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## Introduction for the Teacher

### Teaching World Geography From a Christian Perspective

The earth, its resources, and its people are all part of God's creation. Though "all nations before him are as nothing" (Isaiah 40:17), and though the earth is just one tiny speck in God's vast universe, it is very important in God's dealings with people. Here God created Adam and Eve and placed them in the Garden of Eden, here they fell into sin, and here Jesus came to seek and to save lost humanity. The choices we make here on earth determine our eternal destiny.

God commands us to seek His kingdom first, but He also requires us to be good stewards of His natural gifts. We depend on earthly resources for natural life. The Bible contains many references to food supplies, building materials, rain and sunshine, and numerous other essentials for life on earth. God promised the Israelites "a land that floweth with milk and honey . . . a land of hills and valleys; [that] drinketh water of the rain of heaven: a land which the LORD thy God careth for" (Deuteronomy 11:9–12).

God also calls us to be good neighbors and faithful witnesses to people throughout the world. Learning about the physical environments, climates, languages, religions, economic conditions, and other factors that have helped to shape the unique culture of each ethnic group broadens our understanding of the diverse peoples of the earth. Paul wrote, "I am made all things to all men, that I might by all means save some" (1 Corinthians 9:22). Though sin has defiled every person and culture, "whosoever shall call upon the name of the Lord shall be saved" (Romans 10:13). The great diverseness of earth's people will be represented in heaven, where the redeemed "shall bring the glory and honour of the nations into it" (Revelation 21:26). May you and each of your students be among that blessed assembly!

#### Organization of the Text

The pupil's book is divided into nine units. The first two units cover general themes relating to the earth, its resources, and its people. The other seven units each briefly survey a major region of the world. Each unit includes two to four chapters that are divided into smaller sections.

Each chapter begins with a **Biblical Focus**, which includes a short Bible passage and a few thoughts to go with it. These can be used as class starters or as otherwise desired. Several sets of *Study Exercises* are distributed through the chapter. Review Exercises are found at the end of each chapter.

Outline maps, a quiz for each chapter, and a test for every one or two chapters are found in separate booklets.

Plan ahead to determine the amount of material to cover each marking period, so that you can complete the book by the year's end.

#### Using the Exercises

The course is designed to provide an ample amount of exercises for the students. Assign enough to meet your goals for each chapter; some of the more subjective exercises can be given to faster students.

A typical assignment could include reading one or more sections of a chapter and doing the Study Exercises after them.

At the end of each chapter is a set of exercises called *Clinching the Chapter*. The first three sections are *Vocabulary*, *Key Facts: Part 1*, and *Key Facts: Part 2*. These sections are important, for they review vocabulary words and key facts that may appear on the test and are not always addressed in the Study Exercises.

Also important are the sections called *Maps and Charts* and *Geographical Skills*. These give practice in using maps and charts, in matching geographical features with their locations on maps, and in labeling outline maps provided in a separate booklet. **Students will need to memorize the locations of key map features for the chapter tests. For the final test, they will need to know the location of key geographical features and countries around the world.**

We recommend that you make regular use of wall maps and a globe while teaching this course. You may want to provide extra drill to help students memorize the names of all the countries of the world as well as major geographical features.

The *Thought Questions* are supplementary; to be used as time permits to help the students develop a broader understanding. You may want to pick one or more of these questions to use in class discussion, or you may assign them as additional work.

*So Far This Year* sections come at the end of each chapter (except Chapter 1.) They have objective exercises that give cumulative review of important facts to be remembered. These reviews may be done orally in class or assigned as written work.

#### Using the Teacher's Manual

The teacher's material and exercise answers are given in the shaded area surrounding the pupil's pages, which are shown reduced in size. Each chapter begins with *Chapter Objectives*, which list the main themes that the teacher should cover, and which the students should know after they have studied the chapter.

Bulleted points give the major concepts covered in each section of the pupil's text. A major concept may be followed by a supplementary concept marked with a dash. Notes to the teacher are italicized to set them off from the bulleted points.

Answers are given near each set of exercises, and a copy of each quiz, test, and outline map (with answers filled in) is included in the back of this book. Give full credit only for answers that are correct and complete. For example, many Study Exercises require complete-sentence answers unless a simple word or phrase is obviously sufficient. If an exercise asks for multiple answers, be sure the students have two or more responses. Many exercises allow for some flexibility, but do not give room for careless thinking.

A quiz on each chapter is included in the separate *Quizzes and Tests* booklet. You may use these orally in class or assign them as written exercises. Use these quizzes to check the students' grasp of the material, as class starters, or as review.

## INTRODUCTION FOR THE STUDENT

The Bible begins with these simple, yet profound words: “In the beginning God created the heaven and the earth” (Genesis 1:1). God further prepared the earth as a dwelling place for people by creating great lights to illuminate it, by separating the dry land from the sky and the seas, and by filling the earth with plants and animals. Last of all, God made Adam and Eve and charged them with the care of the earth. “And God saw every thing that he had made, and, behold, it was very good” (Genesis 1:31).

Geography is the study of the earth and its people. One good reason for studying world geography is to learn more about the wonders of God’s creation. In Job 37:14, Elihu challenged Job to “stand still, and consider the wondrous works of God.” Later, God Himself asked Job many questions that help us realize how small we are, and how great God is.

As you study geographical concepts, take time to ponder the natural wonders of God’s creation. What role do marshes and swamps fill in God’s plan? What natural provisions from God allow some regions of Asia to support very high population densities? What geographical features on the second-largest island in the world hid the majority of its people from the rest of the world until the 1930s? Even in a natural sense, “the whole earth is full of [God’s] glory” (Isaiah 6:3). “Thou art worthy, O Lord, to receive glory and honour and power: for thou hast created all things, and for thy pleasure they are and were created” (Revelation 4:11).

Another reason to study geography is to better understand ethnic groups and cultures that differ widely from your own. God is no respecter of persons, and we should not be either. God “hath made of one blood all nations of men for to dwell on all the face of the earth” (Acts 17:26). He declares that “all have sinned, and come short of the glory of God”

(Romans 3:23). “But in every nation he that feareth [God], and worketh righteousness, is accepted with him” (Acts 10:35).

The Gospel of Jesus remains as pertinent and powerful as ever. Jesus commanded His disciples: “Go ye into all the world, and preach the gospel to every creature” (Mark 16:15). He declared that “this gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come” (Matthew 24:14). God does not call every Christian to serve in a foreign land. But He does call us all to be faithful witnesses where we are and to intercede in prayer for others. God would “have all men to be saved, and to come unto the knowledge of the truth” (1 Timothy 2:4).

This book is divided into nine units, each with two to four chapters. The first two units consider general themes about the physical earth and man’s life on it. The other seven units each cover a major region of the earth.

Each chapter is divided into smaller sections, and several sets of study exercises are distributed throughout each chapter. Review exercises are found at the end of each chapter, and a test for every one or two chapters is found in a separate quizzes and tests booklet.

A word printed in *bold italic* typestyle is a vocabulary word, which you can find in the glossary in the back of the textbook. Also in the back of the book are an atlas of continent maps, Quick Facts statistics on each country, a pronunciation guide of names and terms that may be unfamiliar to you, a general index, and a map and chart index.

May God bless you as you study for His glory. Perhaps He will use something you learn in this course to help prepare you for a lifetime of faithful service among people in your home community, or in lands far away.

**Front Cover:** Cape Town, South Africa, overlooks the Atlantic Ocean. The ridge of peaks shown in this photo, known as the Twelve Apostles, marks the western edge of Table Mountain. The Cape of Good Hope lies about 30 miles (50 km) south of Cape Town.

## “THE EARTH IS THE LORD’S”

### GOD’S DESIGN FOR THE EARTH

#### INTRODUCING GEOGRAPHY

THE HISTORY OF GEOGRAPHY

GEOGRAPHY AND EXPLORATION

#### USING MAPS TO STUDY THE EARTH

THE EARTH’S GRID

TIME ZONES

MAPS AND GLOBES

MAP PROJECTIONS

MAP CLASSIFICATIONS

### Chapter Objectives

- To recognize God as the Creator of the earth.
- To see how God designed the earth to meet our needs, thus illustrating His wisdom and care for us.
- To introduce geography and its two branches—physical geography and human geography.
- To consider how geographers and explorers of the past added to our knowledge of the earth.
- To review the use of map and globe grids to locate places and to divide the earth into standard time zones.
- To review various kinds and projections of maps.

## Biblical Focus



### Psalm 24:1-2

The earth is the Lord's, and the fulness thereof; the world, and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods.

- **The earth belongs to God, not to man. Since we are merely stewards of it, we are responsible to use it wisely.**

*You might want to have a devotional on the theme of the divine ownership of the earth.*

*Warn students against extreme views of ecology that exalt the creature above the Creator.*



Because God created the earth, it belongs to God and not to man. God commissioned Adam and Eve (and their descendants) to subdue the earth and to have dominion over it, but that does not make us owners of the earth. We are only caretakers (stewards) of the earth, so we are responsible to use natural resources wisely.

We should avoid activities that needlessly pollute the air or water, erode the soil, or waste other natural resources. How we use natural resources will help determine what resources are available for future generations, if the Lord tarries. "It is required in stewards, that a man be found faithful" (1 Corinthians 4:2).

However, practicing good stewardship does not mean that we must preserve everything on earth in its natural state. God expects us to use the earth's resources to provide food, clothing, shelter, and other needs. He desires that we receive with thanksgiving (1 Timothy 4:4) all His gifts and use them for His glory. Some people emphasize the conservation of the earth so much that, in essence, they worship "the creature [or creation] more than the Creator" (Romans 1:25). Both our use and our conservation of natural resources should be for the glory of God.

## GOD'S DESIGN FOR THE EARTH

Isaiah 45:18 states that "God himself . . . formed the earth and made it; he hath established it, he created it not in vain, he formed it to be inhabited." A study of the solar system shows that God designed the earth to support life. None of the other planets could sustain life as we know it.

For instance, God placed the earth exactly the right distance from the sun. If He had put it closer to the sun, temperatures would be so hot that life as we know it would be destroyed. If He had placed the earth farther away, temperatures would be too cold to support life. But God put the world in exactly the right place to support plant, animal, and human life.

God created the atmosphere of the earth with a perfect balance of various elements essential for life. It contains enough oxygen to support human and animal life, yet not so much that common materials would burn too readily, causing a constant threat of explosions. It has enough carbon dioxide to support the process of photosynthesis, yet not so much that it suffocates people and animals. Interestingly, both carbon dioxide and oxygen are by-products of life, with plants producing oxygen as a waste product, and humans and animals producing carbon dioxide as a waste product. Only God could have fashioned such a marvelous, self-supporting system.

God designed the earth not only to support life but also to make life comfortable. For instance, He

tilted the earth properly for seasons. He also made the seasons and the year itself with the right length for growing crops. If our year were shorter, like a year on Venus (225 earth-days)—or longer, like a year on Mars (687 earth-days)—we would have very short growing seasons or very long winters.

The earth also rotates at the right speed to provide a 24-hour day. Try to imagine what life would be like if our day extended for 5,832 hours (243 earth-days), like a day on Venus. This would mean 2,916 hours of daylight followed by 2,916 hours of darkness! In contrast, a day on Jupiter or Saturn has only about 5 hours of daylight followed by about 5 hours of darkness. If the earth rotated that fast, our time for work each day would be very limited.

In addition, God provided very carefully for various other needs that we have. He designed the earth to be a gigantic food factory, with a profusion of plants and animals supplying a wide variety of foods. With the exception of the coldest and driest regions, humans and animals can find food in all parts of the earth. God also supplied sources of fresh water in most lands. Other natural resources provide materials to make clothes, to build shelters, and to construct many other useful things.

After God finished His creation, He "saw every thing that he had made, and, behold, it was very good" (Genesis 1:31).

- **The Creation shows God's wisdom. Only an all-knowing and all-powerful God could have designed the earth to be exactly what we need.**
- **Following are a few examples of how God designed the earth to support life.**
  - He placed it the right distance from the sun.
  - He designed the atmosphere with elements essential for life.
  - He made the seasons the right length for crops.
  - He made day and night of a reasonable length.
  - He has provided an abundance of food, water, and natural resources.
- **God designed the earth not only to meet man's needs but also to make life pleasant and comfortable.**

*The comparison to Venus in these paragraphs may confuse some students. Remind them that a year is the time it takes a planet to revolve around the sun, and a day is the time it takes a planet to revolve on its axis.*



God created the earth with a suitable atmosphere, fertile soil, an abundance of water, favorable climates, and many other features that make it an ideal home for the plants, animals, and people that He created and placed here.

**Study Exercises (A)**

1. The earth belongs to God; we are only caretakers of it. God holds us accountable for our stewardship of natural resources.
2. (Examples from text.) The earth is the right distance from the sun. The atmosphere is a perfect balance of elements essential for life. The seasons on earth are the right length for crops to grow. Day and night are reasonable in length. God has provided an abundance of food, water, and natural resources. (Other sample answers.) The earth has a suitable gravitational pull. Oceans moderate our weather. Many lands receive adequate rainfall.

- **Geography involves (1) physical geography—the study of the physical earth and its resources, and (2) human geography—the study of people and their use of natural resources.**
- **The Greeks Eratosthenes and Hipparchus were among the first to study geography.**  
—Eratosthenes calculated the circumference of the earth.  
—Hipparchus was the first to locate places by latitude and longitude.
- **Ptolemy influenced the medieval European concept of geography more than any other man.** Unfortunately, he was in error on a number of points. His erroneous ideas were accepted as facts for hundreds of years.

*Take time to examine Ptolemy’s map with the students. Help them distinguish the land from the water. Note that he drew the Indian Ocean as an inland sea.*

**Study Exercises (A)**

1. Why is it important for a Christian to use natural resources carefully?
2. List at least four proofs that God prepared the earth to contain and maintain life. Try to think of some that are not mentioned in the text.

**INTRODUCING GEOGRAPHY**

**Geography** can be divided into two related branches—physical geography and human geography. Physical geography is the study of the physical features and resources of the earth, which include landforms, bodies of water, plant and animal life, minerals, climate, and weather. Human geography is the study of the people and their use of natural resources; it includes population trends, culture, government, religion, industry, and economics.

**THE HISTORY OF GEOGRAPHY**

The Greeks were the first people known to make a systematic study of geography. They recognized the earth as a sphere more than 1,500 years before Christopher Columbus tried to reach Asia by sailing west from Europe. In fact, several centuries before Christ, a Greek mathematician named Eratosthenes

(er’-a-tos’-tha-nēz’, c. 276–194 BC) calculated the circumference of the earth with reasonable accuracy.

Other contributions were made by a Greek astronomer and mathematician named Hipparchus (hi-pär’-kās, c. 190–120 BC). He was the first person to locate places by specifying their latitude and longitude (lon’-ji-tōd’-d’) as we still do today. He also developed a method of calculating the latitude of a place by using the ratio of the length of the longest day of the year to the length of the shortest day of the year.

However, Europeans of the medieval centuries (Middle Ages) based their concepts of geography on the work of an Egyptian mathematician named Ptolemy (tol’-a-mē, c. AD 100–170). This was unfortunate because Ptolemy made several serious errors. Whereas earlier Greek philosophers had proposed



An old reproduction of Ptolemy’s map of the world. Before the invention of the printing press, maps had to be copied by hand. Because of this, various renderings of this ancient map exist today.

(correctly) that the earth moves through space, Ptolemy taught that the earth was stationary and that the sun, moon, planets, and stars traveled in orbits around it.

Ptolemy did realize that the world is a sphere, but his calculation of its circumference was about 30 percent too small. He also placed the equator too far north. He knew nothing about the Western Hemisphere, of course, so he thought that Asia was just west of the Atlantic Ocean.

Much of this knowledge was forgotten in Europe during the first several centuries of the Middle Ages, which lasted from about 400 to 1500. Most people did not read Greek and had no access to earlier research and ideas. The Roman Catholic Church and the medieval governments tried to keep the people in ignorance as a way to maintain control over them. Interest in ancient languages finally revived during

the Renaissance (ren'·i·sāns'), or “rebirth of learning,” in about 1300 to 1600. European scholars made a renewed study of the old Greek writings; but unfortunately, most of them adopted Ptolemy’s wrong ideas about the earth.

In 1543 a Polish astronomer named Copernicus (kō·pūr'·nə·kəs) published a book which asserted that the earth revolves around the sun. But the Roman Catholic Church clung to Ptolemy’s concept for the next century and eventually declared that the teachings of Copernicus were heretical. It is possible that Copernicus expected his discovery to be rejected by the church, for he waited until near the end of his life to publish his book. Galileo (gal'·ə·lā'·ō), the famous Italian astronomer, was forced to recant his similar beliefs in 1633. But eventually Ptolemy’s theory that the heavenly bodies revolve around the earth was proven false.

*As God’s specially designed home for man, the earth occupies a prominent place in the universe, even though it orbits the sun like all the other planets. The discovery of truth never undermines God’s work, though it may reveal our misunderstanding of His wonders.*

- **Copernicus and Galileo pointed out Ptolemy’s error, but the Roman Catholic Church clung to the old beliefs for a long time.**

### The Travels of Marco Polo

In the 1250s, Nicolò Polo and his brother Maffeo of Venice, Italy, set out on a trading voyage. They visited Constantinople (present-day Istanbul), the lands north of the Caspian Sea, and finally the great ruler Kublai Khan in China. The Khan was greatly impressed with the two Europeans. Eventually he sent them back with a message to the pope, requesting Catholic teachers to be sent to the Khan’s people.

When the Polos returned to Venice in 1269, Nicolò found that his wife had died giving birth to his son Marco, who was then fifteen years old. The Polo brothers set out again for China in 1271, accompanied by Marco. The journey back took at least three and one-half years. By the time they arrived, Marco was fluent in four languages. Kublai Khan was much impressed by young Marco. He sent him on many official missions throughout China, and possibly into India and parts of Southeast Asia.

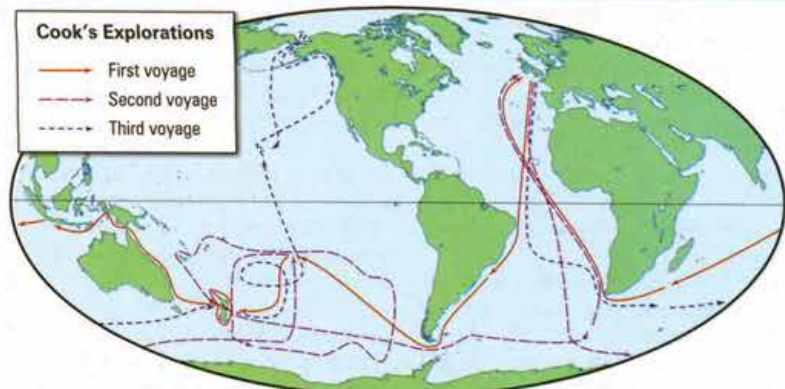
Years passed, and the Polos began to worry that after the death of the Khan, who was now in his eighties, his enemies would imprison them and seize their wealth. They asked the Khan for permission to return home, but he refused to let them go. Finally in 1292, he agreed to allow the Polos to accompany a bride that he was sending to a prince in Persia. The group sailed across the South China Sea, passed through the Strait of Malacca, and rounded the southern tip of India. The Polos left the wedding party in present-day Iran and traveled overland to the Black Sea, where they sailed on to Venice. They arrived home in 1295, twenty-four years after their journey began.

Venice was at war with Genoa when the Polos arrived, and the Genoese captured and imprisoned Marco. While in prison, Marco described his travels to a fellow prisoner, who wrote them in a book titled *Description of the World*, later called *The Travels of Marco Polo*. The book describes fascinating customs of many localities. Marco spoke of Muslim persecution of Christians, excellent breeds of horses, wild game, fruits and other crops, and foods. He detailed cultural practices such as government procedures, marriage, religious beliefs, and funerals. He also described the use of coal and paper money, both of which were new to Europeans. The book helped to excite European interest in travel and exploration.

- During the age of exploration, Europeans explored and claimed regions around the world. Their discoveries greatly expanded European knowledge of world geography.
- Major discoveries were made in 1400–1800.
  - Columbus rediscovered the Americas.
  - Da Gama sailed around Africa to India.
  - One of Magellan’s ships was first to sail around the world.
  - Cook discovered and mapped the coasts of Australia and various islands.

### Study Exercises (B)

- physical geography: the study of the physical features and resources of the earth; human geography: the study of people and their use of natural resources
- Hipparchus
- the idea that the earth was stationary and was orbited by heavenly bodies
- (a) He rediscovered the Americas. (b) He sailed around Africa to India. (c) One of his ships was first to sail around the world. (d) He discovered and mapped the coasts of Australia and various islands.



VOYAGES OF JAMES COOK

### GEOGRAPHY AND EXPLORATION

The four hundred years from 1400 to 1800 could be called the age of European exploration. The rediscovery of Ptolemy’s theories about geography was only one of many factors that led to this flurry of exploration. In the late 1200s, Marco Polo spent almost twenty years in China before returning to Europe in 1295. He co-authored a book describing what he had seen during his travels, and his book quickly became famous. Various sailors began seeking a route by which European merchants could obtain Asian spices by sea.

In the late 1400s, Europeans were familiar with only about 7 percent of the water surface on earth. The explorations of the Vikings, who discovered North America around AD 1000, had been mostly forgotten. But during the next century, Christopher Columbus rediscovered the Americas (1492); Vasco da Gama sailed around Africa to India (1498); and one of Ferdinand Magellan’s ships sailed around the

world (1519–1522)—Magellan himself was killed on the journey. By the time Francis Drake completed his voyage around the world (1577–1580), Europeans had discovered all the main water bodies on earth. This was a tremendous step forward in understanding world geography.

Other men also sailed the seas, looking for wealth in the form of trade routes, land, and gold. Many of these explorers added to men’s knowledge of the world. However, James Cook likely added more features to the map of the world than any other man. He discovered and mapped the coasts of New Zealand, Australia, New Caledonia, the South Sandwich Islands, and the island of South Georgia. In 1778 he visited the Hawaiian islands and then made a vain attempt to find a passage north of North America from the Pacific Ocean to the Atlantic Ocean. Cook returned to Hawaii later that year, and in 1779 he was killed in a quarrel with the natives.

### Study Exercises (B)

- Name and describe the two main branches of geography.
- What early Greek astronomer was the first person to locate places by using latitude and longitude?
- Which of Ptolemy’s errors did the Roman Catholic Church cling to, despite the conclusions of Copernicus and Galileo?
- Tell how each of the following men increased European knowledge of world geography: (a) Columbus, (b) da Gama, (c) Magellan, (d) Cook.

James Cook discovered the Hawaiian Islands in 1778, after exploring many other parts of the Pacific region. When he returned to these islands a year later, he was killed in a skirmish with the natives.



## USING MAPS TO STUDY THE EARTH

Man naturally expresses himself by drawing diagrams and charts. If you ask a friend for directions to a place, he might draw a sketch to show you how to get there. The first maps were probably crude drawings like your friend’s sketch.

We can get a good idea of what men in the past knew about the world by looking at the maps they drew. On page 12 is a map of the world drawn about 130 years after Christ. Find this area on a modern map of the world, and compare the two.

### THE EARTH’S GRID

Suppose a volcano formed a new island in the Atlantic Ocean, hundreds of miles from any other land. If you saw the new island from a ship and wanted to tell someone where it was, how would you describe its location? There are no roads or other landmarks in the middle of the Atlantic Ocean.

Mapmakers (called *cartographers*) face similar challenges. How can they know exactly where to place an island on a map of the world, or a city on a map of North America? To determine this, geographers have marked off the world with a grid of imaginary lines.

*Parallels.* The grid on a globe or map is made of crisscrossing lines, some running from north to south, and some running from east to west. A line running east and west is called a *parallel* because these lines are parallel to each other. The most important parallel is the equator, which circles the earth halfway between the North and South poles. Any number of other parallels can be drawn between the equator and the poles.

Since the earth is a sphere, parallels are labeled



- **Maps and map skills aid our study of the earth.**
- **Old maps show what people in the past knew about the world.**
- **Geographers mark off the globe with a grid of parallels and meridians.**
  - Parallels run east and west parallel to the equator.
  - Meridians run north and south, meeting at the poles.
  - Locations are described by measurements of latitude and longitude.

*Most likely your students studied the geographical grid in earlier grades, but be sure they understand how the system works.*