World Geography
Review Notes for
Parents and Students

Grade 8 World Geography
World Geography Content Review Notes:
Standards of Learning in Detail
Grade 8 World Geography: Third Nine Weeks
2014-2015

This resource is intended to be a guide for parents and students to improve content knowledge and understanding. The information below is detailed information about the Standards of Learning taught during the 3rd grading period and comes from the World Geography Standards of Learning Curriculum Framework issued by the Virginia Department of Education. The Curriculum Framework in its entirety can be found at the following website:


A section has also been developed to provide students with the opportunity to check their understanding of the content.

WG. 11a-c
Analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface.

WG. 11a
Apply the concepts of site and situation to major cities in each region.

What is meant by site?
- Site and situation are important geographic concepts when studying the growth of cities.
- Site is the actual location of a city.

What is meant by situation?
- Site and situation are important geographic concepts when studying the growth of cities.
- Situation is the relative location, e.g., the location of a city with respect to other geographic regions, resources, and transport routes.

In what ways may site and or situation affect urban development?
- Patterns of urban development occur according to site and situation.
<table>
<thead>
<tr>
<th>Harbor Sites</th>
<th>Fall Line Sites</th>
<th>Confluence Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td></td>
<td>Pittsburg, PA</td>
</tr>
<tr>
<td>Alexandria</td>
<td>Richmond, VA</td>
<td>Khartoum, Sudan</td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Istanbul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Island Sites</th>
<th>Hilltop Sites</th>
<th>Oasis Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris (islands in Seine River)</td>
<td>Rome</td>
<td>Damascus, Syria</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Athens</td>
<td>Siwa, Egypt</td>
</tr>
<tr>
<td>Singapore</td>
<td>Jerusalem</td>
<td></td>
</tr>
</tbody>
</table>

**Sites Where Rivers Narrow**

London Quebec, City
**WG.11a (continued)**

Apply the concepts of site and situation to major cities in each region.

<table>
<thead>
<tr>
<th>City</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baghdad</td>
<td>Command of land between Tigris and Euphrates rivers</td>
</tr>
<tr>
<td>Istanbul</td>
<td>Command of straits and land bridge to Europe</td>
</tr>
<tr>
<td>Mecca, Saudi Arabia</td>
<td>Focal point of pilgrimage</td>
</tr>
<tr>
<td>Varanasi (Bernares), India</td>
<td></td>
</tr>
<tr>
<td>Samarkand, Uzbekistan</td>
<td>Cities that grew up around trade routes (the Silk Road, Trans-Sahara trade,</td>
</tr>
<tr>
<td>Xi’an, China</td>
<td>maritime trade)</td>
</tr>
<tr>
<td>Timbuktu, Mali</td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td></td>
</tr>
<tr>
<td>Cape Town, South Africa</td>
<td>Supply station for ships</td>
</tr>
<tr>
<td>Omaha, Nebraska</td>
<td>Cities that grew up along the US Continental Railroad</td>
</tr>
<tr>
<td>Sacramento, California</td>
<td></td>
</tr>
<tr>
<td>Novosibirsk, Vladivostok</td>
<td>Cities that grew up along the Trans-Siberian Railroad</td>
</tr>
</tbody>
</table>
**CE.11a: Site**

Directions: Use standard WG.11a to match the correct site with its description and picture.

### Examples of Site (local characteristics)

<table>
<thead>
<tr>
<th></th>
<th>harbor sites</th>
<th>island sites</th>
<th>fall line sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>confluence sites</td>
<td>hilltop sites</td>
<td>oasis sites</td>
</tr>
<tr>
<td>1.</td>
<td>Richmond, Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Damascus, Syria; Siwa, Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Khartoum, Sudan Pittsburgh, Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>New York City Alexandria, Egypt Istanbul, Turkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Paris Hong Kong Singapore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Rome Athens Jerusalem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CE.11a: Site and Situation Magic Square
Directions: Use standard WG.11a to complete the activity. Match the definition with term by writing the number of the definition in the box. Each column and row adds up to 15.

<table>
<thead>
<tr>
<th>Harbor Sites</th>
<th>Istanbul</th>
<th>Novobirsk and Vladivostok</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cape Town</th>
<th>Hilltops</th>
<th>Richmond, Virginia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paris, Hong Kong, and Singapore</th>
<th>Trade</th>
<th>London and Quebec City</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>15</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

1. This city commands the straits and is the land bridge to Europe.
2. These are examples of sites where rivers narrow.
3. This city in South Africa is a supply station for ships.
4. These are island sites.
5. Rome, Athens, and Jerusalem are all sites that are located on __________.
6. These two cities grew up along the Trans-Siberian Railroad.
7. This fall line site is located in the United States.
8. New York City; Alexandria, Egypt; and Istanbul, Turkey are all ________.
9. Samarkland, Uzbekistan; Xi’an, China; and Timbuktu, Mali are all cities that grew up around these routes.
**WG.11b**
Explain how the functions of towns and cities have changed over time.

**What are the functions of towns and cities?**

**How do the functions of towns and cities change over time?**

- The functions of towns and cities change over time.

**Functions of Towns and Cities**

- Security, defense
- Religious centers
- Trade centers (local and long distance)
- Government administration
- Manufacturing
- Service centers

**Examples of Cities**

**Whose Functions Have Changed Over Time**

- **Pittsburg, PA**
  - Early function connected to defense
  - Became steel manufacturing center
  - Diverse Services (financial, light, manufacturing)

- **New York City**
  - Coastal and transatlantic trade
  - Trade from Great Lakes via Erie Canal
  - Worldwide trade and finances

- **Rio de Janeiro**
  - Brazil’s capital
  - Capital changes from Rio de Janeiro to Brasilia
  - **Mining Towns “Ghost Towns”**
  - Resource depletion
  - Changes in the environment
WG.11c
Describe the unique influence of urban areas and some challenges they face.

**How do urban areas influence the world’s cultural, political, and economic ideas and systems?**

- Urban populations exercise a powerful influence in shaping the world’s cultural, political, economic ideas and systems.

**Influences of Urban Areas on Their Regions and Countries**

- Nation-building (monuments, symbols)
- Transportation/communication hubs
- Magnets for migration
- Seed beds of new ideas and technologies
- Diversity, leading to creativity in the arts
- Universities, educational opportunities
- Corporate headquarters/regional offices
- Media centers (news, entertainment)

**What are some problems that may occur as a result of urban development?**

- Urban development may lead to problems related to human mobility, social structure, and the environment.

**Influences of Urban Areas on Their Regions and Countries**

- Transportation problems emerge, especially as automobile travel increase.
- Rich and poor neighborhoods exist in different areas isolated from one another.
- Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem.
- Air, water, and noise pollution increase.
- Sprawl results in conversion of agricultural land to urban uses, especially in North America.
- In developing countries, major cities are connected more to regions outside the country than to regions within the country.
**WG. 12ab**
Apply geography to interpret past, understand the present, and plan for the future.

**WG.12a**
Using geographic knowledge, skills, and perspectives to analyze problems and make decisions.

What are some practical applications of geography?

- An understanding of the practical application of geography enables students to be informed, active citizens in their communities.

Air- and water-quality monitoring and management

Land-use and transportation planning

Selections of locations for residential and commercial development

Recycling Programs
WG.12b
Relate current events to the physical and human characteristics of places and regions.

How are current events connected to the geographical characteristics of places and regions?
- Current events are shaped by the physical and human characteristics of the places and regions where they occur.

How Physical Characteristics Influence Current Events

- Earthquakes
- Flooding
- Volcanoes
- Drought
- Climate
- Vegetation
How Human Characteristics Influence Current Events

- Population distribution
- Geographic pattern of ethnic diversity
- A sense of place (emotional attachment specific locations)
- Geographic patterns of trade and interdependence (e.g., oil)
- Geographic patterns of wealth and poverty (developed and developing nations)
Regional Geography

Latin America: Central America and the Caribbean (West Indies)

WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America: Central America and the Caribbean (West Indies).

In what ways do physical economic and cultural characteristics influence regional development?
- The development of a region is influenced by many factors, including physical, economic, and cultural characteristics.

What impact does elements of the physical environment, such as major bodies of water and mountains have on countries in a region?
- Elements of physical environment such as major bodies of water and mountains influence the economic and cultural characteristics of regions.

What are some ways human interaction affects the development of a region?
- The interaction of humans with their environment affects the development of a region.

What are some criteria that may be used to determine a country’s relative importance?
- Different criteria may be used to determine a country’s relative importance.

Criteria for Determining Relative Importance

- Gross Domestic Product (GDP)
- Land Size
- Population Size
- Resources
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
*Latin America: Central America and the Caribbean (West Indies).*

<table>
<thead>
<tr>
<th>Central America</th>
<th>Belize</th>
<th>Guatemala</th>
<th>El Salvador</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honduras</td>
<td>Nicaragua</td>
<td>Costa Rica</td>
<td>Panama</td>
</tr>
<tr>
<td>Caribbean (West Indies)</td>
<td>Cuba</td>
<td>Haiti</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Puerto Rico (U. S)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America: Central America and the Caribbean (West Indies).

**Physical Characteristics**

- **Sierra Madres** (Central America)
- **Wildlife Migration of Raptos** (Central America)
- **Rainforests**
- **Volcanoes**
- **Earthquakes**
- **Archipelagoes**
- **Tropical Climates Predominant**
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
Latin America: Central America and the Caribbean (West Indies).

Economic Characteristics

Diverse Economies
Subsistence farming (livestock, corn, beans rice, fruits)
Plantation agriculture (coffee, bananas, cotton, sugar cane,)
Cash corps and food crops

Economics Features

Deforestation
Destruction of rainforests
Disparity of income destruction

Cultural Characteristics

- Indian civilizations
- African traditions
- Influence of European colonization
- Predominance of Roman Catholic religion
- Rigid social structure
- Mestizos
- Megacities, squatter settlements
- Rapid population growth
- Out Migration
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
*Latin America: Central America and the Caribbean (West Indies).*

**Central American Cultural Heritage**
- Traditional Dance
- Pyramids (Tikal-Guatemala)
- Cathedrals
- Haciendas
- Ejidos (communal land)

**Espanol**
- Spanish Language (Central America, Puerto Rico)

**Caribbean Cultural Heritage**
- Traditional Dance
- Music: African influences: steel drum bands, reggae

**Cultural Landscapes**
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions: **Latin America: South America.**

<table>
<thead>
<tr>
<th>South America</th>
<th>Colombia</th>
<th>Venezuela</th>
<th>Guyana</th>
</tr>
</thead>
<tbody>
<tr>
<td>South America</td>
<td><img src="colombia_map.png" alt="Colombia Map" /></td>
<td><img src="venezuela_map.png" alt="Venezuela Map" /></td>
<td><img src="guyana_map.png" alt="Guyana Map" /></td>
</tr>
</tbody>
</table>

- **Suriname**
- **French Guiana**
- **Ecuador**

- **Peru**
- **Bolivia**
- **Brazil**

- **Paraguay**
- **Argentina**
- **Uruguay**
- **Chile**
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
Latin America: South America.

**Physical Characteristics**

- **Rainforests**
- **Andes Mountains**
- **Coastal Desert: Atacama**
- **Reversed seasons south of the equator**
- **Amazon River Basin**
- **Grasslands: pampas (Argentina)**
- **Grasslands: llanos (Colombia)**
- **Tropical Climates Predominant**
- **Archipelagoes**
- **Volcanoes**
- **Earthquakes**
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
Latin America: South America.

Economic Characteristics

Diverse Economies

Subsistence Farming

Plantation Farming

Slash and Burn Agriculture
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions:
**Latin America: South America.**

- **Cash Crops and Food Crops**
- **Cattle Ranges, Gauchos**
- **Deforestation**
- **Destruction of Rainforests**
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions:

**Latin America: South America.**

- **Oil Resources:** Ecuador, Venezuela, and Mexico
- **Disparity of Income Distribution**
- **Diverse mineral resources (e.g. copper in Chile, iron ore in Venezuela, and Brazil)**
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America: South America.

Cultural Characteristics

- Indian civilizations
- African traditions
- Influence of European colonization
- Predominance of Roman Catholic religion
- Rigid social structure
- Mestizos
- Location of settlements: coastal in South America
- Megacities, squatter settlements
- Rapid population growth
- Out-migration

Traditional Dance

Spanish, Portuguese Languages
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America: South America.

Music: African Influences

Cities as Centers of Culture and Trade

Rio De Janeiro (Brazil)

Santiago (Chile)

Buenos Aires (Argentina)
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America: South America.

WG.3b
Explain how regional landscapes reflect the physical environment and the characteristics of their inhabitants.

How do regional landscapes reflect cultural characteristics of their inhabitants?
- Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.

Cultural Characteristics
Architectural Structures: Religious Buildings (e.g. Mosques, churches, synagogues, temples, pagodas) Dwelling (e.g. tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)

Cultural Landscapes
- Pyramids
- Cathedrals
- Machu Picchu
**WG.4: Latin America/Caribbean**

**Directions:** Use standard WG.4 Latin America/Caribbean to determine which facts about Latin America/Caribbean are Economic or Cultural. Put an **E** for economic and a **C** for cultural.

1. _____ African traditions
2. _____ Mexico is part of the North American Free Trade Agreement (NAFTA)
3. _____ Cash crops and food crops
4. _____ Cattle ranges, gauchos
5. _____ most nations speak Spanish, Portuguese (Brazil) languages
6. _____ Destruction of rain forests
7. _____ Influence of European colonization
8. _____ Diverse economies
9. _____ Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)
10. _____ Heavy smog and pollution in Mexico City
11. _____ Indian civilizations
12. _____ Disparity of income distribution
13. _____ largest settlements are along the coast in South America
14. _____ Megacities, squatter settlements
15. _____ Deforestation
16. _____ Music: African influences, calypso, steel drum bands, reggae
17. _____ Oil resources
18. _____ Out-migration
19. _____ people of mixed ancestry are called Mestizos
20. _____ Plantation agriculture
21. _____ Predominance of Roman Catholic religion
22. _____ Rapid population growth
23. _____ Rigid social structure
24. _____ Slash-and-burn agriculture
25. _____ Subsistence farming
26. _____ Traditional dances
Regional Geography
Southwest Asia (Middle East) and North Africa

WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Southwest Asia (Middle East) and North Africa

In what ways do physical economic and cultural characteristics influence regional development?
- The development of a region is influenced by many factors, including physical, economic, and cultural characteristics.

What impact does elements of the physical environment, such as major bodies of water and mountains have on countries in a region?
- Elements of physical environment such as major bodies of water and mountains influence the economic and cultural characteristics of regions.

What are some ways human interaction affects the development of a region?
- The interaction of humans with their environment affects the development of a region.

What are some criteria that may be used to determine a country’s relative importance?
- Different criteria may be used to determine a country’s relative importance.

Criteria for Determining Relative Importance

Gross Domestic Product (GDP)
- Kuwait
- United Arab Emirates
- Qatar
- Israel

Land Size
- Saudi Arabia
- Algeria
- Libya

Population Size
- Iran
- Turkey
- Egypt
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Southwest Asia (Middle East) and North Africa.
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Southwest Asia (Middle East) and North Africa.
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: **Southwest Asia (Middle East) and North Africa.**

**Physical Characteristics**

[Map of Southwest Asia/North Africa]

**Crossroads of Europe, Africa, and Asia**

**Desert and Semiarid Climates**

[Sahara] [Steppes] [Sahel]
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions: **Southwest Asia (Middle East) and North Africa.**

### Mountains

**Atlas Mountains**

**Taurus Mountains**

**Zagros Mountains**
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions: **Southwest Asia (Middle East) and North Africa.**

<table>
<thead>
<tr>
<th>WATER FEATURES (Southwest Asia)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mediterranean Sea</strong></td>
</tr>
<tr>
<td><img src="image" alt="Mediterranean Sea" /></td>
</tr>
<tr>
<td><strong>Black Sea</strong></td>
</tr>
<tr>
<td><img src="image" alt="Black Sea" /></td>
</tr>
<tr>
<td><strong>Arabian Sea</strong></td>
</tr>
<tr>
<td><img src="image" alt="Arabian Sea" /></td>
</tr>
<tr>
<td><strong>Persian Gulf/Arabian Gulf</strong></td>
</tr>
<tr>
<td><img src="image" alt="Persian Gulf/Arabian Gulf" /></td>
</tr>
<tr>
<td><strong>Strait of Hormuz</strong></td>
</tr>
<tr>
<td><img src="image" alt="Strait of Hormuz" /></td>
</tr>
<tr>
<td><strong>Bosphorus Strait</strong></td>
</tr>
<tr>
<td><img src="image" alt="Bosphorus Strait" /></td>
</tr>
<tr>
<td><strong>Dardanelles Strait</strong></td>
</tr>
<tr>
<td><img src="image" alt="Dardanelles Strait" /></td>
</tr>
<tr>
<td><strong>Tigris River</strong></td>
</tr>
<tr>
<td><img src="image" alt="Tigris River" /></td>
</tr>
<tr>
<td><strong>Euphrates River</strong></td>
</tr>
<tr>
<td><img src="image" alt="Euphrates River" /></td>
</tr>
<tr>
<td><strong>Jordan River</strong></td>
</tr>
<tr>
<td><img src="image" alt="Jordan River" /></td>
</tr>
</tbody>
</table>
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Southwest Asia (Middle East) and North Africa.

<table>
<thead>
<tr>
<th>WATER FEATURES (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Red Sea</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Nile River</td>
</tr>
</tbody>
</table>

Economic Characteristics

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Major producer of the world’s oil
- Oil revenues: Positive and negative effects
- Regional conflicts, political unrest that affects tourism
- Water: The region’s most precious resource.
- Aswan High Dam: Positive and Negative Effects
- Trade important to region from earliest time
- Wide range of per capita incomes and levels of development
- Contemporary trade routes (sea lane)
- Organization of Petroleum Exporting Countries (OPEC)
- Great variation in standards of living ranging from very high to poverty-stricken
- Guest workers
- Suez Canal: Enhanced shipping routes in the region
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions: *Southwest Asia (Middle East) and North Africa.*

**Cultural Characteristics**

- Rapid Urbanization
- Modernization centered in urban areas while traditional life continues in rural areas
- Large percentage of population under age 15
- Population unevenly distributed
- Arab countries and Arabic Language
- Non-Arab countries: Turkey, Iran, Israel
- Birthplace of three major monotheistic religions- Judaism, Christianity, and Islam
- Conflict over Palestine
- Nomadic lifestyles
- Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Southwest Asia (Middle East) and North Africa.

WG.3b
Explain how regional landscapes reflect the physical environment and the characteristics of their inhabitants.

Cultural Characteristics

<table>
<thead>
<tr>
<th>Mosques, Minarets</th>
<th>Cultural Landscapes</th>
<th>(Kaaba)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Wall (Jerusalem)</td>
<td>Dome of The Rock (Jerusalem)</td>
<td>Church of the Holy Sepulcher (Jerusalem)</td>
</tr>
<tr>
<td>Hagia Sophia</td>
<td>Bazaars, suqs</td>
<td>Oil Rigs</td>
</tr>
<tr>
<td>Walled Cities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cities As Centers of Cultural Trade

<table>
<thead>
<tr>
<th>Baghdad, Iraq</th>
<th>Cairo, Egypt</th>
<th>Istanbul, Turkey</th>
<th>Jerusalem, Israel</th>
<th>Mecca, Saudi Arabia</th>
<th>Tehran, Iran</th>
</tr>
</thead>
</table>
WG.4: Southwest Asia (Middle East) and Africa

Directions: Use standard Southwest Asia (Middle East) and North Africa to determine which facts about Southwest Asia (Middle East) and North Africa are Economic or Cultural. Put an E for economic and a C for cultural.

1. _____ Arab countries speak Arabic language
2. _____ Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs
3. _____ Aswan High Dam has had positive and negative effects
4. _____ Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam
5. _____ Conflict over Palestine
6. _____ Contemporary trade routes (sea lanes)
7. _____ Great variation in standards of living, ranging from very high to poverty-stricken
8. _____ Guest workers
9. _____ Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
10. _____ Large percentage of population under age 15
11. _____ Major producer of world’s oil
12. _____ Many nations in this region are part of the Organization of Petroleum Exporting Countries (OPEC)
13. _____ Modernization centered in urban areas while traditional life continues in rural areas
14. _____ Nomadic lifestyles
15. _____ Non-Arab countries: Turkey, Iran, Israel
16. _____ Oil revenues: Positive and negative effects
17. _____ Population unevenly distributed
18. _____ Rapid urbanization
19. _____ Regional conflicts, political unrest that affects tourism
20. _____ Suez Canal has enhanced shipping routes in the region
21. _____ Trade important to region from earliest time
22. _____ Water is the region’s most precious resource
23. _____ Wide range of per capita incomes and levels of development
Regional Geography

WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

Criteria for Determining Relative Importance

Gross Domestic Product (GDP)
- South Africa
- Gabon
- Botswana

Land Size
- Democratic Republic of Congo
- Sudan
- Chad
- Mozambique
- Madagascar

Population Size
- Nigeria
- Ethiopia
- Democratic Republic of Congo
- South Africa
- Tanzania
- Kenya
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

Physical Characteristics

- Continent composed of a huge plateau, escarpments
- River transportation impeded by waterfalls and rapids
- Location of equator through middle of region; similar climatic patterns north and south of the equator
- Smooth coastline; few harbors
- Large number of landlocked countries
- Storehouse of mineral wealth
- Limited fertility of rain forest soils
- Nature preserves and national parks

Bodies of Water

- Nile River
- Zambezi River
- Niger River
- Congo River
- Atlantic Ocean
- Indian Ocean
- Red Sea
- Lake Victoria
- Lake Tanganyika
**WG. 4**
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

**Deserts**

Kalahari Desert

Namib Desert

**Economic Characteristics**

- Large percentage of population engaged in agriculture (primary activity)
- Subsistence agriculture
- Nomadic herding
- Slash-and-burn agriculture
- Plantation agriculture
- Cash crops and food crops
- Poorly developed infrastructure
- Large number of landlocked countries
- Substantial mineral wealth (diamonds, gold and other metals)
- Major exporters of raw materials
- Wide range of per capita incomes
- Productivity that has lags behind population growth
- Desertification
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

Demographics Typical of Developing Economies
- Low per capita GDP
- Low life expectancy
- High population growth
- High infant mortality rate
- Large percentage of population under 15
- Low literacy rate

Cultural Characteristics
- Uneven population distribution
- Many ethnic groups, languages, customs
- Large numbers of refugees
- Knowledge of history through oral tradition
- Country names related to historical empires: Mali, Ghana, Zimbabwe
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

Masks

Sculptures

Dance

Music

Colorful Dress

Jewelry

Cultural Heritage
WG. 4
The student will locate and analyze physical, economic, and cultural characteristics of world regions: Sub-Saharan Africa (West, Central, East, and South Africa).

Cultural Landscapes

Markets
Churches
Mosques, minarets
Villages
Modern City Cores

Cities as Centers of Culture and Trade

Lagos
Dakar
Johannesburg

Katrina S. Cary, Supervisor of History and Social Sciences Instruction
Terry Fenner and Natalie Rotzler, World Geography Teachers
Suffolk Public Schools
WG.4: Sub-Saharan Africa

**Directions:** Decide which facts about Latin Sub-Saharan Africa are **Economic** and which is **Cultural**. Put an **E** for economic and a **C** for cultural.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Country names related to historical empires: Mali, Ghana, Zimbabwe</td>
</tr>
<tr>
<td>28.</td>
<td>Demographics typical of developing nations</td>
</tr>
<tr>
<td>29.</td>
<td>Desertification</td>
</tr>
<tr>
<td>30.</td>
<td>Heritage-Masks, Sculpture, Dance, Music, Colorful dress, &amp; Jewelry</td>
</tr>
<tr>
<td>31.</td>
<td>Knowledge of history through oral tradition</td>
</tr>
<tr>
<td>32.</td>
<td>Landscape-Markets, Churches, Mosques, minarets, Villages, &amp; Modern city cores</td>
</tr>
<tr>
<td>33.</td>
<td>Large number of landlocked countries</td>
</tr>
<tr>
<td>34.</td>
<td>Large numbers of refugees</td>
</tr>
<tr>
<td>35.</td>
<td>Large percentage of population engaged in agriculture (primary activity)</td>
</tr>
<tr>
<td>36.</td>
<td>Major exporters of raw materials</td>
</tr>
<tr>
<td>37.</td>
<td>Many ethnic groups, languages, customs</td>
</tr>
<tr>
<td>38.</td>
<td>Nomadic herding</td>
</tr>
<tr>
<td>39.</td>
<td>Plantation agriculture Cash crops and food crops</td>
</tr>
<tr>
<td>40.</td>
<td>Poorly developed infrastructure</td>
</tr>
<tr>
<td>41.</td>
<td>Productivity that lags behind population growth</td>
</tr>
<tr>
<td>42.</td>
<td>Slash-and-burn agriculture</td>
</tr>
<tr>
<td>43.</td>
<td>Subsistence agriculture</td>
</tr>
<tr>
<td>44.</td>
<td>Substantial mineral wealth (diamonds, gold and other metals)</td>
</tr>
<tr>
<td>45.</td>
<td>Uneven population distribution</td>
</tr>
<tr>
<td>46.</td>
<td>Wide range of per capita incomes</td>
</tr>
</tbody>
</table>
3RD WEEKS TEST

The World Geography 3rd Weeks Test will be administered at this time.

Tested World Geography SOLs include WG.11abc, WG.12ab and WG.4 (Latin America, North Africa and Southwest Asia, and Sub-Saharan Africa).

Previously tested SOLs will be included from the 1st Nine Weeks and 2nd Weeks Test. Previously tested World Geography SOLs include WG.1 -3 and WG.5-12.
ADDITIONAL REVIEW RESOURCES

STAR (Students Teaching Activities Resources)

Suffolk Public Schools STAR webpage contains resources that assist students in enhancing their comprehension of the Virginia Standards of Learning. Resources include but are not limited to activities, games, powerpoints, webquests, websites that address Standards of Learning objectives in each content area in grades K-12.

http://www.spsk12.net/departments/STAR/socialscience/ss_ce7.htm
3RD NINE WEEKS
CONTENT VOCABULARY

The following pages contain vocabulary sorts that can be used to review relevant World Geography terms for this grading period. Cut out the sort and practice matching the vocabulary word with the matching definition.

Quizlet is a free online website that provides students extra opportunities to practice and review vocabulary words. Links to Suffolk Public Schools Civics and Economics Quizlet files are located on the Suffolk Public Schools STAR (Students Teaching Activities Resources) webpage.

http://www.spsk12.net/departments/STAR/socialscience/ss_ce7.htm

Katrina S. Cary, Supervisor of History and Social Sciences Instruction
Terry Fenner and Natalie Rotzler, World Geography Teachers
Suffolk Public Schools
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall line</td>
<td>The point where uplands meet the coastal land and result in an abrupt drop, resulting in waterfalls and rapids</td>
</tr>
<tr>
<td>site</td>
<td>The actual location of a city (absolute location)</td>
</tr>
<tr>
<td>situation</td>
<td>the location of a city with respect to other geographic features, regions, resources or transportation routes (relative location)</td>
</tr>
<tr>
<td>sprawl</td>
<td>the spreading outwards of a city and its suburbs to rural lands</td>
</tr>
<tr>
<td>drought</td>
<td>a prolonged period of extreme dryness in the weather.</td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>archipelago</strong></td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>cash crop</strong></td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>ejidos</strong></td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>gaucho</strong></td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>haciendas</strong></td>
</tr>
<tr>
<td><strong>WG.4</strong></td>
<td><strong>llanos</strong></td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Machu Picchu</td>
<td>Ancient Incan city in Peru located on top of a mountain</td>
</tr>
<tr>
<td>Megacity</td>
<td>a large metropolitan city with a population of more than 10 million people</td>
</tr>
<tr>
<td>mestizos</td>
<td>a person of mixed European, African, and Native American descent</td>
</tr>
<tr>
<td>NAFTA</td>
<td>a trade agreement between the countries of Canada, the United States, and Mexico that allows easier trade between countries</td>
</tr>
<tr>
<td>Out migration</td>
<td>to leave one region in order to settle in another</td>
</tr>
<tr>
<td>pampas</td>
<td>a level grassland plain that is primarily found in Argentina and extends into Uruguay</td>
</tr>
<tr>
<td>WG.4 plantation</td>
<td>an agricultural estate usually worked by resident laborers</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>WG.4 Slash and burn agriculture</td>
<td>the practice of cutting down trees and burning the stumps in order to create fields or to sell timber for profit</td>
</tr>
<tr>
<td>WG.4 subsistence farm</td>
<td>a small plot where a farmer grows only enough food to feed his own family</td>
</tr>
<tr>
<td>WG.4 Tikal</td>
<td>ancient Mayan ruins in Guatemala</td>
</tr>
<tr>
<td>WG.4 Vertical zonation</td>
<td><img src="image" alt="Vertical zonation diagram" /></td>
</tr>
<tr>
<td>WG.4</td>
<td>Alluvial Soils</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aswan High Dam</td>
<td>One of the world's largest dams on the Nile River in southern Egypt.</td>
</tr>
<tr>
<td>Church of the Holy Sepulcher</td>
<td>Large church in Jerusalem; also called the Church of the Resurrection Eastern Christians</td>
</tr>
<tr>
<td>Delta Regions</td>
<td>Regions with triangular deposits at the end of a river occur when the strong current of the river slows down and deposits the sediments it picked up</td>
</tr>
<tr>
<td>Dome of Rock</td>
<td>Muslim shrine in Jerusalem</td>
</tr>
<tr>
<td>Hagia Sophia</td>
<td>Museum is located in Istanbul, Turkey; was once a church, then a mosque</td>
</tr>
<tr>
<td>WG.4 Kabba</td>
<td>cube-shaped ancient stone structure located inside the Grand Mosque in Mecca, Saudi Arabia that is considered the center of the Muslim world and a unifying focal point for Islamic worship</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WG.4 minaret</td>
<td>a tall, slender tower attached to a mosque, from which the muezzin (mosque official) calls the faithful to prayer</td>
</tr>
<tr>
<td>WG.4 mosque</td>
<td>a place of worship for followers of Islam</td>
</tr>
<tr>
<td>WG.4 nomads</td>
<td>individuals who move from place to place with herds of animals</td>
</tr>
<tr>
<td>WG.4 oasis</td>
<td>the green area in a desert fed by underground water</td>
</tr>
<tr>
<td>WG.4 pastoralism</td>
<td>a way of life that depends on raising livestock and living on its milk and meat</td>
</tr>
<tr>
<td>WG.4 Sahara</td>
<td>the world's largest, hot desert that covers most of Northern Africa and stretches from the Red Sea, to the outskirts of the Atlantic Ocean</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WG.4 Sahel</td>
<td>the boundary zone in Africa between the Sahara to the north and the more fertile region to the south; countries are known for being large in size and small in population.</td>
</tr>
<tr>
<td>WG.4 steppes</td>
<td>grass-covered plain that receives low annual precipitation and is considered a vegetation region</td>
</tr>
<tr>
<td>WG.4 Suez Canal</td>
<td>canal that allows two-way north-south water transport from Europe to Asia without circumnavigating Africa</td>
</tr>
<tr>
<td>WG.4 suqs</td>
<td>a market in an Arab city</td>
</tr>
<tr>
<td>WG.4 Wadi Wadis (plural)</td>
<td>a dry riverbed that contains water only during times of heavy rains</td>
</tr>
<tr>
<td>WG.4</td>
<td>Western Wall</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>WG.4 plateau</td>
<td></td>
</tr>
<tr>
<td>WG.4 escarpment</td>
<td>Escarpment Biosphere Conservancy</td>
</tr>
<tr>
<td>WG.4 desertification</td>
<td></td>
</tr>
<tr>
<td>WG.4 refugees</td>
<td></td>
</tr>
<tr>
<td>WG.4 Oral tradition</td>
<td></td>
</tr>
</tbody>
</table>
Page 5 - WG.11a: Site
1. fall line sites
2. oasis sites
3. confluence sites
4. harbor sites
5. island sites
6. hilltop sites

Page 6 - WG.11a: Site and Situation Magic Square

<table>
<thead>
<tr>
<th>Harbor Sites</th>
<th>Istanbul</th>
<th>Novobirsk and Vladivostok</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Cape Town</td>
<td>Hilltops</td>
<td>Richmond, Virginia</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Paris, Hong Kong, and Singapore</td>
<td>Trade</td>
<td>London and Quebec City</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

Total 15

Total 15

Total 15
**Page 25 - WG.4: Latin America and Caribbean**

2. E 11. C 20. E

**Page 35 - WG.4: Southwest Asia (Middle East) and North Africa**

6. E 15. C
8. E 17. C

**Page 42 - WG.4: Sub-Saharan Africa**

1. C 11. C
2. E 12. E
5. C 15. E
7. E 17 E
8. C 18. E
10. E 20. E