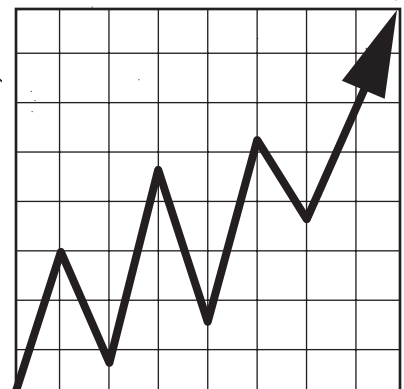
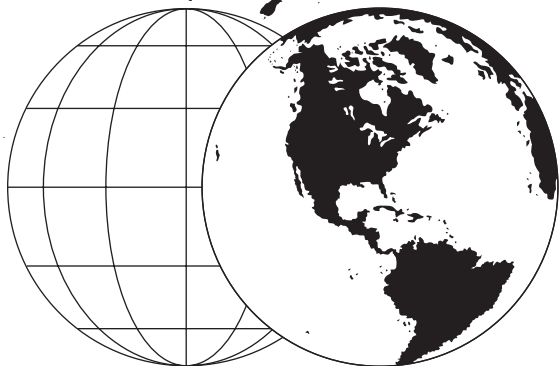
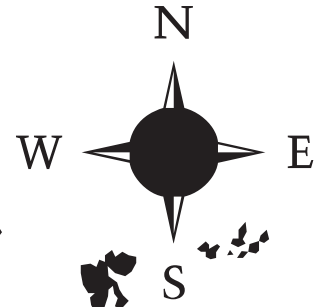
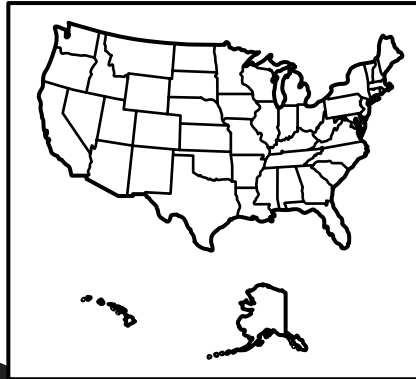


Maps • Globes • Graphs

LEVEL E



ANSWER KEY

Copyright © 2003 Christian Liberty Press

2009 Printing

All rights reserved. No part of this teacher's manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.

A publication of

Christian Liberty Press

502 West Euclid Avenue

Arlington Heights, Illinois 60004

www.christianlibertypress.com

Written by Lina King and Joni King

Edited by Lars R. Johnson and Bo Korzen

Printed in the United States of America

CONTENTS

Introduction.....	iv
<i>Geography Themes</i>	1
Chapter 1 Directions	1
Chapter 2 Symbols and Legends	2
<i>Geography Themes Up Close</i>	2
Chapter 3 Scale and Distance	3
Chapter 4 Route Maps.....	3
<i>Geography Themes Up Close</i>	4
Chapter 5 Physical Maps.....	4
Chapter 6 Special Purpose Maps.....	5
<i>Geography Themes Up Close</i>	6
Chapter 7 Grids	6
Chapter 8 Latitude	6
<i>Geography Themes Up Close</i>	7
Chapter 9 Longitude	7
Chapter 10 The Earth and the Sun.....	8
<i>Geography Themes Up Close</i>	8
Chapter 11 Time Zones	9
Chapter 12 Graphs	9

Introduction

Geography is an important discipline for students to master. Through the study of geography we gain a better understanding of the world God has made and the cultures that live within His world. It is for this reason that we offer this semester-long, introductory geography course to elementary students. It is our hope that this will simply whet students' appetites for further geography study on their own.

Students using *Maps•Globes•Graphs: Level E* (copyright © 2004) will focus on the United States as they study a wide variety of maps and charts used in the study of geography. Students should carefully read the entire text and complete the exercises and activities within each of the twelve chapters and six Geography Themes sections in the workbook. The workbook contains "fill-in-the-blank" exercises, map and chart activities, and text questions located in the introductions to the various chapters.

The answers provided in this key should be used by the instructor to review the students' daily work. Students will not always give exactly the same answer found in the text key, but they should give the same information found in the book. Note that only the "fill-in-the-blank" exercises are covered in this answer key. The activities to be completed on various maps and chart within the text are required, but the instructor will be able to easily determine the correctness of student answers by comparing the work done on the page with the instructions in the text. The questions found in the introduction to each chapter are to be answered orally and are considered to be optional, and, therefore, are not included in the answer key.

This key should also be used by instructors as an aid to help them guide students in answering their textbook questions if they have any problems. We have also provided occasional teacher information in italics in the answer key.

May the good Lord grant you wisdom and diligence as you seek to teach young people the principles of geography.

TEXT KEY

Geography Themes

Pages 4–7

Location

The location of the home is beside the lake, next to a hill, and surrounded by trees.

Place

Minneapolis is a large city along a good-sized river. The city contains a number of large buildings and has several bridges across the river.

Human/Environment Interaction

The people in the photograph adapted to the change of season by changing the clothing they wore. They wear thick coats, hats, and mittens to play out in the cold snow, and they wear short sleeve shirts and shorts during the warm weather.

The change in the flow of water by the dam in the picture may have had significant implications for plants and animals. With regard to plants, the additional water could be used for irrigation, allowing the growth of more plants than typical for the region. The interruption of the natural water flow could affect aquatic life. Aquatic life that need an unimpeded water flow would be hurt by the dam, but those that would benefit from the deeper water backed up by the dam would be helped.

Movement

Answers will vary. The student is required to provide two answers to this question. The following are likely answers, but others are possible.

trade, telecommunications, various forms of transportation, computer technology, immigration

Regions

The states of the Corn Belt are South Dakota, Minnesota, Nebraska, Iowa, Wisconsin, Illinois, Indiana, Ohio, Missouri, and Michigan. The Corn Belt is a region because the area has at least one feature in common—the production of corn.

Chapter 1: Directions

Page 10

1. *Check the student's work on the map.*
- 2a. Nebraska
- 2b. Oklahoma
- 2c. Missouri
- 2d. Colorado
3. Wyoming
4. Mississippi
5. Missouri
6. South Dakota
7. Pacific Ocean
8. Gulf of Mexico

Page 11

1. *Check the student's work on the map.*
- 2a. north
- 2b. south
- 2c. southwest
- 2d. north
- 2e. east
3. This region is in the northeastern part of the United States

Page 12

1. *Check the student's work on the map.*
2. southwest
3. northwest
4. south
5. southwest
6. west
7. north