggling.

Frequently, information about economic issues in a country is presented in the form of charts or graphs. In order to draw conclusions you must read the material carefully, and be able to summarize the information.

Practicing the Skill

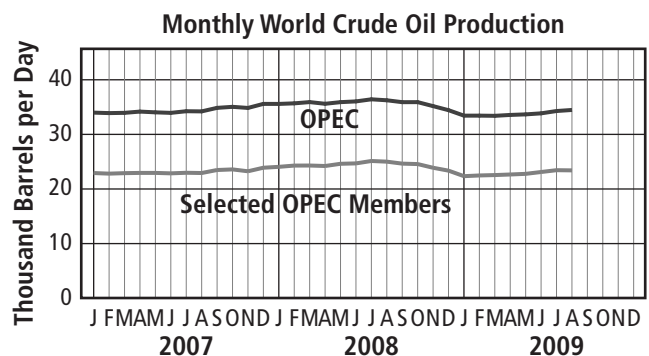
DIRECTIONS: Review the chart and graph shown below. Use the information presented, as well as your own prior knowledge and insight, to answer the questions that follow on a separate sheet of paper.

Selected OPEC Members Oil Reserves and Exports				
Country	Proven Oil Reserves (billions of barrels)	Oil Exports (thousands of barrels/day)	Oil Exports as Percentage of Total Exports	Petroleum Industry as Percentage of GDP
Bahrain	0.125	0.125	79%	26%
Qatar	15.2	1,085	47%	62%
Kuwait	104.0	2,390	67%	55%
United Arab Emirates	97.8	2,521	41%	39%
Iraq	115.0	1,769	95%*	83%*
Iran	138.4	2,433	73%	27%
Saudi Arabia	266.7	8,406	76%	51%

*Current data not available.

Sources: www.eia.doe.gov, Energy Information Administration; www.eb.com, Encyclopedia Britannica

- How do you account for oil production levels between 2007 and 2009?
- Which country has an economy the most dependent on oil? Explain your answer.
- At the current rate it is exporting oil, how long will it be before the proven oil reserves of the United Arab Emirates are completely depleted?
- What steps, if any, might the Persian Gulf states be taking to insure economic survival as their oil reserves are depleted?



Source: www.eia.doe.gov, Energy Information Administration

Enrichment Activity 19



Currency and Exchange Rates

The term *currency* refers to the money used in a country. Every country has a basic unit of currency. For example, the basic unit of currency in the United States is the dollar (\$). Sometimes a unit of currency can be divided into smaller units. In the United States, a dollar is divided into cents. The *exchange rate* defines how much one country's money is worth in another country's money. When people travel from one country to another, they exchange their home country's currency for the local currency. Because of changes in world markets, exchange rates continually change.

DIRECTIONS: Use the article and the chart below to answer the following questions.

Country	Currency	Exchange Rate (as of December 8, 2009)
Egypt	1 Egyptian pound = 100 piasters	U.S. \$1 = 5.4725 Egyptian pounds
Libya	1 Libyan dinar = 1,000 dirhams	U.S. \$1 = 1.2130 Libyan dinars
Jordan	1 Jordanian dinar = 1,000 fils	U.S. \$1 = 0.7090 Jordanian dinars
Kuwait	1 Kuwaiti dinar = 1,000 fils	U.S. \$1 = 0.2851 Kuwaiti dinars
Turkey	Turkish lira = 100 kuruş	U.S. \$1 = 1.5082 Turkish lira
Kazakhstan	1 Kazakhstani tenge = 100 tiyn	U.S. \$1 = 148.975 Kazakhstani tenges

- How many Kazakhstani tiyn are equal to 3 tenges? _____
- On December 8, 2009, approximately how much U.S. money would you have had to exchange to receive one Kuwaiti dinar? _____
- On December 8, 2009, how many Turkish lira would you have received in exchange for U.S. \$2? _____
- Suppose that you were traveling to Egypt on December 8, 2009. You wanted 100 Egyptian pounds. How much U.S. money would you need for the exchange? _____
- On December 8, 2009, which was worth the most in U.S. dollars: a Kuwaiti dinar, a Jordanian dinar, or a Libyan dinar? _____
- How many U.S. dollars would you receive for 35.43 Jordanian dinars? _____
- It is December 8, 2009. You will be traveling to Kazakhstan in May 2010. Economists predict that 1,000 Kazakhstani tenges will be worth around U.S. \$10 at that time. Should you exchange your money now or wait until May? Explain.

- Why are exchange rates calculated so exactly?

World Geography and Cultures

Chapter 19 Section Resources

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People and Their Environment	46

Guided Reading Activity 19-1

For use with textbook pages 474–479.

The Economy

Modified True or False

DIRECTIONS: One word in each sentence below is underlined. If the underlined word makes the sentence true, circle "true" after the sentence. If the underlined word makes the sentence false, circle "false." If you circle "false," on the line that follows write the word or phrase that should replace the underlined word to make the sentence true.

1. One major challenge in this region is providing food for a growing population. (true/false)

2. Despite the large numbers of farmers, there is relatively little industrial land in most countries in this region. (true/false) _____
3. When there is drought, some countries in this region must import food for their people. (true/false)

4. Uzbekistan, in Africa, is a major producer of cotton. (true/false) _____
5. Fishers in the region net their catches in the Atlantic Ocean and the Pacific Ocean. (true/false)

6. The size of fish catches has increased in the Caspian Sea. (true/false)

7. Vast petroleum resources have made Israel and Iran very wealthy countries. (true/false)

8. Banking is a light industry that is economically important in Bahrain. (true/false)

9. The region's historical and religious importance attracts many tourists. (true/false)

10. Travel within Turkey, Iran, and Egypt is made convenient by an extensive system of roads. (true/false) _____
11. The major ports in this region are located on the Mediterranean Sea and the Caspian Sea. (true/false) _____
12. The region's oil is transported via railroad to ports where it is loaded for export. (true/false)

13. Satellite technology is aiding communications in desert areas. (true/false)

14. The new Silk Road is a transport route for ships. (true/false) _____
15. Countries in the region have become more isolated and are helping each other with aid and development loans. (true/false) _____

Guided Reading Activity 19-2

For use with textbook pages 480–484.

People and Their Environment

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blank in each sentence.

1. Underground layers of rock and gravel that contain water are called _____.
2. The growing _____ of this region is taxing underground water sources.
3. There is also a limited amount of water in the region's rivers, which include the Nile, Euphrates, Jordan, Amu Dar'ya, Syr Dar'ya, and the _____.
4. _____ distributes the freshwater of the Jordan River via canals from north to south.
5. One possible solution to water problems in the region may be _____, in which salt is removed from seawater.
6. A monumental project in which pipelines carry water from aquifers beneath the Sahara to coastal farms is being built in _____.
7. Among the problems with the Great Man-Made River project is the danger of depleting water supplies from neighboring countries and drawing in _____.
8. One of the negative impacts of the Aswān High Dam in _____ is reduced deposits of fertile soil on farmlands.
9. During the Persian Gulf War, Iraq set fire to _____ and dumped millions of gallons of oil into the Gulf.
10. Weapons testing has led to serious health and environmental problems in the former Soviet republic of _____.
11. Water that would otherwise flow into the Dead Sea is used instead for irrigation and to fuel _____.
12. Industrial pollution in Kazakhstan has resulted in increased infant _____.
13. The _____ Sea is terribly polluted by factory waste and sewage.

Answer Key

Location Activity 6 pp. 1–2

A. Labeling should be consistent with the Unit 6 Regional Atlas.

B.

1. Sahara
2. Nile River
3. Dardanelles
4. Mt. Ararat
5. Red Sea
6. Mediterranean Sea
7. Euphrates River
8. Gulf of Aden
9. Strait of Gibraltar
10. Persian Gulf
11. Caspian Sea
12. Hindu Kush

Unit 6 Real-Life Applications pp. 3–4

Answers will vary but should reflect students' understanding of locating economic developments in proximity to natural resources, providing viable transportation for the natural resources, the needs of human populations, and other factors.

GeoLab Activity 6 pp. 5–7

1. Answers will vary, but students should note that about five minutes or less was needed.
2. Answers will vary, but the pulp generally can be considered thick and gooey.
3. The paper might take as long as 24 hours to dry.

Critical Thinking: The process used here was time-consuming and laborious for the amount of paper produced. If streamlined, it could work very well on a larger scale.

Unit 6 Environmental Issues pp. 9–10

1. to supply water and hydroelectric power to the region
2. Syria and Iraq are concerned that the dams will reduce the flow of water they use for irrigation and hydroelectric power downstream.
3. Student answers may vary. Possible answers: Turkey's Kurdish population is, to a large extent, made up of refugees from Iraq. The Kurds are a separate ethnic group from the majority. The Kurd population is small.

4. Turkey will be better able to meet its energy needs, since the major production of hydroelectric power will be in Turkey. Syria is dependent on oil, which is a nonrenewable fuel. Eventually Syria may need to import oil for domestic use.

Investigating Further: Student findings will vary.

Unit 6 World Literature pp. 11–12

Interpreting the Reading

1. Possible answer: Since she cannot go home physically, she must imagine it, remember it, and feel it within her heart. Home can be a state of mind as well as a physical place.
2. The author remembers the aspects of home that appeal to the five senses—the taste and smell of the food, the feel of the heat and the winds, the sounds of the people and the traffic, and the sights of the neighborhood.

Critical Thinking

3. For both authors, the setting is of extreme importance. The geographical setting for the sights, sounds, smells, tastes, and feel of one's home has emotional connections that run very deep.

Vocabulary Activity 17 p. 14

1. b
2. a
3. d
4. c
5. b
6. a
7. c
8. d
9. c

Reteaching Activity 17 pp. 15–16

1. c
2. b
3. a
4. f
5. e
6. d
7. Details include: Almost 50 percent of the region is desert; villages and towns developed around oases; over time, once-fertile lands have turned to desert; vegetation varies from area to area depending on the precipitation.

8. Details include: the Sahara is the largest desert in the world; 3.5 million square miles; northern Sahara has relatively cold winters with freezing temperatures; southern Sahara has a milder climate; only a few areas of *ergs*, or sandy, dune-covered areas; *regs* are stony plateaus covered with rocky gravel; *hamadas* are flat sandstone plateaus; mountains, barren rock, and desert pavement cover most of the region; vegetation includes cacti and hardy shrubs.
9. Details include: cool, rainy winters with hot, dry summers; common in Tigris-Euphrates Valley and in upland areas; also on the coasts of the Mediterranean, Black, and Caspian Seas; regions can support fruit and vegetables; tourists visit Morocco and other countries in the region.
- 10.–30. Check locations using the political map in this unit.

Reinforcing Skills Activity 17 p. 17

1. Morocco has less desert than Egypt; it also has an area of chaparral and an area of temperate grassland. Egypt has a small region of temperate grassland and a large region of tropical forest.
2. Morocco, Algeria, Tunisia, Libya
3. Libya, Tunisia, Morocco
4. Morocco
5. desert

Enrichment Activity 17 p. 19

1. Tassili-n-Ajjer; Algeria
2. Algeria
3. Ra's Muhammad National Park, in Egypt
4. Ichkeul, where migratory birds visit
5. Tassili-n-Ajjer; there are prehistoric rock paintings.
6. Ahaggar; it has a volcanic plateau.
7. Toubkal National Park, in Morocco; Mount Bu Hadmah National Park, in Tunisia

Guided Reading Activity 17-1 p. 21

1. Red Sea
2. Caspian Sea
3. Aral Sea
4. Nile
5. Delta
6. Mesopotamia
7. Intermittent
8. Mediterranean Sea
9. Atlas

10. Caucasus
11. earthquakes
12. petroleum
13. diversifying

Guided Reading Activity 17-2 p. 22

1. evaporation rates
2. Sahara
3. 50 percent
4. colder
5. desert pavement
6. sand
7. cacti
8. oasis
9. steppe
10. pastoralism
11. Euphrates
12. citrus fruits
13. tourists
14. Caucasus
15. rainfall
16. desert

Vocabulary Activity 18 p. 24

1. b
2. d
3. c
4. a
5. b
6. c
7. c
8. a
9. d
10. b

Reteaching Activity 18 pp. 25–26

1. c
2. b
3. e
4. a
5. g
6. h
7. f
8. d
9. Some people in rural North Africa and Southwest Asia live without electricity or running water.
10. Israel has a population that is over 80 percent Jewish.
11. The area between the Tigris and Euphrates Rivers comprised one of the world's first culture hearths.
12. The ancient Sumerians made great strides in soil science, mathematics, and engineering.

13. The rise of nationalism stirred demands for self-rule in the region.
14. The Shia Muslims believe that Muhammad's descendants should lead the Islamic community.
15. Islamic artwork discourages representations of living figures.
16. The oil-rich countries are the most prosperous countries in the region.
17. Armenian, Christian
18. Georgian, Orthodox Christian
19. Turkish, Islam
20. Farsi, Islam (Shiite)
21. Hebrew, Judaism
22. language related to Farsi, Islam
23. Letters should reflect legitimate claims by both sides, including historic ties, and should suggest a logical, peaceful solution.

Reinforcing Skills Activity 18 p. 27

1. Since the approximate national GDP of a country is found by multiplying the GDP per capita by the number of people in the country, Turkey has the highest annual GDP. The actual annual GDP of Turkey is \$903.9 billion while the actual annual GDP of Iran is \$843.7 billion, Armenia is \$18.8 billion, Uzbekistan is \$71.8 billion, and Syria is \$99.1 billion.
2. Student answers may vary. Possible answers: The country of Armenia, which has literacy rates of 99.7 percent for males and 99.2 percent for females, is a majority Christian country. The country of Iran, with a literacy rate of 83.5 percent for males and 70.4 percent for females, is a majority Muslim country, where opportunities for women are more limited. The literacy rate is calculated for the population of a country over the age of 15. The population of Iran is much greater than the population of Armenia, so Iran may have a much larger percentage of its population under the age of 15 than Armenia has.
3. Student answers may vary. Syria makes health care available to its citizens and offers a high degree of social services, resulting in a high life expectancy of 72 years for men and 76 years for women. Educational opportunities for many of Syria's people could be improved, since 86.0 percent of men are literate while only 73.6 percent of women are literate.

4. "Life expectancy" is calculated from birth. Countries with lower life expectancies are likely to have higher infant mortality, as well as higher rates of death from disease, poor nutrition, and lack of health care than countries with higher life expectancies. The student may know that in general men have a shorter life expectancy than women. Using the life expectancy for males in each country as a guide, it is probable that Uzbekistan, with a life expectancy of 65 years for males, has the highest infant mortality rate while Syria, with a life expectancy of 72 years for males has the lowest infant mortality rate. If the student uses the life expectancy for females as a guide, Armenia, with a life expectancy for females of 75 years would have the lowest infant mortality rate while Uzbekistan, with a life expectancy for females of 71 years would have the highest infant mortality rate. The actual infant mortality rates are Syria 25; Iran 35; Armenia 20; Turkey 25; and Uzbekistan 23.

Enrichment Activity 18 p. 29

- A. **Option 1:** For: direct route west; Against: additional heavy tanker traffic through the Bosphorus. **Option 2:** For: direct route to China; Against: very expensive. **Option 3:** For: economical to join an existing pipeline system; Against: opposition from Kazakhstan, which does not want Russia exercising control over oil. **Option 4:** For: cheapest, most direct route; Against: opposition from the United States, which does not want Iran involved.
- B. Answers will vary. Students should weigh the advantages and disadvantages of each option.

Guided Reading Activity 18-1 p. 31

1. Berber
2. Arab
3. Nile Delta
4. infrastructure
5. domesticated
6. irrigation
7. Arab
8. geometric
9. nationalist
10. Suez Canal
11. Sunni
12. Arabic
13. Libya
14. government-owned
15. Islam
16. meuzzin

Guided Reading Activity 18-2 p. 32

1. their religious identity
2. Syria, Lebanon, Jordan
3. the former Soviet Union
4. Syria, Damascus
5. Jerusalem
6. the Hebrew Bible, called the Old Testament, and writings of the life and teachings of Jesus and the earliest Christian communities, called the New Testament
7. Praying five times a day and helping the poor and needy. Students may also include the Testimony of Faith, fasting during Ramadan, and a pilgrimage to Makkah at least once in a lifetime.
8. lack of resources such as minerals, wood, and coal
9. Britain
10. during major wars in 1948 and 1967
11. establish an independent state
12. Shiites believe that only Muhammad's descendents should lead the Islamic community.

Guided Reading Activity 18-3 p. 33

1. Ottoman
2. Persians
3. Shia
4. Kurds
5. Fertile Crescent
6. Western
7. underground
8. Turkey
9. Iraq
10. Turkey
11. OPEC
12. Iran's

Guided Reading Activity 18-4 p. 34

1. Islam, Kuwait
2. Yemen, Saudi Arabia
3. United Arab Emirates, Qatar, Kuwait
4. Saudi Arabia, Great Britain, Yemen
5. Qatar
6. cultures
7. Kuwait, Qatar, Bahrain
8. mosques
9. Islam
10. Makkah, Ramadan

Guided Reading Activity 18-5 p. 35

1. Pashtun
2. Georgian
3. Uzbeks
4. Kazakhs
5. Afghanistan
6. Armenians
7. Tajikistan
8. Georgia
9. Armenian
10. Uzbekistan
11. Mongol
12. Armenia
13. Soviet Union
14. Kyrgyzstan
15. Mujahideen
16. Afghanistan
17. Georgia
18. Kazakhstan
19. Georgia
20. Georgia

Vocabulary Activity 19 p. 37

1. Commodities
2. landlocked
3. crude oil
4. arable
5. desalination
6. Aquifers
7. Petrochemicals
8. embargo
9. Commodities
10. aquifers

Reteaching Activity 19 pp. 39–40

1. c
2. d
3. f
4. a
5. b
6. e
7. small percentage of arable land; Mediterranean countries raise olives and citrus; Nile Delta is a fertile agricultural region
8. includes banking, real estate, insurance, and tourism; over 60 percent of Bahrain's GDP; ancient religious sites attract tourists; some countries discourage tourism

9. has resulted in wealth for the area; Iran and Saudi Arabia operate large oil refining and shipping facilities; petrochemicals produce added income; coal and copper mining are important in Southwest Asia and Central Asia; Morocco exports phosphate
10. provides an important food source; Moroccans fish in the Atlantic Ocean; fresh-water fish raised in artificial ponds in Israel
11. Turkey, Iran, and Egypt have extensive road systems; Istanbul has a new subway system; national railroads connect cities and seaports; some Central Asian countries have their own airlines.
12. Television and radio are expanding, but government control limits content; desert stretches limit communication; satellite technology helps improve communication services; cellular phone use and Internet services are growing.
13. pipes water from underground aquifers to farms near the Mediterranean coast; environmental concerns about draining Libya's aquifers and drawing in seawater as a result
14. helps control floods and provide irrigation but also prevents alluvial soil from reaching the Nile Delta; because the dam traps the soil and the land retains salt, farmers must use fertilizers.
15. left the region with environmental problems, including oil spills and polluted air from oil-well fires.
16. all face serious environmental challenges; the Caspian Sea is polluted, and the levels of the Dead Sea and Aral Sea are dropping.
17. The climate is dry and hot, and little freshwater is available. Underground aquifers are being depleted, and rivers are being diverted; some countries (especially Persian Gulf countries) have developed successful desalination programs to produce freshwater from seawater.
18. Countries whose economies are based on petroleum and gas reserves continue to make huge profits. In most other respects, the region does not have large amounts of natural resources.

19. Answers will vary. Students should support their choices by citing features such as climate or historical importance.

Reinforcing Skills Activity 19 p. 41

1. Student answers may vary. Possible answer: According to the graph, oil production levels in the region were stable between 2007 and 2009. OPEC member nations might have agreed to hold production levels in order to hold pricing. OPEC members might control oil production in order to avoid depleting the oil reserves too quickly.
2. Student answers may vary. According to the chart, Iraq is the country most dependent on oil exports, and petroleum accounts for about 83% of the GDP. However, Iraq is not producing much oil because of war and civil unrest in the country. About 79% of Bahrain's export income comes from oil, but oil accounts for 26% of the country's GDP. Oil accounts for only 41% of United Arab Emirate's exports, but it is producing oil at the greatest rate of any country in the region, and oil accounts for 39% of United Arab Emirate's GDP. Saudi Arabia has the greatest oil reserves in the region, depends on oil for 76% of its exports and 51% of its GDP.
3. At its current rate of production, exporting 2,521,000 barrels of oil per day, out of a reserve of 97.8 billion barrels, the United Arab Emirates will have totally depleted its oil supply in 11–12 years.
4. Student answer may vary. Countries will probably invest the money earned by current oil production in industries that will not depend so much on oil. The countries will take steps to make sure that they are more self-sufficient, and will work toward producing more food and more consumer goods within the region. Countries with a better educated population will find it easier to transition to an economy that is not oil based. The millions of foreign workers who now live in the region may find it difficult to stay as the oil industry becomes less important, and this may cause some internal unrest.

Enrichment Activity 19 p. 43

1. 300
2. \$2.85
3. 3
4. \$547.25
5. Kuwaiti dinar
6. \$25
7. It is better to exchange the money now.
8. Possible response: Rates are calculated so exactly to ensure that a person who is exchanging currency receives the fair amount of money.

Guided Reading Activity 19-1 p. 45

1. true
2. false: arable
3. true
4. false: Central Asia
5. false: Persian Gulf
6. false: decreased
7. false: Saudi Arabia

8. false: service
9. true
10. true
11. false: Black
12. false: pipeline
13. true
14. false: telecommunications
15. false: interdependent

Guided Reading Activity 19-2 p. 46

1. aquifers
2. population
3. Tigris
4. Israel
5. desalination
6. Libya
7. salt water
8. Egypt
9. oil wells
10. Kazakhstan
11. hydroelectric plants
12. mortality
13. Caspian