HISTORY & GEOGRAPHY
TEACHER’S GUIDE

6th Grade
# HISTORY & GEOGRAPHY 600

## Teacher's Guide

### LIFEPAC® Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY &amp; GEOGRAPHY SCOPE &amp; SEQUENCE</td>
<td>6</td>
</tr>
<tr>
<td>STRUCTURE OF THE LIFEPAC CURRICULUM</td>
<td>10</td>
</tr>
<tr>
<td>TEACHING SUPPLEMENTS</td>
<td>16</td>
</tr>
</tbody>
</table>

### Unit 1: World Geography

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>28</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>35</td>
</tr>
</tbody>
</table>

### Unit 2: The Cradle of Civilization

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>45</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>51</td>
</tr>
</tbody>
</table>

### Unit 3: The Civilizations of Greece and Rome

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>61</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>67</td>
</tr>
</tbody>
</table>

### Unit 4: Life in the Middle Ages

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>77</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>87</td>
</tr>
</tbody>
</table>

### Unit 5: Six South American Countries

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>94</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>103</td>
</tr>
<tr>
<td>Unit 6: Other South American Countries</td>
<td>107</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>ANSWER KEYS</td>
<td>111</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>119</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7: Africa</th>
<th>123</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>127</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8: Modern Western Europe</th>
<th>137</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>147</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>153</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 9: Modern Eastern Europe</th>
<th>157</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>161</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>169</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 10: Development of Our World</th>
<th>173</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER KEYS</td>
<td>179</td>
</tr>
<tr>
<td>ALTERNATE LIFEPAC TEST</td>
<td>189</td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher’s Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student’s interest in learning and may be used as a reward for good study habits.
HISTORY & GEOGRAPHY 601

Unit 1: World Geography
TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAC

<table>
<thead>
<tr>
<th>Required</th>
<th>Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>(None)</td>
<td>• atlas</td>
</tr>
<tr>
<td></td>
<td>• Bible</td>
</tr>
<tr>
<td></td>
<td>• dictionary</td>
</tr>
<tr>
<td></td>
<td>• globe</td>
</tr>
<tr>
<td></td>
<td>• large maps of North and South America, Europe, the Middle East, Asia, the Soviet Union, Australia, New Zealand, and Antarctica</td>
</tr>
<tr>
<td></td>
<td>• large map of Southern hemisphere</td>
</tr>
<tr>
<td></td>
<td>• large map of Western and Eastern hemispheres</td>
</tr>
<tr>
<td></td>
<td>• reference books or websites</td>
</tr>
</tbody>
</table>

ADDITIONAL LEARNING ACTIVITIES

Section 1: Latitude and Longitude

1. Discuss these questions with your class.
   a. How can it be Monday in half the world and a different day in the other half of the world?
   b. How many time zones are in the world? (Twenty-four – one for every 15° longitude.)
   c. How many time zones are in the mainland United States? (Four)

2. Use a large wall map of the world or find a world map in an atlas. With one classmate or several, find the longitude and latitude of your home town. Now find the longitude and latitude for these cities:
   - Phoenix, Arizona  Saigon, Vietnam
   - Buenos Aires, Argentina  Honolulu, Hawaii

3. Make at least four clocks out of cardboard. You may place them on one large cardboard if you wish. Put the numbers in the correct places, and make cardboard hands. Fasten the hands to the clocks with brads. Label the clocks Eastern, Central, Mountain, and Pacific. In your time zone set the clock at the hour it is right now. Set the clock in the other United States times zones at their correct hours. Make more clocks and set the hour for Nome, Alaska; Honolulu, Hawaii; Hong Kong; Calcutta, India; Rome, Italy; and Stockholm, Sweden. Be sure to label each clock. You can find time-zone charts in most atlases or online.

4. The Vikings, who were Scandinavian, sailed in the cold seas and landed on the coast of North America. They established three colonies, all of which have disappeared. What could have happened? Famine? War? Desertion? What kind of natives did they deal with? Look up all you can find on the Vikings. Then write and illustrate a story about what you think may have happened.
Section 2: The Western Hemisphere

1. Discuss these questions with your class.
   a. Why does climate change?
   b. What are glaciers?
   c. What causes the variety of climate? (length of continent)
   d. What is meant by the Continental Divide?
   e. What causes earthquakes? (faults)
   f. What do we mean by the physical features of a continent?
   g. Invite a geologist to speak to the class about earthquakes or invite a meteorologist (professional or hobbyist) to speak to the class about weather patterns. A “ham” radio hobbyist could speak about the distances he contacts with his radio.

2. Get a classmate or classmates to help you find items in newspapers, current news magazines, or reliable online sources about the Panama Canal. Find out if any work is being done on the canal and what is taking place in the government of Panama. Discuss with each other what you have learned.

3. Start a display on the bulletin board of your room or on a large poster to be placed in your room. Entitle it “Our World.” On it place pictures you have cut out or drawn of people in North and South America in traditional costumes. Add pictures of special activities, ships, boats, carts, or special foods found on these continents.

Section 3: The Eastern Hemisphere

1. Discuss this question with your class. Look at the Physical Map of Africa in the LIFEPAC. What divides the continent of Africa in half?

2. Tell the story of Joseph to the children, Genesis chapters 37, 39, 45, and 46:27– chapter 50. Or ask them to read it for themselves. (A good Bible story might be easier for the students.) Discuss why the famine came to this part of the world. In Canaan, natural causes combined with little knowledge of cropraising procedures, and lack of irrigation caused famine. In Egypt famine came, perhaps, because of unwise control of the Nile waters. Be sure to point-out, however, that Egypt had grain. Discuss how this situation could be. Extend discussion to include the manner in which Jacob and his family had to travel to Egypt. In time of famine, was the journey a pleasant one? If famine came in our time, what steps would be taken to alleviate it?

3. With another classmate or classmates make a picture or model of the Suez Canal and the territory surrounding it. Display the model in your classroom.

4. With classmates look up all the news items you can find on the relationships between Egypt and Israel today. Find out from news items the relationship of Israel and Egypt to the countries around them—now called the Arab nations or Arab world. Show your clippings to your teacher and post them on the bulletin board.

5. Find pictures of the people and customs of Africa, Europe, and Asia. Add these pictures to your “Our World” display board.
6. Open the atlas to a world map or research online. Also look at the maps in your LIFEPAC. You may do this activity with another student if you wish. You may have to look at pictures of individual continents. Find these places, rivers, and countries all over our world. See which one can find them first.

<table>
<thead>
<tr>
<th>Red Sea</th>
<th>Philippines</th>
<th>Atlantic Ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nile River</td>
<td>Korea</td>
<td>Arctic Ocean</td>
</tr>
<tr>
<td>Sahara Desert</td>
<td>Vietnam</td>
<td>Shannon River</td>
</tr>
<tr>
<td>Mt. Kilimanjaro</td>
<td>Japan</td>
<td>Danube River</td>
</tr>
<tr>
<td>Siberia</td>
<td>Indian Ocean</td>
<td>Dnieper River</td>
</tr>
<tr>
<td>Manchuria</td>
<td>Australia</td>
<td>Volga River</td>
</tr>
<tr>
<td>Gobi Desert</td>
<td>Antarctica Ural</td>
<td>Mountains</td>
</tr>
<tr>
<td>China</td>
<td>Hawaii</td>
<td>Iraq</td>
</tr>
<tr>
<td>India</td>
<td>Pacific Ocean</td>
<td>Iran</td>
</tr>
</tbody>
</table>

Did you find all thirty-six names? Many of them appear in later LIFEPACS.

**Section 4: The Southern Hemisphere**

1. Locate Tasmania.

2. Discuss these questions with your class.
   a. Has the Antarctic always been a frozen land mass?
   b. Why are the people of Australia and New Zealand, primarily European, mainly British, in background?
   c. What continent has only one national government?
   d. In January of 1978, the first baby was born in Antarctica. You may want to look up the data on this event. Why had no births taken place before? Have there been more? Are there environmental reasons that keep humans from having children there? Who were the lucky parents? Give a written or oral report.

3. If you know of someone in your city from Australia or New Zealand ask him to talk to the students about his native country. Ask someone who has traveled there to tell the students about the countries if you do not know someone who has lived there.

4. With a classmate or classmates look up all you can find about Antarctica. Pool your information. Then make a model or picture diagram of “Little America.”

5. Add items about the continents of the Southern Hemisphere to the “Our World” display of customs and people that you already have started.

6. Choose one of the continents you are studying in LIFEPAC 601. Trace the picture of it on the center of a piece of paper. You may trace the maps in your LIFEPAC if you wish. Around the border of your map, paste pictures of the flowers, animals, crops, and natural resources that can be found on that continent. You may do more than one continent if you have the time.
Section 5: Political and Cultural Regions

1. Discuss these questions with your class.
   a. What do we mean by a bicameral system of government?
   b. What region of the Americas is called the Anglo-American region?
   c. What do we mean by a political map?
   d. If you were to visit the Middle East today, what contrasts would you see?
   e. What countries are included in the Far East?
   f. What have we received from the ancient Chinese civilization?
   g. What do we mean by the People’s Republic of China?

2. With another student interview persons of different racial or national backgrounds than yours. These may be other members of the class, teachers, custodians, neighbors, or friends. When you finish, tell each other what you have found out. Write a short report on some conclusions you have drawn about people who are different from you.

3. With a classmate compose a skit about
   a. being stranded on the desert in summer or
   b. trying to move across the ice floes of the Arctic.

   Be sure to include what you would eat, what you would drink, how you would adjust your clothing to meet the crisis, and other important facts of survival. Do extra reading for this assignment. When you get your skit completed, act it out for the class.

4. Draw a large tree with branches. Label it ROOTS. On a separate piece of scratch paper, write all the relatives on your mother’s and on your father’s side of the family and where they came from. Ask your parents to help. On the tree trunk copy from your scratch paper the names of the oldest greatgrandparents — on both sides of your cousins.
SECTION 1

1.1 latitude, parallels
1.2 equator
1.3 warmer, higher
1.4 colder
1.5 longitude, meridians
1.6 International Date Line
1.7 Prime Meridian
1.8 equator
1.9 North Pole
1.10 sphere
1.12 a. Alaska    b. Hawaii-Aleutian
1.13 24
1.14 15°
1.15 hour and day
1.16 a
1.17 f, g
1.18 d, e
1.19 b
1.20 c
1.21 b
1.22 g
1.23 e
1.24 a
1.25 d

SELF TEST 1

1.01 Geography
1.02 equator
1.03 axis
1.04 International Date
1.05 South Pole
1.06 equator
1.07 24
1.08 globe
1.09 Prime Meridian
1.10 longitude, meridians
1.11 latitude, parallels
1.12 International Date Line
1.13 sphere
1.14 Northern
1.15 Southern
1.16 Eastern
1.17 Western
1.18 true
1.19 false
1.20 false
1.21 true
1.22 false
1.23 true
1.24 false
1.25 false
1.26 true
1.27 true
SECTION 2

2.1 Atlantic Ocean
2.2 north
2.3 Pacific Ocean
2.4 Mississippi - Missouri
2.5 Alaska
2.6 true
2.7 true
2.8 false
2.9 false
2.10 true
2.11 Activities will vary.
2.12 climate
2.13 The growing season is short.
2.14 A long growing season and plentiful rain make better conditions for growing crops.
2.15 the Westerlies
2.16 irrigation
2.17 fourth
2.18 Caribbean Sea, Atlantic Ocean
2.19 Amazon
2.20 Mt. Aconcagua
2.21 tropical
2.22 south middle
2.23 Andes
2.24 Andes
2.25 a. mountain
   b. south
   c. ton
   d. east
   e. continent
   f. west
   g. world
   h. north
   i. region

SELF TEST 2

2.01 north and south
2.02 equator
2.03 McKinley
2.04 Western
2.05 east
2.06 four
2.07 length
2.08 glacier
2.09 irrigation
2.10 over 200
2.11 steppes
2.12 Mississippi - Missouri
2.13 Amazon
2.14 Rocky (Rockies)
2.15 Andes
2.16 east
2.17 south
2.18 earthquakes
2.19 in the Andes
2.20 Central America
2.21 latitude
2.22 meridians
2.23 twenty-four
2.24 15
2.25 International Date Line
2.26 depress
2.27 domestic
2.28 equator
2.29 progress
2.30 sediment
2.31 Imaginary line running north and south which measures the distance east or west of the prime meridian.
2.32 Imaginary line running east and west which measures the distance north or south of the equator.
2.33 A large, high plain.
2.34 A narrow strip of land which connects other lands.
2.35 The study of the earth's surface, climate, continents, countries, people, industries, and products.
SECTION 3

3.1 Africa is the second largest continent.
3.2 The Sahara is the great desert of Africa.
3.3 swiftly
3.4 The Nile left rich soil.
3.5 Moses was the baby hidden in the Nile.
3.6 deserts
3.7 large
3.8 tropical
3.9 mountains
3.10 The equator runs through the middle
3.11 Circle a, c, d, f, and g.
3.12 small
3.13 middle
3.14 Alps
3.15 plain
3.16 Rhine
3.17 the Netherlands
3.18 c
3.19 a
3.20 e
3.21 b
3.22 d
3.23 largest
3.24 civilizations
3.25 Everest
3.26 Dead Sea
3.27 c
3.28 a
3.29 d
3.30 b

SELF TEST 3

3.01 South America
3.02 Africa
3.03 Europe
3.04 North America
3.05 Asia
3.06 South America
3.07 Asia
3.08 North America
3.09 Europe
3.10 Africa
3.11 false
3.12 false
3.13 true
3.14 true
3.15 false
3.16 false
3.17 true
3.18 true
3.19 true
3.20 false
3.21 true
3.22 false
3.23 true
3.24 true
3.25 true
3.26 ✓
3.27 ✓
3.28 ✓
3.29 ✓
3.30 ✓
3.31
3.32
3.33 ✓
3.34
3.35
3.36 The swiftly flowing water from the highlands prevents the rivers from having good harbors, although Capetown and Cairo are exceptions.
3.37 Temperate climate, middle latitudes ample rainfall, and fertile soil would make the best farmland.
3.38 If both the longitude and latitude of a certain place are known, you can locate the place where the two lines cross.
3.39 Geography is the study of the earth's surface, climate, continents, countries, people, industries, and products.
SECTION 4

4.1 Southern
4.2 east
4.3 the Tropic of Capricorn
4.4 Great Dividing Range
4.5 true
4.6 false
4.7 true
4.8 false
4.9 It is too cold for snow to melt and form rivers.
4.10 The climate is colder because of the high elevation and the strong winds.
4.11 g
4.12 h
4.13 e
4.14 j
4.15 i
4.16 f
4.17 b
4.18 c
4.19 d
4.20 a

SELF TEST 4

4.01 Antarctica
4.02 Australia
4.03 Asia
4.04 Africa
4.05 North America
4.06 Africa
4.07 North America
4.08 Europe
4.09 South America
4.10 Antarctica
4.11 Either order:
   North America
   South America
4.12 Any order:
   Asia
   Africa
   Europe
   Australia
4.13 Either order:
   Australia
   Antarctica
4.14 Asia
4.15 Mt. Everest
4.16 Asia
4.17 dry
4.18 winds
4.19 tropical
4.20 ice
4.21 lines of longitude or meridians
4.22 the equator
4.23 It is the same spherical shape as the earth.
4.24 Fossils have been found.
4.25 The rain falls on the coastal mountain ranges.
SECTION 5:

5.1 English
5.2 friendly
5.3 skill
5.4 high
5.5 Spanish and Portuguese
5.6 older
5.7 rain forests
5.8 products
5.9 false
5.10 false
5.11 true
5.12 He has given them many minerals.
5.13 The tribes fight each other.
5.14 Africans would share a common Master in Jesus. They would be more willing to practice Christian principles.
5.15 d
5.16 e
5.17 c
5.18 b
5.19 a
5.20 European countries ruled so many other countries of the world.
5.21 Latin America
5.22 A group of countries in western Europe which are joining together to form a united Europe.
5.23 Either order: old, new
5.24 oil
5.25 Holy Land, birthplace of Christianity
5.26 Christianity
5.27 Middle East
5.28 animals, crops
5.29 false
5.30 true
5.31 true
5.32 false
5.33 true
5.34 largest
5.35 harsh
5.36 communist
5.37 dissidents
5.38 rewards
5.39 Australia
5.40 a trade
5.41 the British
5.42 Either order:
   a. social security
   b. give women the right to vote
5.43 the Maoris

SELF TEST 5

5.01 true
5.02 true
5.03 false
5.04 false
5.05 true
5.06 true
5.07 false
5.08 true
5.09 true
5.10 true
5.11 true
5.12 false
5.13 false
5.14 true
5.15 false
5.16 false
5.17 false
5.18 true
5.19 false
5.20 true
5.21 i
5.22 d
5.23 a
5.24 b
5.25 j
5.26 h
5.27 c
5.28 e
5.29 f
5.30 g
5.31 longitude
5.32 Prime Meridian
5.33 Pacific
5.34 glacier
5.35 South
5.36 second
5.37 Asia
5.38 communist
5.39 c
5.40 Countries in Europe ruled over many of the countries of the world at one time. Many people of Europe have moved to other countries.
5.41 The interior of Australia is hot and dry because the rain falls on the coastal mountain ranges.
LIFEPAC TEST

1. k
2. f
3. h
4. b
5. j
6. k
7. i
8. f
9. k
10. a
11. true
12. false
13. false
14. true
15. true
16. true
17. true
18. true
19. true
20. false
21. false
22. c. twenty-four
23. a. equator
24. a. Greenwich, England
25. c. Russia
26. c. better living conditions
27. a. 8
   b. 7
   c. 6
   d. 2
   e. 4
   f. 3
   g. 1
28. c. Communist nation
29. c. technical skills
30. b. Canada
31. b. Panama Canal
32. rotates
33. parallels
34. Social Security
35. Anglo-America
36. meridians
37. They have the same type of government.
   They belong to the British Commonwealth.
38. a. Antarctica
   b. Europe
   c. South America
ALTERNATE LIFEPAC TEST

1. a
2. f
3. e
4. g
5. f
6. d
7. g
8. c
9. e
10. b
11. true
12. true
13. true
14. true
15. true
16. false
17. true
18. false
19. false
20. false
21. b. four
22. c. a day
23. c. equator
24. a. Scandinavia
25. b. Anglo-America
26. a. Latin America
27. b. Greenland
28. a. Mississippi-Missouri river system
29. b. their tribes
30. a. Asia
31. rice
32. Panama
33. school
34. East
35. Africa
36. Europe
37. North Pole
38. globe
39. English
40. Japan
41. Full sentences should include imaginary lines; equator at 0°; run east and west; parallels
40. Full sentences should include meridians; run north and south; imaginary; Prime Meridian at 0°; used for time zones
HISTORY & GEOGRAPHY 601

ALTERNATE LIFEPAC TEST

Match these items, answers may be used more than once (each answer, 2 points).

1. _____ is in the Northern and Western hemispheres
   a. North America
   b. South America
   c. Europe
   d. Asia
   e. Africa
   f. Australia
   g. Antarctica
   h. Western Hemisphere
   i. Eastern Hemisphere

2. _____ in the Eastern and Southern hemispheres

3. _____ has the great Sahara Desert and lies in the Eastern Hemisphere

4. _____ surrounds the South Pole

5. _____ the smallest continent with close ties to Britain

6. _____ contains India

7. _____ once a tropical land

8. _____ contains Ireland, Spain, and Italy

9. _____ most countries became independent after 1950

10. _____ equator crosses it in Western Hemisphere
Answer true or false (each answer, 2 points).

11. __________  North America is in the Western Hemisphere.
12. __________  Africa is in the Eastern Hemisphere.
13. __________  Asia is in the Eastern Hemisphere.
14. __________  The longest river in North America is the Mississippi River.
15. __________  The largest river in South America is the Amazon.
16. __________  The Nile River is in South America.
17. __________  The Rhine River is Europe’s most important river.
18. __________  The Sahara Desert is in South America.
19. __________  There are five continents in the world.
20. __________  Twenty time zones have been established around the world.

Write the correct letter and answer on each blank (each answer, 2 points).

21. The United States mainland has ______________ time zones.
   a. three  b. four  c. five

22. One may lose or gain ______________ when flying across the International Dateline.
   a. seventy minutes  b. two hours  c. a day

23. The low, or hot latitudes, are close to the ______________.
   a. 50° S. latitude  b. Arctic Circle  c. equator

24. The region of Europe with a social security system is ______________.
   a. Scandinavia  b. Middle East  c. the Orient

25. Canada, the United States, and Greenland are called ______________.
   a. Latin America  b. Anglo-America  c. Colonial America

26. The Spanish-Portuguese language and customs unite ______________.
   a. Latin America  b. Europe  c. Africa

27. The Island of the Anglo-American region is ______________.
   a. Iceland  b. Greenland  c. Hawaiian Islands

28. The greatest river system in North America is the ______________.
   a. Mississippi-Missouri river system  b. Yukon River  c. Panama Canal

29. In Africa the people are most loyal to ______________.
   a. Britain  b. their tribes  c. their country
30. The largest continent is ____________.
   a. Asia       b. Europe       c. Africa

Complete these statements (each answer, 3 points).
31. The “staff of life” for most of the Far East is ________________________________.
32. The Panama Canal cuts through the Isthmus of ____________________________.
33. Australia’s education is free, and all children must go to ________________.
34. Jerusalem is part of the Middle ________________.
35. Egypt is part of the continent of ________________.
36. Great Britain is part of the continent of ____________________.
37. The ____________________________ is located at 90° north latitude.
38. The best map of the earth is a ____________________.
39. The chief language of the Anglo-American countries is ____________________.
40. The Far East country that was defeated in World War II and has become an industrial giant is ________________.

Answer these questions (each answer, 5 points).
41. Give a complete explanation of the word latitude, giving another name for it.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

41. Explain the word longitude, give another name for it, and name an important function these lines perform for the world.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________