Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

I. Introducing this ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

II. Preparation for Viewing
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

III. After Viewing the Program
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

AIMS Teaching Module written by Pat Davies.

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries since 1957. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in videocassette and CD-ROM.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia at:
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**FEATURES**

**INTRODUCING THE ATM**

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

**Themes**
This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

**Overview**
The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

**Objectives**
The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

**Preparation for Viewing**
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

**Introduction To The Program**
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

**Introduction To Vocabulary**
Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

**Discussion Ideas**
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

**Focus**
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

**After Viewing the Program**
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs
These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections
Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking
Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity
Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On
These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing
Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom
Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities
These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World
These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity
To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.
ADDITIONAL ATM FEATURES

Vocabulary
Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension
Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities
The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary
The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test
The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs
After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key
Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation
- Read Geographically Speaking: Learning Geographical Terms Themes, Overview, and Objectives to become familiar with program content and expectations.
- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing
- Set up viewing monitor so that all students have a clear view.
- Depending on your classroom size and learning range, you may choose to have students view Geographically Speaking: Learning Geographical Terms together or in small groups.
- Some students may benefit from viewing the video more than one time.

After Viewing
- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
In exploring a new area of study, some of our best guides are the terms that make up its subject-specific vocabulary. These words and phrases are essential to learning the basics and advanced details. In Geographically Speaking: Learning Geographical Terms, students will learn the geographical terms for Earth's physical components, characteristics, and processes. From the formation of different landforms, to the impact of climate on regions of the world, to the definition and location of various bodies of water, students will experience the where, how, and why of the geographical terms that describe our planet.

Overview

What is a savannah, and how do you fold a mountain? In this program, students are introduced to geographical terms that help them identify and locate different types of places around the world. The program's host, an intrepid explorer, guides viewers to major types of landforms such as mountains, plateaus, and valleys, and explains the roles that plate tectonics and erosion play in their formation.

Students will learn about each of the geographic regions of the world, including the factors of climate and geography that shape each region, their physical characteristics, the adaptations of their inhabitants, and their locations around the globe. Regions covered include grasslands, deserts, tundra, coniferous forests, temperate forests, rain forests, oceans, seas, lakes, rivers, and the polar regions. In addition, students learn about various types of wetlands, and the physical characteristics of islands, peninsulas and capes.

Objectives

- To explain the geographic terms, physical characteristics, and basic history of Earth's major landforms
- To explore the regions of the world, and explain the impact of climate and location on the physical characteristics of each region
- To explain the division of Earth's saltwater regions into oceans and seas
- To show the physical characteristics of such geographic features as peninsulas and capes

Introduction to the Program

The Earth is made up of several layers, some of which are solid and some of which are liquid. The outer layers are the mantle and crust, and the physical features of the planet's crust form the topic we study as geography. Some 70% of the Earth's surface is covered by water. The remaining area is made up of landforms of various sizes, shapes and elevations.

To prepare students for, Geographically Speaking: Learning Geographical Terms, ask them to volunteer any terms they can think of that refer to the geography of the Earth. Accept all responses; expect them to include such topics as:

- land, mountains, valleys, islands, oceans, lakes, rivers, deserts, rain forests, wetlands, polar regions, volcanoes

Introduction to Vocabulary

Write the following words on the board and explain that they will be referenced in the video. Some students may be unfamiliar with the terms. If the meaning of any word is unclear to the group, ask volunteers to use an appropriate reference source to check the term and report their findings to the class.

canyon, channel, coniferous, core, deciduous, desert, fault, isthmus, landform, lava, magma, mantle, mesa, mountain, peninsula, plateau, savannah, strait, tectonic plates, temperate, tundra

Discussion Ideas

Lead students in a discussion of how the geographic names of places, and knowledge of their physical locations, helps in learning about our planet. Ask them to consider how they would get around their community if the streets no longer had names, if the flat areas of the region were suddenly mountainous, if a river appeared in the middle of town where there hadn't been a river before. What if the region's climate changed radically? How would these things affect their lives?

Focus

Ask students to think for a few moments about the different geographic features in your community and in your state. How do they think some of those geographic features impact the region and their lives? Tell them to keep these thoughts in mind as they view the program and to watch for details regarding the geographic features of other parts of our country and around the planet. Let them know you will discuss such features and their global effects following the screening.
SUGGESTED ACTIVITIES

Writing
Tell students to prepare an outline and rough draft for a story, REGIONS OF THE WORLD. Ask them to write about the geographic features of each region, landforms, bodies of water, climate, and location on the globe. Encourage students to elaborate on the colorful environment of each region, the effects regional climates have on living organisms, and the adaptations necessary for life to exist in the more extreme regions. Have students begin the writing process by making an outline of their ideas, then writing their rough draft.

Meeting Individual Needs
Have students work alone or in small groups to look up the words coniferous, desert, grassland, and temperate in the dictionary or other resource. What are the definitions of the words? What is an example of each? (coniferous refers to trees that have cones, needle-like leaves, and which remain green all year; desert refers to a region that receives very little rainfall and supports few plants; grassland refers to a region which receives enough rainfall to support grasses, but too little to support trees; temperate refers to a region where there are four seasons.)

Connection to Life Science
Have students work in small groups to research the areas of Sub-Saharan Africa that are home to the hippopotamus, lion, zebra, African elephant, rhino, monkeys and great apes. Ask them to look for data on the populations of these and other living organisms in the regions, as well as information on the nonliving components of the Sub-Saharan ecosystems. How have geographic features of the region affected growth of the various animal populations? How have various examples of human intervention affected the living community and the ecosystem’s nonliving components? Have the groups write reports from their research and present them to the class.

Cultural Diversity
What would it be like to live in a rain forest? In the Sahara Desert? On a mountain peak? Have students select and research a location, learning about its climate, people and lifestyles. Have them keep a journal for one week, writing entries as though they were students living in their selected region. Ask them to describe their daily activities, their homes, the activities of other family members, the physical surroundings of their neighborhood and school. At the end of the week, ask for volunteers to read aloud selections from their journals. (Format: please set the following in a single column.)

Sahara Desert (hot, dry desert)
Gobi Desert (cold, dry desert)
African Savannah (grassland)
Florida Everglades (wetlands)
Malaysian Rain forest (tropical rain forest)
Greenland (tundra)
Canadian Pacific Coast (temperate rain forest)

Connection to Art
Have students work in small groups, each group selecting a region of the world to illustrate on a large sheet of kraft paper. Encourage them to include plants, animals and people in their drawing. Mention that clothing should be appropriate to the region being illustrated, as should homes or other buildings.

When the drawings are complete, assemble them as a mural and display on a classroom wall, labeled as “A Portrait of Our World.”
Critical Thinking
The region we live in affects almost everything about our lives - from the clothes we wear, to the foods available for us to eat, to the careers open to us locally and jobs held by our parents, to the hobbies and sports we play. If our geographic region was significantly different, how might our homes, schools and roads need to be different? Have students work in small groups to research some basic information regarding the topic, then hold a discussion, with each group selecting a spokesperson to represent their findings. Discussion should include the impact of temperature, precipitation, plant and animal life and other factors that greatly influence lifestyle.

Writing
If students have not already done so, have them revise and edit their REGIONS OF THE WORLD rough drafts, then prepare their final drafts. Have them draw illustrations to accompany their stories.

Culminating Activity
Have students work in small groups to create a multi-media presentation about the geographic information they’ve learned from the program. Brainstorm with the class the topics that should be covered, as well as the types of materials and media they would like to include in their presentation. Have each group present to the entire class; you may wish to set up a school-wide screening so that the class may show their presentations to the entire student population as well.
VOCABULARY

The vocabulary words listed below are from Geographically Speaking: Learning Geographical Terms. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use a separate piece of paper to write each word in a sentence.

a) canyon  
b) coniferous  
c) core  
d) desert  
e) lava  
f) mantle  
g) savannah  
h) strait  
i) tectonic plates  
j) tundra

_____ a region that is so dry that few, if any, plants can grow there

_____ a narrow passage of water that connects two larger bodies of water

_____ referring to trees that bear cones, and whose leaves are needle-shaped

_____ grassland region found in tropical and subtropical areas, such as Africa

_____ melted rock that flows out of a volcano and then hardens as it cools down

_____ sections of the Earth's crust that float on the partly melted section of the mantle. When these move against each other, they can cause earthquakes and the formation of mountains

_____ two of the Earth's layers that are deepest inside the planet are each called this

_____ treeless arctic or alpine plain, its name means, “barren land”

_____ the layer of the Earth that is between the crust and the outer core

_____ a valley with steep sides, carved out of the land by a fast-moving river
Mountains can be found everywhere on Earth. Three different types of mountains are called ________________, ________________, and ________________. Most of Earth’s mountain ranges are made up of _______________ mountains, which are formed when two of Earth’s plates push together causing the land to buckle and form peaks. Magma is melted rock from deep inside the Earth. When magma forces its way outside the crust, it is called _______________. This melted rock becomes solid as it cools, and gradually builds up a mountain called a _______________. Large, flat-topped landforms called _______________ can be found in and around the _______________. As these landforms become more and more eroded, they are known as _______________ and _______________. River valleys are usually V-shaped because _______________. A valley that is U-shaped was probably formed by _______________ as it scraped over the surface of the land. A canyon is a _______________; unlike V-shaped ones, it has steep walls because _______________. A savannah is a _______________ region found in _______________. Deserts are very dry regions where little grows. Some hot, dry deserts are the _______________ and _______________; a cold, dry desert is the _______________. The north and south poles are located at opposite ends of the Earth’s _______________. _______________, a word meaning “barren land” is a treeless plain found just south of the northern polar region. _______________ trees have cones, needle-shaped leaves, and are also known as _______________ because they stay green all year. Deciduous trees have broad leaves that _______________. Rain forests are found in very _______________ climates. The world’s oceans are all connected, but geographers have given different areas of ocean four different names. These are the ________________, ________________, ________________, and _______________. The Coral Sea, near Australia, is part of the _______________. Names for water passageways that connect two larger bodies of water are _______________ and _______________. A lake is a large body of water _______________. Some types of wetlands are _______________, _______________, and _______________. An _______________ is an area of land that is completely surrounded by water. A _______________ is a piece of land that is surrounded by water on three sides, such as the state of Florida.
REGIONS OF THE WORLD

In the space provided, write in the geographic locations where you would find these regions.

Grasslands can be found in: ________________________________________________________________

Deserts can be found in: __________________________________________________________________

Tundra regions can be found in: ____________________________________________________________

Coniferous forests can be found in: _________________________________________________________

Temperate forests can be found in: _________________________________________________________

Tropical rain forests can be found in: _________________________________________________________
PLANTS AND THE REGIONS WHERE THEY USUALLY GROW

In the space provided name the plants illustrated and write the name of the region or regions where you might expect to find them, such as tundra, desert, etc.

Type of Plant: ___________________________________
Region(s): ______________________________________
______________________________________

Type of Plant: ___________________________________
Region(s): ______________________________________
______________________________________

Type of Plant: ___________________________________
Region(s): ______________________________________
______________________________________

Type of Plant: ___________________________________
Region(s): ______________________________________
______________________________________
VOCABULARY MATCH UP

Draw a line from the vocabulary words on the left to their correct definitions on the right.

a) channel  melted rock that is below the surface of the Earth
b) climate  a passage of water that connects two larger bodies of water; wider than a strait
c) desert  a hill or mountain formed by melted lava that flows out of the Earth and, as it cools into solid rock, builds up into a higher and higher mound
d) gorge  an extremely large body of salt water
e) isthmus  another name for a canyon, or steep-sided river valley
f) lake  a region that is so dry that few plants can grow
g) magma  a thin strip of land surrounded on two sides by water; it connects two larger land masses
h) ocean  the pattern of weather for a region
i) rain forest  a body of water that is surrounded on all sides by land; most are freshwater
j) volcano  a wet, tropical region heavily populated with broad-leafed plants and trees
WORD SEARCH PUZZLE

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search. Look up, down, across, backwards and diagonally to find the words.

WORD BANK
coniferous
core
deciduous
desert
fault
landform
mesa
mountain
peninsula
plateau
temperate
tundra

________________________________ an area of land surrounded by water on three sides; Florida and part of Michigan have this shape
________________________________ a region that is so dry that few, if any, plants can grow there
________________________________ a region that has four seasons is called this
________________________________ referring to trees that bear cones, and whose leaves are needle-shaped
________________________________ a place on the Earth's surface where the plates that make up the crust are fractured or weak
________________________________ two of the Earth's layers that are deepest inside the planet are each called this
________________________________ an elevated area on the Earth's surface that rises sharply to a peak; taller than a hill
________________________________ treeless arctic or alpine plain, its name means, “barren land”
________________________________ a land formation that rises above the surrounding area on at least one side; it has a flat, level top; its name comes from the French word for “platter”
________________________________ a natural feature of the Earth’s land surface, such as a hill, mountain, or valley
________________________________ a land formation with steep sides and a flat top; its name comes from the Spanish word for “table”
________________________________ referring to trees that lose their leaves in the autumn
The easy way to list all of the Great Lakes is to remember that you’re always at HOME(S) on the water. Please feel at home and list the lakes below, then write the name of each on the illustration at the bottom of the page.

H ______________________________________________
O ____________________________________________
M ____________________________________________
E ______________________________________________
S ______________________________________________
Fill in the blank or circle the letter for the correct answer to each question.

1. The Earth is made up of layers. These are the ________________________
   a) core, pulp, pith, rind
   b) inner core, outer core, mantle, crust
   c) plasma, ether, diploid, haploid

2. ______________________________ look like giant cliffs jutting into the air.
   a) Volcanoes
   b) Fold mountains
   c) Fault mountains

3. A volcano begins to form when ______________________________________________________________________________________
   ______________________________________________________________________________________________________________________

4. Earth’s oceans are the _________________________________
   a) Atlantic, Arctic, Indian, Pacific
   b) Atlantic, Caribbean, Mediterranean, Pacific
   c) Atlantic, Arctic, Mediterranean, Pacific

5. What is the difference between an ocean and a sea? ______________________________________________________________________
   ______________________________________________________________________________________________________________________
6. The program host said that the word plateau comes from the French word for “platter.” Why is that an appropriate name for this kind of landform?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

7. The weather pattern for a certain region is called its _____________________
   a) biome
   b) climate
   c) ecosystem

8. Desert regions are _______________________
   a) dry and hot
   b) wet and hot
   c) dry and hot or cold

9. During the winter, the trees in a coniferous forest will look _____________________ because ________________________
   a) naked; their leaves fell off in the autumn
   b) colorful; their leaves have turned red and gold
   c) green; they do not lose their leaves in the autumn and their leaves do not change color

10. The country of Italy and the state of Florida are both _______________________
    a) tundra regions
    b) peninsulas
    c) islands
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

#9714-EN-VID: Maps Symbols and Terms
#2652-EN-VID: Rivers: Shapers of Earth Landscapes
#9083-EN-VID: The Geology of the Earth: Of Forces, Rocks, and Time
The vocabulary words listed below are from Geographically Speaking: Learning Geographical Terms. Read each definition. On the line next to the definition write the letter of the vocabulary word that matches the definition. Then use a separate piece of paper to write each word in a sentence.

- a) canyon
- b) coniferous
- c) core
- d) desert
- e) lava
- f) mantle
- g) savannah
- h) strait
- i) tectonic plates
- j) tundra

D  a region that is so dry that few, if any, plants can grow there

H  a narrow passage of water that connects two larger bodies of water

B  referring to trees that bear cones, and whose leaves are needle-shaped

G  grassland region found in tropical and subtropical areas, such as Africa

E  melted rock that flows out of a volcano and then hardens as it cools down

I  sections of the Earth’s crust that float on the partly melted section of the mantle. When these move against each other, they can cause earthquakes and the formation of mountains

C  two of the Earth’s layers that are deepest inside the planet are each called this

J  treeless arctic or alpine plain, its name means, “barren land”

F  the layer of the Earth that is between the crust and the outer core

A  a valley with steep sides, carved out of the land by a fast-moving river
Complete each sentence below with a word or words that make sense.

Mountains can be found everywhere on Earth. Three different types of mountains are called **fold mountains**, **fault mountains**, and **volcanoes**. Most of Earth’s mountain ranges are made up of **fold** mountains, which are formed when two of Earth’s plates push together causing the land to buckle and form peaks. Magma is melted rock from deep inside the Earth. When magma forces its way outside the crust, it is called **lava**. This melted rock becomes solid as it cools, and gradually builds up a mountain called a **volcano**. Large, flat-topped landforms called **plateaus** can be found in and around the **Grand Canyon**. As these landforms become more and more eroded, they are known as **mesas** and **buttes**. River valleys are usually V-shaped because **rain water runs down the sides and erodes the soil**. A valley that is U-shaped was probably formed by a **glacier** as it scraped over the surface of the land. A canyon is a **river valley usually found in a desert area**; unlike V-shaped ones, it has steep walls because there’s little rainfall in the area to wear down the walls. A savannah is a **grassland** region found in **Africa**. Deserts are very dry regions where little grows. Some hot, dry deserts are the **Sahara** and **Mojave**; a cold, dry desert is the **Gobi**. The north and south poles are located at opposite ends of the Earth’s **axis**. **Tundra**, a word meaning “barren land” is a treeless plain found just south of the northern polar region. **Coniferous** trees have cones, needle-shaped leaves, and are also known as **evergreens** because they stay green all year. Deciduous trees have broad leaves that **fall off in the autumn**. Rain forests are found in very **hot, wet** climates. The world’s oceans are all connected, but geographers have given different areas of ocean four different names. These are the **Atlantic**, **Arctic**, **Indian**, and **Pacific**. The Coral Sea, near Australia, is part of the **Pacific Ocean**. Names for water passageways that connect two larger bodies of water are **channels** and **straits**. A lake is a large body of water **completely surrounded by land**. Some types of wetlands are **marshes**, **swamps**, and **bogs**. An **island** is an area of land that is completely surrounded by water. A **peninsula** is a piece of land that is surrounded by water on three sides, such as the state of Florida.
In the space provided, write in the geographic locations where you would find these regions.

Grasslands can be found in: **North America, South America, Africa, Asia, Europe, Australia**

Deserts can be found in: **North America, South America, Africa, Asia, Australia**

Tundra regions can be found in: **North America, Greenland, Europe, northern Asia**

Coniferous forests can be found in: **northern regions of North America, Europe, and Asia**

Temperate forests can be found in: **North America, South America, Europe, Africa, Asia, Australia**

Tropical rain forests can be found in: **South America, Africa, Malaysia, Australia**
PLANTS AND THE REGIONS WHERE THEY USUALLY GROW

In the space provided name the plants illustrated and write the name of the region or regions where you might expect to find them, such as tundra, desert, etc.

Type of Plant: CACTUS
Region(s): DESERT, TEMERATE FOREST

Type of Plant: FIR, PINE, EVERGREEN, CONIFEROUS TREE
Region(s): CONIFEROUS FOREST, TEMPERATE FOREST

Type of Plant: DECIDUOUS, BROADLEAF, MAPLE TREE
Region(s): TEMPERATE FOREST
VOCABULARY MATCH UP

Draw a line from the vocabulary words on the left to their correct definitions on the right.

a) channel
   melted rock that is below the surface of the Earth

b) climate
   a passage of water that connects two larger bodies of water; wider than a strait

c) desert
   a hill or mountain formed by melted lava that flows out of the Earth and, as it cools into solid rock, builds up into a higher and higher mound

d) gorge
   an extremely large body of salt water

e) isthmus
   another name for a canyon, or steep-sided river valley

f) lake
   a region that is so dry that few plants can grow

g) magma
   a thin strip of land surrounded on two sides by water; it connects two larger land masses

h) ocean
   the pattern of weather for a region

i) rain forest
   a body of water that is surrounded on all sides by land; most are freshwater

j) volcano
   a wet, tropical region heavily populated with broad-leafed plants and trees
WORD SEARCH PUZZLE

Read each vocabulary definition below. On the line before each definition write the appropriate word, then find each in the word search. Look up, down, across, backwards and diagonally to find the words.

WORD BANK
- coniferous
- core
- deciduous
- desert
- fault
- landform
- mesa
- mountain
- peninsula
- plateau
- temperate
- tundra

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peninsula
- an area of land surrounded by water on three sides; Florida and part of Michigan have this shape

desert
- a region that is so dry that few, if any, plants can grow there

temperate
- a region that has four seasons is called this

coniferous
- referring to trees that bear cones, and whose leaves are needle-shaped

fault
- a place on the Earth’s surface where the plates that make up the crust are fractured or weak

core
- two of the Earth’s layers that are deepest inside the planet are each called this

mountain
- an elevated area on the Earth’s surface that rises sharply to a peak; taller than a hill

tundra
- treeless arctic or alpine plain, its name means, “barren land”

plateau
- a land formation that rises above the surrounding area on at least one side; it has a flat, level top; its name comes from the French word for “platter”

landform
- a natural feature of the Earth’s land surface, such as a hill, mountain, or valley

mesa
- a land formation with steep sides and a flat top; its name comes from the Spanish word for “table”

deciduous
- referring to trees that lose their leaves in the autumn
The easy way to list all of the Great Lakes is to remember that you’re always at HOMES)on the water. Please feel at home and list the lakes below, then write the name of each on the illustration at the bottom of the page.

H  ______________________________________________
O  ____________________________________________
M  ____________________________________________
E  ______________________________________________
S  ______________________________________________

Superior

Huron

Ontario

Michigan

Erie
TEST

Fill in the blank or circle the letter for the correct answer to each question.

1. The Earth is made up of layers. These are the ________________________
   a) core, pulp, pith, rind
   b) inner core, outer core, mantle, crust
   c) plasma, ether, diploid, haploid

2. ______________________________ look like giant cliffs jutting into the air.
   a) Volcanoes
   b) Fold mountains
   c) Fault mountains

3. A volcano begins to form when ________________________________
   melted rock, called magma, forces its way through the Earth’s crust and flows out as molten lava.

   When the lava cools, it becomes solid rock, which gradually builds up into a mountainous shape.

4. Earth’s oceans are the ________________________________
   a) Atlantic, Arctic, Indian, Pacific
   b) Atlantic, Caribbean, Mediterranean, Pacific
   c) Atlantic, Arctic, Mediterranean, Pacific

5. What is the difference between an ocean and a sea? _________
   A sea is a small division, or part, of an ocean.
6. The program host said that the word plateau comes from the French word for “platter.” Why is that an appropriate name for this kind of landform?

A platter is a large, flat dish, and the plateau landform is a large, flat-topped formation.

7. The weather pattern for a certain region is called its ________________
   a) biome
   b) climate
   c) ecosystem

8. Desert regions are ________________
   a) dry and hot
   b) wet and hot
   c) dry and hot or cold

9. During the winter, the trees in a coniferous forest will look ________________ because ________________
   a) naked; their leaves fell off in the autumn
   b) colorful; their leaves have turned red and gold
   c) green; they do not lose their leaves in the autumn and their leaves do not change color

10. The country of Italy and the state of Florida are both ________________
    a) tundra regions
    b) peninsulas
    c) islands