

Student Name \_\_\_\_\_

## Locating North America

- Use the map to determine the farthest points to the north, south, east, and west on mainland North America. Indicate the lines of latitude and longitude nearest to each place.

	PLACE	LATITUDE/LONGITUDE
Most northern mainland point	_____	_____
Most southern mainland point	_____	_____
Most eastern mainland point	_____	_____
Most western mainland point	_____	_____

- Now determine the farthest points to the north, south, east, and west for North America, including its islands. Indicate the lines of latitude and longitude nearest to each place.

	PLACE	LATITUDE/LONGITUDE
Most northern offshore point	_____	_____
Most southern offshore point	_____	_____
Most eastern offshore point	_____	_____
Most western offshore point	_____	_____

- On a separate piece of paper, write a paragraph describing the location of North America. Include both relative and absolute location in your description.

Student Name \_\_\_\_\_

## Comparing North American Regions

- Use the country tables on Resource Masters 13–16 to fill in the chart for each political region. Add up the totals for those regions made up of more than one country.

	AREA (square miles)	POPULATION
CANADA		
UNITED STATES		
MEXICO		
CENTRAL AMERICA		
Belize		
Costa Rica		
El Salvador		
Guatemala		
Honduras		
Nicaragua		
Panama		
TOTAL CENTRAL AMERICA		
WEST INDIES		
Antigua and Barbuda		
Bahamas		
Barbados		
Cuba		
Dominica		
Dominican Republic		
Grenada		
Haiti		
Jamaica		
Puerto Rico		
St. Kitts and Nevis		
St. Lucia		
St. Vincent and the Grenadines		
Trinidad and Tobago		
TOTAL WEST INDIES		

- On a separate piece of paper, rank the regions from largest to smallest in size and in population. Arrange your data in a table. What conclusions can you draw by comparing the area and population rankings?

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## *Where Am I Going in North America?*

- Suppose you are going on a vacation somewhere in North America. Based on physical features and climate, choose where you would like to go and what you would like to do there. Then provide the following clues so others can try to guess your destination.

### WHAT I'M PACKING

Special equipment: \_\_\_\_\_

Special clothing: \_\_\_\_\_

Because I'm going in \_\_\_\_\_ (season) and the weather might be \_\_\_\_\_, I'm also bringing \_\_\_\_\_.

For transportation when I'm there I may need \_\_\_\_\_.

### HOW I'M GETTING THERE

I plan to travel by \_\_\_\_\_.

To get there from here I will have to travel approximately \_\_\_\_\_ miles north or south and approximately \_\_\_\_\_ miles east or west.

### WHERE I'M GOING EXACTLY

\_\_\_\_\_ latitude

\_\_\_\_\_ longitude

### WHERE AM I GOING?

\_\_\_\_\_

## Where Do North Americans Live?

- Fill in the answers for one of the five regions of North America: Canada, United States, Mexico, Central America, West Indies.

Precipitation (heavy, moderate, light) \_\_\_\_\_

Student Name \_\_\_\_\_

## *Assembling Canada*

- Fit the jumbled provinces below onto a sheet of paper, making a map of Canada.



Student Name \_\_\_\_\_

## Navigating Canada

- Create a route through Canada that passes as many physical features on the map as possible. Then on this page note the clues: physical or political features your route goes through or passes and which way to go at each feature. Draw your route on your map.

### THE CLUES

Physical or Political Feature	Direction
1. (Starting Point)	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____

Continue on another sheet of paper if necessary.

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## *Canada's Agricultural Products*

Product: \_\_\_\_\_

Where grown or produced: \_\_\_\_\_

Ideal conditions for this product: (soil, climate, precipitation, space)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Challenges faced in growing or raising this product:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special methods used:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A year in the life of this product:

in spring: \_\_\_\_\_

in summer: \_\_\_\_\_

in fall: \_\_\_\_\_

in winter: \_\_\_\_\_

Is it produced for domestic use, export, or both? \_\_\_\_\_

Student Name \_\_\_\_\_

## Mining in Canada

- You are leading a mining expedition in Canada, but there's one problem: No one told you what you are mining. You will have to find out by making guesses about where you will be mining and what the mineral is used for. Use this sheet to study data so that you can interpret the answers.

Mineral	Leading Mining Areas	Major Uses
Coal	British Columbia, Alberta	burned for fuel
Copper	Ontario, Quebec, British Columbia	coins, cookware, wire
Gold	Ontario, Quebec, Northwest Territories, Yukon	jewelry, coins
Iron Ore	Quebec, Newfoundland	most widely used of metals; steel
Lead	New Brunswick	pipes, wire, batteries, soldering
Natural Gas	Alberta	heating fuel
Nickel	Ontario	coins, wire
Oil	Alberta, Northwest Territories	gasoline, petrochemicals
Silver	Manitoba, New Brunswick, Northwest Territories	jewelry, batteries
Zinc	New Brunswick	protective coating for iron and steel

- Now get ready to play "Zinc Lead Gold, Hot Warm Cold."



Student Name \_\_\_\_\_

## From Sea to Sea...to Sea

### Clues

#### Across

2. The \_\_\_\_\_ Lakes are connected to the (15 across) Ocean by the (19 across) Seaway.

4. The \_\_\_\_\_ Mountains made it difficult for travelers from the east to reach the Pacific Ocean.

5. Canada's busiest airport, \_\_\_\_\_ International, is named after a 1960s prime minister.

7. The \_\_\_\_\_ highway made it possible to drive from one end of the country to the other.

11. A \_\_\_\_\_ is a human-made waterway that aids navigation.

14. During the 1500s European explorers searched Canada for the \_\_\_\_\_ Passage, a water route across North America.

15. Halifax is Canada's busiest seaport on the \_\_\_\_\_ Ocean.

17. A major transportation center (5 across) is located in this city.

18. One of Canada's busiest seaports is Prince \_\_\_\_\_, on the Pacific.

19. The \_\_\_\_\_ River used to be too rapid to navigate, but is now part

of a very important shipping route in the south-east.

#### Down

1. Major \_\_\_\_\_ on the (3 down) railroad include the cities of Montreal, Winnipeg, Calgary, and Vancouver.

3. The \_\_\_\_\_ railroad, running "from sea to sea," was completed in 1885.

6. The initials of the country that built the (19 across) Seaway with Canada.

8. Canada's third ocean, the one left out of its motto "From Sea to Sea" and the one not reachable by the (3 down) railroad.

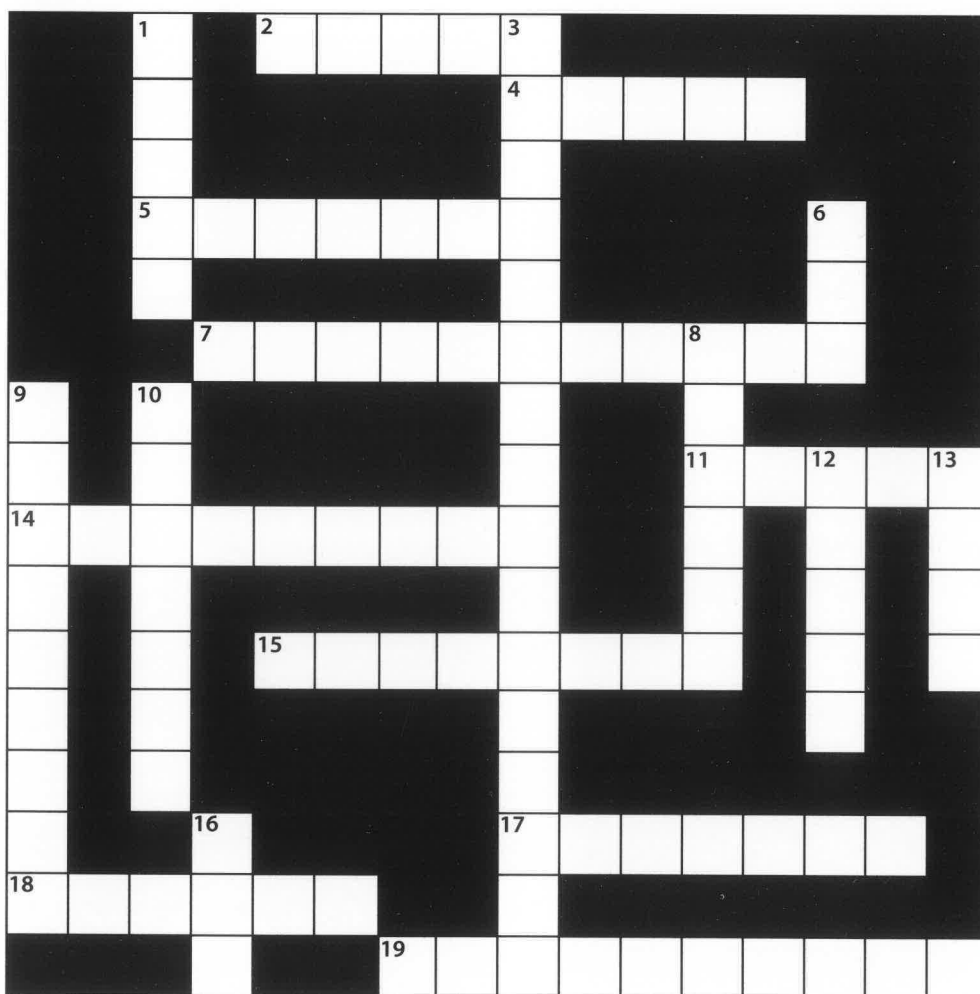
9. The country's busiest seaport; like (18 across), it's in British Columbia.

10. These boats bring passengers and vehicles from the mainland to Canada's islands.

12. There are fewer roads in Canada as one travels \_\_\_\_\_ (direction).

13. A "water elevator" that moves boats to higher and lower levels.

16. Initials of an island province that has no railroads.



Student Name \_\_\_\_\_

## The 50 States: Survey Tally Sheet

● Use this page to record data for a map of the United States.

SURVEY QUESTION: \_\_\_\_\_

States	Number of students	States	Number of students
Alabama	_____	Montana	_____
Alaska	_____	Nebraska	_____
Arizona	_____	Nevada	_____
Arkansas	_____	New Hampshire	_____
California	_____	New Jersey	_____
Colorado	_____	New Mexico	_____
Connecticut	_____	New York	_____
Delaware	_____	North Carolina	_____
Florida	_____	North Dakota	_____
Georgia	_____	Ohio	_____
Hawaii	_____	Oklahoma	_____
Idaho	_____	Oregon	_____
Illinois	_____	Pennsylvania	_____
Indiana	_____	Rhode Island	_____
Iowa	_____	South Carolina	_____
Kansas	_____	South Dakota	_____
Kentucky	_____	Tennessee	_____
Louisiana	_____	Texas	_____
Maine	_____	Utah	_____
Maryland	_____	Vermont	_____
Massachusetts	_____	Virginia	_____
Michigan	_____	Washington	_____
Minnesota	_____	West Virginia	_____
Mississippi	_____	Wisconsin	_____
Missouri	_____	Wyoming	_____

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## *Journal of Agricultural Product Use*

- Keep a five-day journal of ten agricultural products you use. Then research where the items you use most often come from.

JOURNAL FOR WEEK OF \_\_\_\_\_

	PRODUCT	WHERE PRODUCED
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Student Name \_\_\_\_\_

## *Notes for an Industry Interview*

● Industry being researched:

● Person to interview:

● Person's job:

Use this space to list questions to ask in your interview.  
For each category, list at least three questions.

### **Questions about industry:**

---

---

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### **Questions about the particular product or service:**

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---

---

### **Questions about person's job:**

---

---

---

### **Questions about other jobs in industry:**

---

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### **Other questions:**

---

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Student Name \_\_\_\_\_

## *Touring the U.S.A.*

- You and your family are planning a trip in the United States. A travel agent will help you plan your vacation, but you have to tell the agent how much time you have, what you want to see, what methods of travel you prefer, and any other special requests family members may have. Use this space to record your requests.

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- You are a travel agent specializing in travel throughout the United States. A family has asked you to help them plan their trip cross-country. The trip you plan for them will depend on how much time they have, what they want to see, and what method of travel they prefer. Use this space to record recommendations for your clients based on their requests.

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- Now work together to prepare a travel plan. Use another sheet of paper if you need more space.

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Student Name \_\_\_\_\_

## *Landmarks of New York City*

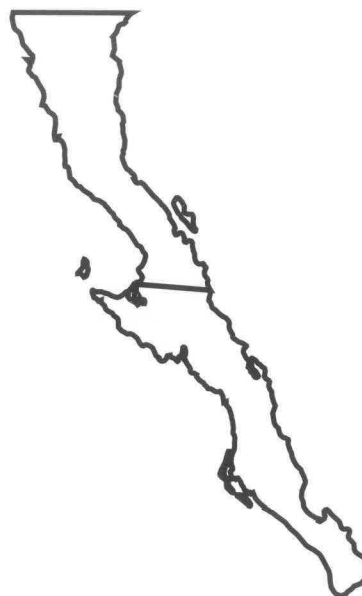
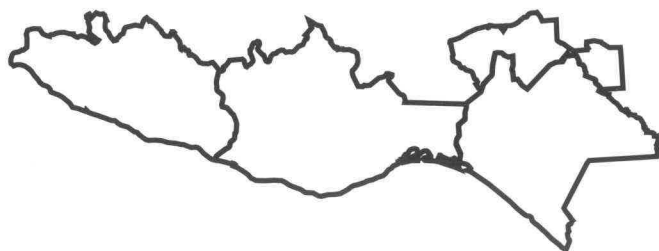
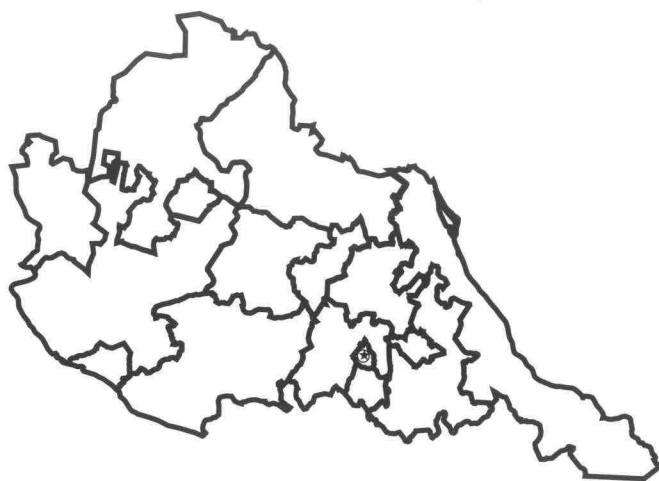
- Create a fact sheet for tourists visiting New York. Research the famous places on this page. Locate the places on the transparency map, and provide a description or interesting facts about each.

Site	Location	Facts
Empire State Building		
Times Square		
World Trade Center		
United Nations		
New York Stock Exchange		

Student Name \_\_\_\_\_

## *Assembling Mexico*

- Piece together these groups of Mexico's states on a sheet of paper, making a map of the country. When you are finished, label each state and draw and label its capital.



Student Name \_\_\_\_\_

## Mexico's Physical Regions

- Mexico is often divided into six physical regions. Find information about the physical features, temperature, precipitation, and population density (light, medium, or heavy) of each region. Record your findings in the spaces below.

### BAJA CALIFORNIA

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_

### CENTRAL PLATEAU

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_

### WESTERN SIERRA MADRE

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_

### GULF COASTAL PLAIN

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_

### EASTERN SIERRA MADRE

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_

### YUCATÁN

Major physical feature(s) \_\_\_\_\_

Temperatures \_\_\_\_\_

Precipitation \_\_\_\_\_

Population Density \_\_\_\_\_



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## Mexican Agriculture Crossword Puzzle

### Clues

#### Across

1. The upper layer of earth in which plants grow.

4. Main food crop of Mexico. Almost half of Mexico's farmland is dedicated to growing it.

5. Another major food crop of Mexico, often eaten with rice.

7. Parts of Mexico, especially in the dry north, require \_\_\_\_\_ so that crops have enough water.

8. One of Mexico's chief crops, grown in the north.

10. Animals raised in semi-arid areas of the north.

12. Challenge to agriculture in many areas of Mexico: lack of \_\_\_\_\_.

13. These are built on rivers to prevent flooding.

14. One of Mexico's chief export crops; seeds are used to make a beverage.

15. A plant raised to be sold is called a \_\_\_\_\_ crop.

16. Another word for dry.

17. \_\_\_\_\_ soil is good for farming

#### Down

1. \_\_\_\_\_ farming is when crops are grown for the farm family's use rather than for sale.

2. Kind of food grown along river valleys and in southern plains of Mexico; bananas are one example.

3. One obstacle to farming in Mexico: its many \_\_\_\_\_.

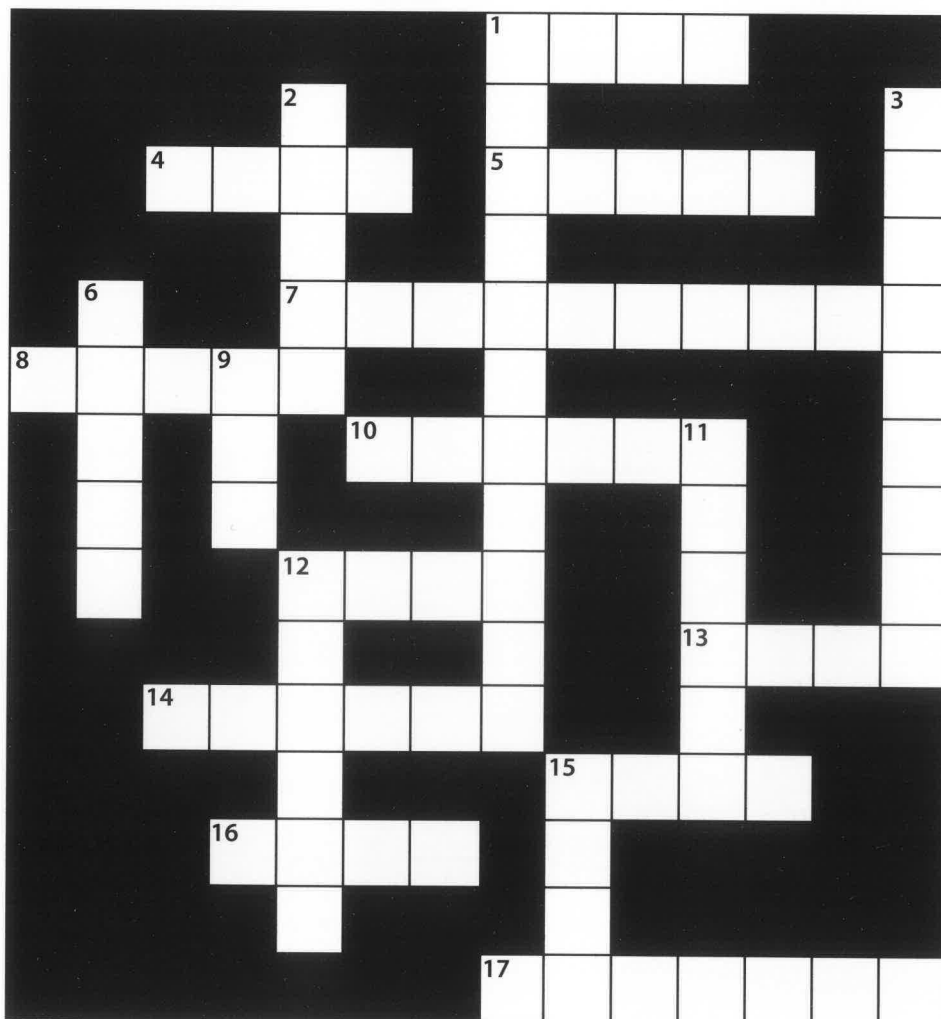
6. Animals raised on the central plateau.

9. Volcanic \_\_\_\_\_ adds nutrients to soil near volcanoes.

11. Spanish word for farms owned by government but worked by farmers who keep rights to what they raise.

12. Land \_\_\_\_\_ redistributed land, so that more people could farm.

15. Crop grown on southern plains: sugar \_\_\_\_\_.



Student Name \_\_\_\_\_

## Imports and Exports in Mexico

- Information about Mexico's imports and exports for the years 1991–1995 is given in the table below. Using the data in the table, create a line graph that compares changes in the value of imports and exports over those years. Plot the data on the graph, using different colors for the two lines. What conclusions does the graph help you to draw?



**Data: Trade in Billions of U.S. Dollars**

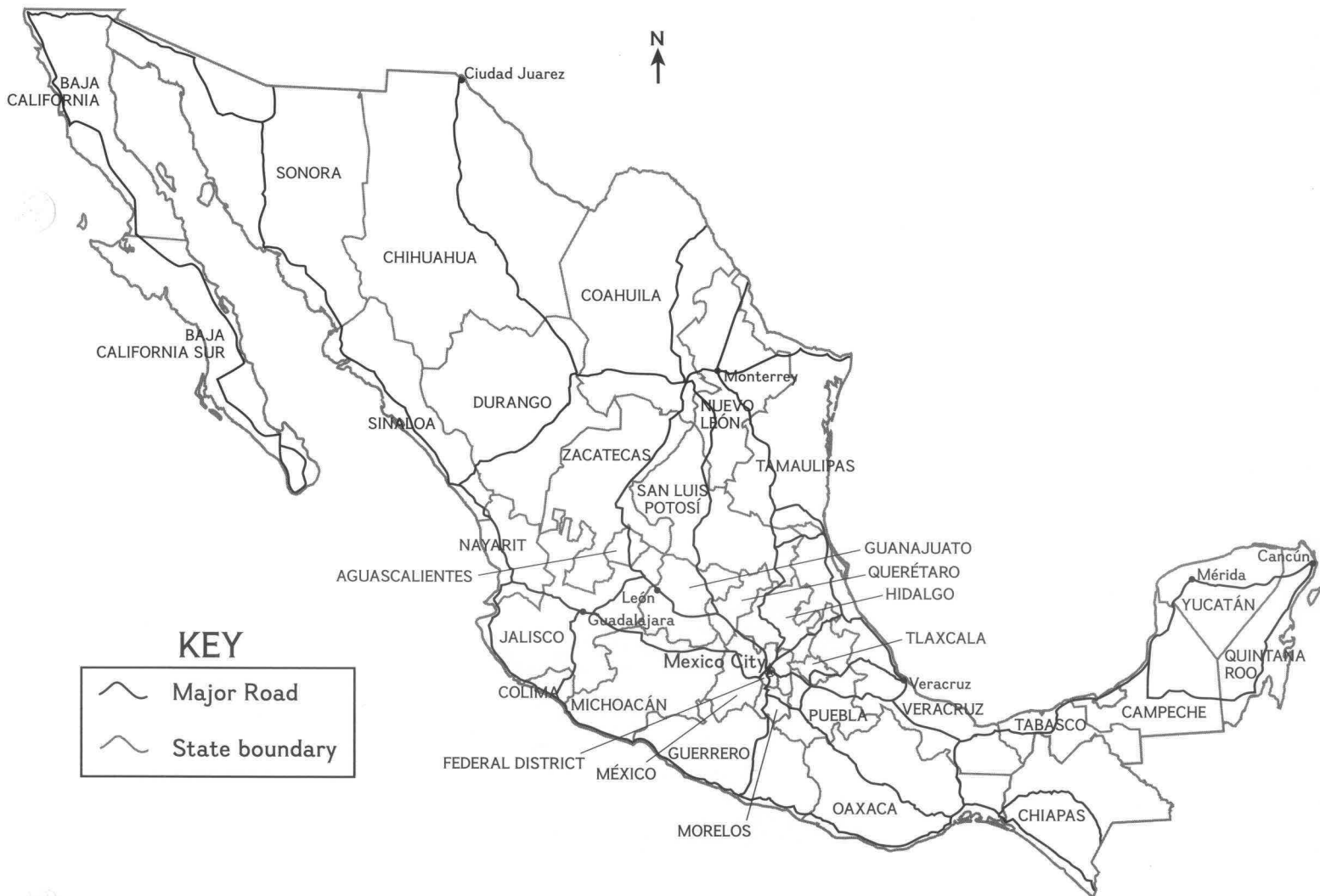
	1991	1992	1993	1994	1995
Imports:	50.0	62.1	65.4	79.3	72.5
Exports:	42.7	46.2	51.8	60.9	79.5

Source: *Statesman's Yearbook*, 1997–1998

Student Name \_\_\_\_\_

## On the Road in Mexico

- Your friend wants to travel from Ciudad Juárez to Cancún. You have offered to describe three different routes based on the map below. Use a separate sheet of paper to describe the routes, the advantages and disadvantages of each, and the one you would recommend.



Student Name \_\_\_\_\_

## Countries in Central America

- Refer to Resource Masters 13–16, *Countries of North America*, to fill in the missing information. Then write 10 questions that a partner can answer by comparing the information.

Country: \_\_\_\_\_  
Capital: Belmopan  
Population: \_\_\_\_\_  
Population Density: \_\_\_\_\_  
Major Languages: \_\_\_\_\_  
Per Capita Income: \_\_\_\_\_

Country: Honduras  
Capital: \_\_\_\_\_  
Population: \_\_\_\_\_  
Population Density: \_\_\_\_\_  
Major Languages: \_\_\_\_\_  
Per Capita Income: \$1,820

Country: Costa Rica  
Capital: \_\_\_\_\_  
Population: 3,463,083  
Population Density: \_\_\_\_\_  
Major Languages: \_\_\_\_\_  
Per Capita Income: \_\_\_\_\_

Country: Nicaragua  
Capital: \_\_\_\_\_  
Population: \_\_\_\_\_  
Population Density: \_\_\_\_\_  
Major Languages: Spanish  
Per Capita Income: \_\_\_\_\_

Country: El Salvador  
Capital: \_\_\_\_\_  
Population: \_\_\_\_\_  
Population Density: \_\_\_\_\_  
Major Languages: Spanish  
Per Capita Income: \_\_\_\_\_

Country: \_\_\_\_\_  
Capital: Panama City  
Population: \_\_\_\_\_  
Population Density: \_\_\_\_\_  
Major Languages: \_\_\_\_\_  
Per Capita Income: \_\_\_\_\_

Country: Guatemala  
Capital: \_\_\_\_\_  
Population: \_\_\_\_\_  
Population Density: 268/sq mi  
Major Languages: \_\_\_\_\_  
Per Capita Income: \_\_\_\_\_

Student Name \_\_\_\_\_

## *Natural Disasters in Central America*

- Use this sheet and additional pages, if you need them, to organize your research.

### **GENERAL INFORMATION**

What are earthquakes? Why do they happen?

What are volcanoes? Why do they erupt?

What are hurricanes? When and where do they tend to strike?

### **FOCUS ON AN EVENT**

Pick a particular earthquake, volcanic eruption, or hurricane in Central America's history and provide details about it.

Year:

Place:

How did this event affect people?

How did the event change the place where it occurred?

Student Name \_\_\_\_\_

## Agriculture and Exports in Central America

- For each country, circle the major exports that are based on one of that country's major agricultural products. Then answer the questions below.

Country	Major Agricultural Products	Major Exports
Belize	beans, citrus fruits, rice, corn, sugarcane	citrus fruits, clothing, fish products, sugar, timber
Costa Rica	bananas, cocoa, coffee, corn, livestock, rice, sugarcane,	bananas, cocoa, coffee, sugar, textiles
El Salvador	beans, coffee, corn, cotton, rice, sorghum, sugarcane, wheat	coffee, cotton, shrimp, sugar
Guatemala	bananas, beans, coffee, corn, livestock, sugarcane	bananas, coffee, meat, sugar
Honduras	bananas, beans, coffee, corn, sugarcane	bananas, coffee, lumber, minerals, seafood
Nicaragua	bananas, beans, cattle, coffee, cotton, rice, sugarcane	bananas, coffee, cotton, gold, meat, sugar,
Panama	bananas, rice, sugarcane, coffee, corn	bananas, shrimp, sugar, clothing, coffee

### Questions

- Which crop is exported by the most countries? \_\_\_\_\_
- Which products are widely grown but not exported? \_\_\_\_\_

What can you conclude from this? \_\_\_\_\_

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## Comparing Central American Economies

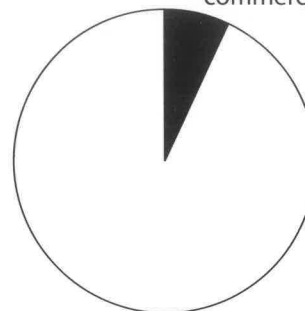
- Below is information about how people are employed in three Central American countries. Represent this information in approximate “slices” on the pie graphs.

### Guatemala: Work Force

(1985 estimate)

agriculture: 60%  
services: 13%  
manufacturing: 12%  
commerce: 7%  
construction: 4%  
transportation 3%  
other: 1%

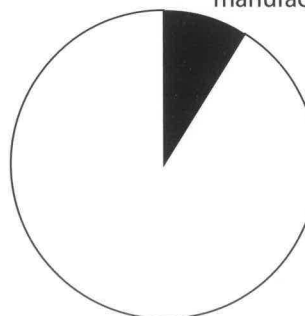
commerce: 7%



### Honduras: Work Force

agriculture: 62%  
services: 20%  
manufacturing: 9%  
construction: 3%  
other: 6%

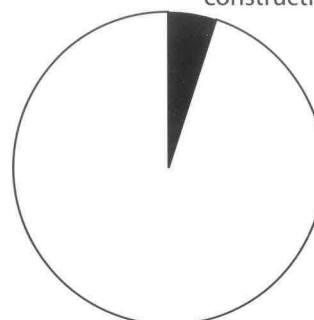
manufacturing: 9%



### Costa Rica: Work Force

agriculture: 24%  
services: 22%  
manufacturing: 19%  
commerce, banking, and finance: 26%  
construction: 5%  
transportation: 4%

construction: 5%



Sources, Guatemala, Honduras: 1996 CIA World Factbook; Costa Rica: Trade Compass Trade Library, U.S. Dept of State, Bureau of Public Affairs, 1994.

Student Name \_\_\_\_\_

## Take a Drive on the Pan American Highway

- Study the map and take notes about the the Pan American highway as it winds through most of the countries of Central America. List cities along the route and note the driving distance from border to border of each country. Then create a travel brochure titled "Driving the Pan American highway in Central America."

Guatemala

El Salvador

Honduras

Nicaragua

Costa Rica

Panama





Student Name \_\_\_\_\_

## *Name that West Indies Flag*

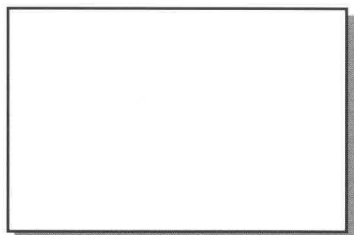
- Which countries' flags are described below? When you have identified them, draw and label the flags.



1. This flag has three horizontal bands colored blue, gold, blue. On the left side is a black triangle.



2. This flag's background is blue. In the flag's center, outlined in white, is a black and gold triangle.



3. This flag's colors are red, white, blue, gold, and black. The gold is in the shape of a rising sun.



4. This flag has a gold X through its center, dividing triangles of green and black.



5. This flag has vertical bands of blue and gold, with a trident (three-pointed spear) in the center.

Student Name \_\_\_\_\_

## *Island Hopping in the West Indies*

- Make question cards for an island hopping race through the West Indies. Study the elevation map as well as Resource Master 11 to make up your questions. They can be about physical or political features of the islands. Use the cards on this page. Write your question on the front of the card. On the reverse side write the answer.

**Island Hopping in the West Indies****Island Hopping in the West Indies****Island Hopping in the West Indies****Island Hopping in the West Indies****Island Hopping in the West Indies****Island Hopping in the West Indies**

Student Name \_\_\_\_\_

## *West Indian Agriculture*

Country or island: \_\_\_\_\_

Physical features: \_\_\_\_\_

\_\_\_\_\_

Chief agricultural products: \_\_\_\_\_

\_\_\_\_\_

How does climate affect agriculture in this country? \_\_\_\_\_

\_\_\_\_\_

Do trade winds affect this country? If so, how? \_\_\_\_\_

\_\_\_\_\_

Which crops are grown primarily for export and which for use within the country?

\_\_\_\_\_

\_\_\_\_\_

Student Name \_\_\_\_\_

## *Income in the West Indies*

- Look at the country tables in Resource Masters 13–16 to gather data about the per capita income for each country in the West Indies. Now organize your data by writing the name of each country and its per capita income in the appropriate box below.

**PER CAPITA****INCOME                      \$2,500                      \$5,000                      \$7,500                      \$10,000**

under \$2,500

from \$2,500 to \$5,000

from \$5,000 to \$7,500

from \$7,500 to \$10,000

above \$10,000

Student Name \_\_\_\_\_

## West Indies Mystery Tour

Your trip starts on an island at approximately latitude 21° N and longitude 74° W°.

This is Great Inagua Island, part of \_\_\_\_\_.

From this island you sail approximately 300 miles southwest, passing between two very large islands. At which island nation do you arrive? \_\_\_\_\_.

You leave your boat with a friend who lives in this country. He promises to meet you later, on \_\_\_\_\_, the large island nation to the north.

In the meantime you head for the Norman Manley Airport in the capital city of \_\_\_\_\_.

Your plane flies along latitude 18° N until it reaches longitude 59° W. Then it travels south approximately 325 miles and lands at Grantley Adams International airport on the island nation of \_\_\_\_\_.

From here you take a cruise ship that travels with the trade winds northwest approximately 100 miles and docks at the capital city of Castries on the island nation of \_\_\_\_\_.

Your cousin from St. John's, the capital of Antigua and Barbuda, calls and wants to know if you can meet her in "the country between us." You agree and you meet her in the town of Roseau, on the island nation of \_\_\_\_\_.

You decide to make one more stop before meeting your friend with the boat. You've heard about the beautiful "gold coast" of San Juan, so you board a boat headed for that part of the United States known as the Commonwealth of \_\_\_\_\_.

You spend so long on the beach you almost forget it's time to meet your friend and pick up your boat. You fly approximately 600 miles to get to your arranged meeting place. But you're late. Your friend has left a note. "I waited as long as I could," the note says, "but I had to go. I'm not too far away—at the large island with two countries on it."

**To find out where your friend has taken your boat, unscramble the circled letters above and fit them in the spaces below.**

"We're in the country of \_\_\_\_\_ on the island of \_\_\_\_\_ . Look for us in the capital city."

What city should you go to to find your friend and boat?

\_\_\_\_\_

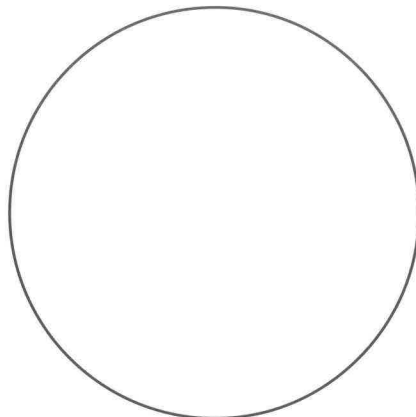
Student Name \_\_\_\_\_

## Where They Came From

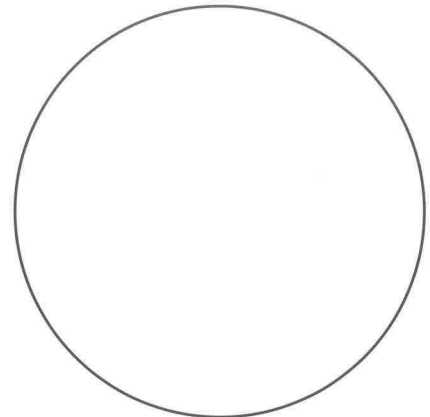
- Make circle graphs to compare the numbers of immigrants in the United States in 1890 and in 1990. Record your information in the spaces below, following these steps:
- Calculate the total number of immigrants for each map by adding the number of immigrants from each region.
  - Divide the number of immigrants from one region (from map) by the total number of immigrants (answer to step 1). To make the decimal a percentage, multiply it by 100.
  - Repeat for each region, and for the two maps.

Region	1890	% of total	1990	% of total
Canada				
Mexico and Central America				
West Indies				
South America				
Western Europe				
Eastern Europe and Russia				
Africa				
Asia (without Russia)				
Australia and Oceania				
<b>TOTALS</b>				

- Show the information in these circle graphs.



1890



1990