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科学探索丛书

SOCIAL STUDIES

社会科学

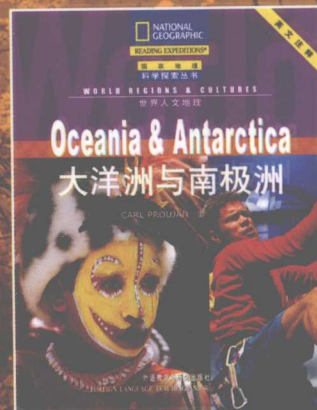
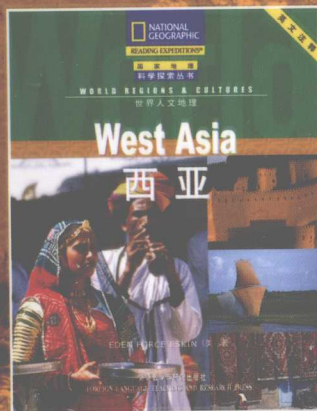
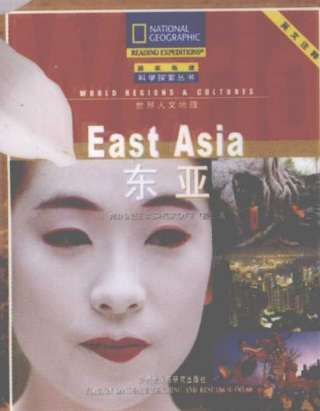
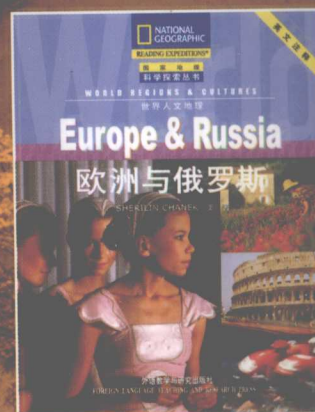
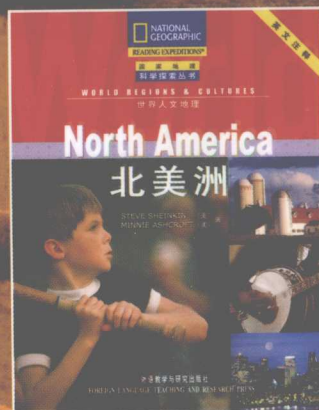
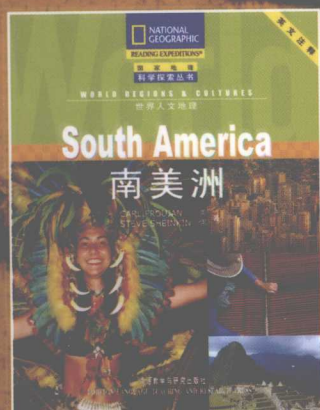
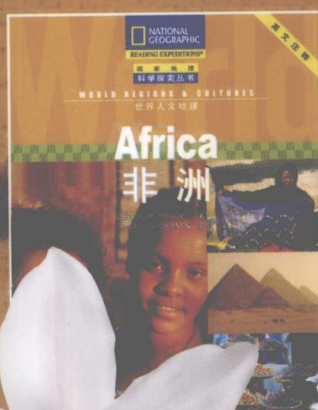


World Regions & Cultures

世界人文地理

TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

塑造才智与素质并重的英语课堂

本套丛书是“国家地理科学探索丛书”系列的配套教师用书,结合学生用书的主题内容和具体知识点,针对课堂教学的特点,为教师量身设计了完备的课程教案、课堂活动、测试题目以及参考网站。

本套丛书以素质教育为目标,涵盖自然科学和社会研究的各个方面,不仅能帮助教师用生动活泼的课堂教学来丰富学生的知识,也为培养和提高学生对非小说类英文作品的阅读能力、英文写作能力、科学研究能力、社会研究能力、交流能力和动手实践能力等提供了具体实用的方法和建议。

本套丛书第三辑包括:

《世界人文地理·教师指导与评估手册》

《发现世界·教师指导与评估手册》

《世界历史·教师指导与评估手册》

《我们的地球·教师指导与评估手册》

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科学探索丛书

S O C I A L S T U D I E S

社会科学

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世界人文地理

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教师指导与评估手册

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简介 (Introduction)

“世界人文地理”系列的内容由两大部分组成：前半部分（在本册教师指导用书中以Part I标记）探索人与其居住的星球和多样化环境之间的关系；后半部分（在本册教师指导用书中以Part II标记）介绍世界各民族丰富多彩的文化，涵盖人口、传统、经济、艺术、运动等主题。本系列共7本书，将核心的人文地理概念巧妙地植入文本中，并且有利于提高读者对非小说类作品的阅读理解技巧。

本系列丛书运用丰富多样的组织结构、文本和图片，帮助学生掌握如何有效地把握非小说类作品格式。同时，该系列以极具冲击力的视觉形式将社会研究和人文地理内容展现给大家。

每本书的组织方式有利于帮助学生构建阅读理解的基本框架：

- 每本书的前半部分通常包含4个主题，分别对一种自然环境进行了详尽的介绍；后半部分的10篇文章可以满足学生对不同文化的好奇。在进入各主题之前，每个部分开篇设计了跨页彩图，包括一幅大型地图及与其相关的基本数据，让学生对即将学习到的地理区域拥有感性认识。

“世界人文地理”系列还富有如下一些对学生极具启发性的特色版块：

- “结识……” (Meet...) 为学生们介绍一位来自该地区的朋友，通常是和他们一样的年轻人。
- “狂野天气” (Wild Weather) 探讨地区中精彩的气候特点。
- “问题和挑战” (Issues and Challenges) 提出棘手问题，鼓励学生们自己来分析解决实际生活中的困难。
- “中心思想” (Key Ideas) 总结每个主题的主要观点。
- “地理化思维” (Thinking Geographically) 培养和地理知识相关的学习技巧，包括对地图和图表的运用。
- “研究文化” (Investigate Cultures) 培养和文化知识相关的学习技巧，包括对地图、图表、数据和资料原始来源的使用。
- “资料库” (Fact File) 以易于理解的视图形式提供重要的数据信息。
- “专题研究” (On Assignment with National Geographic) 邀请读者与国家地理学会的科学家、作家和摄影师们一起来体验周游各地的乐趣。
- “心声” (Voices) 收录了当地居民的谈话、小说作品、诗歌或第一人称自述。

注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本系列专为培养、锻炼和扩充学生的基本阅读技巧而设计。学生们可以运用这些阅读理解技巧学习非小说类文本特有的各种文本结构、格式和图表，如：

比较和对比 (Compare and contrast)

词语关联 (Relate words)

区分事实和观点 (Distinguish facts from opinions)

识别顺序 (Sequence events)

得出结论 (Draw conclusions)

概括总结 (Summarize)

识别主题和细节 (Identify main ideas and details)

运用情节线索 (Use context clues)

识别问题和解决办法 (Identify problems and solutions)

自我提问 (Self-question)

作出判断 (Make judgments)

运用图形辅助理解 (Use visual representations)

识别因果关系 (Recognize cause-and-effect relationships)

理解非小说类作品的体裁、文本特征和图表

善于从阅读中获取信息的读者对各种体裁和格式的作品都很熟悉。“世界人文地理”系列中涵盖了众多帮助理解非小说类作品的要素，如照片、地图和图表；目录和注释；日记、信件、说明性文本、小标题、标注和图片说明文字。

文章对比阅读

最近关于学生阅读行为和水平的调查结果显示，让学生有机会阅读和对比多篇文章有助于提高他们的阅读技巧。本系列围绕同一个主题——人与环境及文化的关系——组织了不同的文章，为学生提供了对比阅读的绝佳机会。学生可以就如下问题展开讨论：

对比 (Compare) ——这几本书各自的结构是怎样的？它们有哪些相同点和不同点？

评价 (Evaluate) ——这些信息表述得是否清楚易读？哪些辅助手段最有用？

注重社会研究 (Focus on Science Studies)

核心概念和主题

“世界人文地理”系列鼓励学生关注研究人与不同自然环境以及文化现象之间的联系，深入探索世界上一些影响重大的地理环境和文化元素，并强调把文化放在更大的地区背景下进行思考。

“非洲”

- 在沙漠环境下，如撒哈拉沙漠，人们必须适应缺水的现实。
- 可持续发展是指在不会对环境造成损害的前提下利用资源。
- 人们在积极想办法保护热带雨林环境中正迅速减少的树木。
- 地质运动形成了非洲东部的峡谷、湖泊和山脉。
- 教育是培养未来非洲年轻人的关键问题。
- 诸如婚礼之类的庆祝活动展现了非洲文化传统的充分交融。
- 在南非，黑人和白人齐心协力以克服殖民主义和种族分裂造成的不良影响。

“东亚”

- 地球上大多数火山爆发和地震都发生在太平洋圈一带。
- 世界上最大的两个冻原，塔克拉玛干沙漠和戈壁沙漠，都位于东亚。
- 主要河流，如中国的长江，是饮用水、农业以及运输路线的重要水源。
- 环境热点区域，如菲律宾的热带雨林，是科学家们认为需要保护的地区。
- 柬埔寨的吴哥庙宇等古代遗址是世界遗产地项目的一部分。
- 东京湾不断扩展的海岸线是经济发展的体现，但是也带来了环境问题。
- 古老而传统的印度尼西亚皮影戏在致力于此的表演者手上焕发活力。

“西亚”

- 季风天气对印度次大陆的农业有举足轻重的影响。
- 世界最高的山脉喜马拉雅山脉对居住在其高海拔地带的居民生活带来了挑战。
- 石油储备对世界经济和地区经济都非常关键。
- 里海、咸海和死海——西亚的大型内陆盐水湖——给当地居民提供了机会和挑战。
- 饱受战火摧残的中亚难民正努力重建家园。
- 围棋和双骰游戏是源自西亚的战略游戏，已有一千多年历史。

“欧洲与俄罗斯”

- 阿尔卑斯山脉分隔欧洲南北，造成了贸易和交通的障碍。
- 水上旅行对欧洲的发展功不可没。
- 欧洲地中海地区的温暖气候有利于农业耕种、捕鱼业和旅游业的发展。
- 欧洲的大片常绿森林受到伐木业和经济发展的威胁。

- 欧盟国家正朝着贸易和政府的进一步统一而迈进。
- 意大利人努力拯救古老的艺术财富不受岁月的洗劫。
- 俄罗斯人面对自由经济体制下的机遇和挑战。

“北美洲”

- 落基山脉自然资源丰富，富含各类金属、矿物燃料和木材。
- 墨西哥湾被沿海平原环绕，周边有众多大型港口城市。
- 冰河时代的冰川将五大湖分割开来，这是地球表面最大的淡水系统。
- 位于北美洲北部的北极冻原生存条件艰难。
- 艺术渗透着纳瓦霍文化，在珠宝制造、编织以及沙绘等活动中，艺术无处不在。
- 墨西哥城为众多来自农村的墨西哥人提供机会，但城市的飞速发展也导致了空气和水污染等问题。
- 深受欢迎的体育运动如篮球使人们的交流跨越了国界。

“大洋洲与南极洲”

- 澳大利亚的多数人口居住在东部和东南部海岸，那里的雨水比内陆地区充足得多。
- 太平洋岛屿分为两大类：高岛和低岛。
- 南极洲是个独一无二、被冰雪覆盖的大陆。
- 澳大利亚土著居民和毛利人在融入现代社会的同时，仍保存了自身的文化传统。
- 根据1959年签订的条约，南极洲只能被用于和平和科学考察目的。
- 世界上几乎一半的羊毛都产自新西兰和澳大利亚。

“南美洲”

- 在安第斯山脉地区，海拔对气候和生活方式有着重要的影响。
- 亚马孙热带雨林中有很多世界上其他地方都找不到的生物。
- 潘帕斯草原受到该地区人口增长的威胁。
- 受冷洋流和山脉的共同影响，阿塔卡马沙漠成为地球上最干旱的沙漠。
- 南美洲的人口多元化是500年来移民和变化的结果。
- 美式足球是巴西生活和文化的重要部分。
- 受欢迎的音乐家们，比如哥伦比亚的夏奇拉，将很多传统声音结合而创作成新的流行音乐。

培养交流技巧

阅读和交流信息的能力直接关系到生活各个方面。本系列的课程教案设置了很多与书中重要内容相关的写作练习。学生运用各种题材和格式进行交流表达，从而掌握写作的步骤和方法。比如：

1. 调查研究某一主题的具体资料（“非洲”）
2. 为演讲准备要点注解（“东亚”）
3. 写一篇对比文章（“西亚”）
4. 创作一个故事（“欧洲与俄罗斯”）
5. 写一封信（“北美洲”）
6. 写一篇新闻报道（“大洋洲与南极洲”）
7. 写一篇旅游指南（“南美洲”）

Lesson Overview

课程概述

课程概述 (Overview) ——帮助教师快速选书备课

概要 (Summary)

此处简要概括每个部分的主要内容和重要细节。

背景知识

(Background)

此处就书中涉及的概念给出补充信息，为学生阅读提供背景知识。

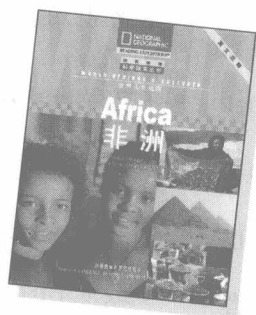
学习目标

(Learning Objectives)

此处列出了非小说类作品的学习目标以及阅读、写作、地理与社会研究技能等，方便教师备课。

Africa 非洲

Part I (pages 4-61)



By Deborah Meade

Sherilin Chanek

Overview

Summary

This part investigates four African regions: the Sahara, the savanna grasslands, the rain forest, and the Great Rift Valley. Readers will explore how these regions differ in their landforms, climate, wildlife and vegetation, as well as how humans interact with each type of environment. A major factor in both the type of vegetation and population settlement in each region is the availability of water, which affects the lives of African farmers, fishermen and desert dwellers. Large-scale projects such as the building of dams on the Nile and Congo Rivers have presented opportunities as well as challenges for people and regions. And in Africa's savannas and rain forests, people struggle to balance the competing needs of developing the economy and preserving the environment.

Exploration of Africa's lands of rich natural beauty and abundant resources will help students begin to understand the many forces of change affecting all world regions.

Background

Humans interact with their environments in countless ways, both changing the land and being changed by it. Building dams, clearing forests, burning grasslands, agriculture, fishing, and mining are just a few of the ways that humans make use of resources in different regions of Africa. While humans affect their environments, Earth's physical features and processes also influence human activities.

Learning Objectives

Social Studies/Geography

- Examine the interactions of humans and their environments
- Interpret representations of Earth
- Locate and describe landforms and features such as mountains and plateaus
- Describe physical processes and identify geographic patterns associated with them
- Explore causes, consequences and possible solutions to global issues such as pollution and endangered species

Process Skills

- Skill Focus**
 - Create and compare climographs
- Supporting Skills**
 - Interpret data
 - Infer
 - Generalize

Reading Skills

- Identify main ideas and details
- Draw conclusions
- Compare and contrast
- Use context clues
- Recognize cause-and-effect relationships
- Use graphics and graphic organizers

注重文本阅读 (Focus on Content Area Reading) ——关于帮助学生 在阅读前后及阅读过程中培养技巧的建议

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Show students the word "Africa." What ideas come to mind? Students are likely to think of land types, such as the rain forests or deserts, or they may think of grasslands where great herds of wildlife roam.

Have students copy a K-W-L chart (see below) and fill it in as you complete a chart on the board. The first column includes information students already know about Africa's regions. The second column includes information students want to know.

Have a student find Africa on a map or globe and describe its location in relation to their home region. How would they

travel to Africa? Discuss other geographic concepts, such as time zones and time differences, and how seasons differ in the Southern and Northern hemispheres.

Strategy Tip: Use Visuals

Students can organize ideas about Africa's regions by creating maps. While previewing the book or reading, have students create maps for concepts addressed. Students can locate and label the four regions of Africa using the maps on pages 8, 22, 34 and 46. Then students can locate and label different environmental challenges faced in each region, using the locator maps with each section and their summarizing skills.

Sahara

Before Reading

Preview & Set Purpose

Give students time for preview, paying attention to headings, photographs, maps, graphics and captions. Ask:

What topics are included in "Sahara"?

Why do you think the map on page 20 is called a locator map?

What type of information will you find in the "Key Ideas" feature?

Ask students whether this book reminds them of other books they have read. Help students set a purpose for reading. Ask:

What do you want to find out as you read? How might learning about the Sahara be valuable?

知识热身

(Activate Prior Knowledge)

这些用来热身的知识常常可以用图形工具进行组织。

技巧点拨

(Strategy Tip)

这些实用性提示专为提高阅读理解力设计。

阅读之前

(Before Reading)

每篇文章都设置了独立的教案, 并附有阅读前后和阅读过程中的练习活动。

Africa's Regions

What I Know	What I Want To Know	What I Learned

My Notes

Writing/Communication Skills

- Find facts about a topic
- Conduct research
- Use the writing process
- Give an oral presentation

注重文本阅读 (Focus on Content Area Reading) ——关于帮助学生 在阅读前后及阅读过程中培养技巧的建议

词汇

(Vocabulary Strategy)

学生练习理解应用课文中的关键词汇。

阅读技巧

(Read Strategically)

每一种重要的阅读理解技巧都配有相应的课堂活动培养阅读能力。

课堂互动

(Respond)

此处的讨论问题可以帮助学生考查书中的主要观点。

写作

(Writing)

学生可以就书中的主题进行调查研究，然后练习各种体裁和形式的写作；同时搭配相应的课堂活动帮助培养听、说、看的交流技能。

Focus on Content Area Reading (continued)



Vocabulary Strategy: Use Context Clues

Activity Master, Page 16

Have students turn to page 10 in their books. Point out the term *arid* and have a volunteer read the sentence with that word. Ask: *After reading that sentence, how would you define "arid"?*

Ask students to explain how they figured out the definition. Explain that using context clues is a good strategy for defining words. Have students complete the Activity Master while reading "Sahara". Students can use the notes to check their answers.

During Reading

Read Strategically: Take Notes

As students read, have them take notes to organize their ideas about the question: "How do people, plants and animals adapt to life in this dry, harsh land?"

Students may also use the Cause-and-effect diagram on page 177 to organize their ideas about water in the desert, answering: "What brings water to the Sahara? What effects does this water have?" One example could be—how the presence of the Nile River affects agriculture, industry, and the population of the Sahara.

After Reading

Respond

Initiate a class discussion to assess reading comprehension. Ask:

What is the weather like in the dry parts of the Sahara? (See pages 10-12.) (summarize)

In the photo on page 12, why do you think the man has covered his head and face with cloth? (make inferences)

How do you think a Tuareg's life might be different from that of someone who lives along the Nile River? (See pages 12-13.) (compare and contrast)

In what ways do people react to environmental conditions in different areas of the Sahara? In what ways are people trying to control environmental conditions? (See pages 12-19.) (make inferences)

Why do farmers use irrigation? How do dams affect farming? (See pages 18-19.) (retell)

How is the land changing in the Sahel? (See pages 20-21.) (draw conclusions)

Writing: Write a Letter

Have students reread the letter on page 17. Then ask them to imagine they are traveling across the Sahara and are taking time to write to someone far away about their experience. In the letter, students should describe the who, what, where, why, when, and how of their journey.

Savanna

Before Reading

Preview & Set Purpose

Have students preview "Savanna", noting headings, photographs, charts, graphs and captions. Ask:

Looking at the photographs, how would you describe Africa's savanna? What kinds of plants and animals are shown? Which photos include people, or evidence of people?

Use the Vocabulary Graphic Organizer on page 180 to help students preview the vocabulary of "Savanna".

To help students set a purpose for reading, ask:

What do you want to find out as you read?

During Reading

Read Strategically: Recognize Cause-and-effect Relationships Activity Master, page 17


As students read independently, have them list as many causes and effects as they can find. Have students use the Activity Master to answer cause-and-effect questions about the Sahara.

Remind students that an effect is what happens and the cause is why it happens. Identifying causes and effects helps students see connections between events.

拓展和测试 (Extend and Assess) ——科学/社会研究、测试和拓展活动 为教学提供了丰富内容

Extend and Assess

Focus on Geography

 **Think Geographically: Create and Compare Climographs**
Activity Master, page 19

Have students use the Activity Master to practice skills in creating and analyzing climographs. Have students work with a partner, discussing together the climate changes for the regions they plot.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write the answers in their notebooks:

- 1 What are four major regions of Africa?
- 2 Name three ways that people have adapted to life in the Sahara.
- 3 What kinds of changes, from people and from nature, affect the savanna?
- 4 Name one way people are changing the rain forest. Name one way people are trying to protect the rain forest.
- 5 Which region would you most like to visit? Why?

Assessment Activity

Have students write a book review of Part I. Remind students that they should support their opinion with examples from the book.

Students should include:

- ✓ two favorite parts of the text
- ✓ part of the text they least liked

- ✓ three facts learned
- ✓ a helpful illustration
- ✓ a recommendation for or against the book

Book reviews should:

- ✓ include the required information
- ✓ present information clearly
- ✓ be accurate
- ✓ support opinions with facts

Multiple-choice Test

Use the multiple-choice test on page 158.

Cross-curricular Connection

Science

Let students research more about predator-prey relationships in different environments in Africa. Have them choose a region, then use books, the Internet, and other resources to find out more about wildlife's feeding habits. They may find that the "food chain" is in many ways a "food web," with many animals and plants depending on each other for survival.

Have students create diagrams for their findings.

Home-school Connection

Students can use newspapers and the Internet to find out when museum exhibits, films, or other special events about Africa are offered nearby, then plan a trip with family members.

Resources

Web Links

Students can expand knowledge of connections between environments, wildlife and people with these clickable maps and text pop-ups. Have students select and explore different regions in Africa on www.nationalgeographic.com/wildworld.

Articles from *National Geographic*

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"Orphan Gorillas: Fighting to Survive in the Wild": February 2000

"Without Borders: Uniting Africa's Wildlife Reserves": September 2001

注重地理知识

(Focus on Geography)

通过有利于培养关键地理概念和技能的实践活动来帮助学生通过新的方法理解书的内容。这部分也配有相关的“课堂活动”(Activity Master)。

测试 (Assessment Options)

运用讨论问题、评估活动和多项选择题对学生进行评估,考查他们对书中重要概念的理解。

跨学科链接

(Cross-curricular Connection)

此处提供一些活动建议,帮助学生将社会研究和地理科学与其他学科知识有机结合起来。

家庭—学校链接

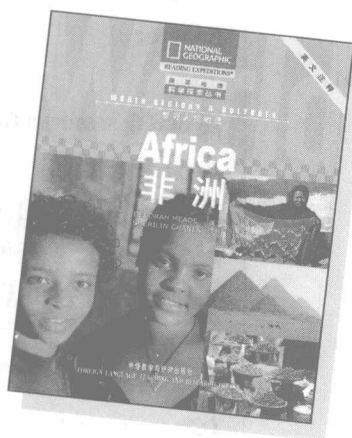
(Home-school Connection)

此处提供一些活动建议,让学生与家人一起讨论学到的内容。

Overview

Africa 非洲

Part I (pages 4-61)



By Deborah Meade
Sherilin Chanek

Summary

This part investigates four African regions: the Sahara, the savanna grasslands, the rain forest, and the Great Rift Valley. Readers will explore how these regions differ in their landforms, climate, wildlife and vegetation, as well as how humans interact with each type of environment. A major factor in both the type of vegetation and population settlement in each region is the availability of water, which affects the lives of African farmers, fishermen and desert dwellers. Large-scale projects such as the building of dams on the Nile and Congo Rivers have presented opportunities as well as challenges for people and regions. And in Africa's savannas and rain forests, people struggle to balance the competing needs of developing the economy and preserving the environment.

Exploration of Africa's lands of rich natural beauty and abundant resources will help students begin to understand the many forces of change affecting all world regions.

Background

Humans interact with their environments in countless ways, both changing the land and being changed by it. Building dams, clearing forests, burning grasslands, agriculture, fishing, and mining are just a few of the ways that humans make use of resources in different regions of Africa. While humans affect their environments, Earth's physical features and processes also influence human activities.

Learning Objectives

Social Studies/Geography

- Examine the interactions of humans and their environments
- Interpret representations of Earth
- Locate and describe landforms and features such as mountains and plateaus
- Describe physical processes and identify geographic patterns associated with them
- Explore causes, consequences and possible solutions to global issues such as pollution and endangered species

Process Skills

- Skill Focus**
 - Create and compare climographs
- Supporting Skills**
 - Interpret data
 - Infer
 - Generalize

Reading Skills

- Identify main ideas and details
- Draw conclusions
- Compare and contrast
- Use context clues
- Recognize cause-and-effect relationships
- Use graphics and graphic organizers

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Show students the word “Africa.” What ideas come to mind? Students are likely to think of land types, such as the rain forests or deserts, or they may think of grasslands where great herds of wildlife roam.

Have students copy a K-W-L chart (see below) and fill it in as you complete a chart on the board. The first column includes information students already know about Africa’s regions. The second column includes information students want to know.

Have a student find Africa on a map or globe and describe its location in relation to their home region. How would they

travel to Africa? Discuss other geographic concepts, such as time zones and time differences, and how seasons differ in the Southern and Northern hemispheres.

Strategy Tip: Use Visuals

Students can organize ideas about Africa’s regions by creating maps. While previewing the book or reading, have students create maps for concepts addressed. Students can locate and label the four regions of Africa using the maps on pages 8, 22, 34 and 46. Then students can locate and label different environmental challenges faced in each region, using the locator maps with each section and their summarizing skills.

Sahara

Before Reading

Preview & Set Purpose

Give students time for preview, paying attention to headings, photographs, maps, graphics and captions. Ask:

What topics are included in “Sahara”?

Why do you think the map on page 20 is called a locator map?

What type of information will you find in the “Key Ideas” feature?

Ask students whether this book reminds them of other books they have read. Help students set a purpose for reading. Ask:

What do you want to find out as you read? How might learning about the Sahara be valuable?

Africa's Regions		
What I Know	What I Want To Know	What I Learned

My Notes

Writing/Communication Skills

- Find facts about a topic
- Conduct research
- Use the writing process
- Give an oral presentation

Focus on Content Area Reading (continued)



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Activity Master, Page 16

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After Reading

Respond

Initiate a class discussion to assess reading comprehension. Ask:

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(summarize)

In the photo on page 12, why do you think the man has covered his head and face with cloth? **(make inferences)**

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Remind students that an effect is what happens and the cause is why it happens. Identifying causes and effects helps students see connections between events.

Focus on Content Area Reading (continued)

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask:

How is the savanna different from the Sahara? Describe its location. (See pages 22-33.)
(compare and contrast)

How do both herbivores and carnivores depend on the savanna? (See page 24.)
(draw conclusions)

Why are so many countries joining their national parks together? (See page 29.)
(draw conclusions)

How are national parks sometimes a problem for people of the savanna? In what ways do they help people of the savanna? (See page 30.)
(make inferences)

How does sustainable development help people and animals in Kruger National Park in South Africa? (See page 33.) (summarize)

Writing: Write an Advertisement

Students can work independently or in pairs to write an advertisement inviting visitors to a national park in the savanna. Tell students that an advertisement is a common form of persuasive writing used to influence people's behavior. Their advertisements should provide information that will make people want to visit the park.

Have students use an atlas to select a national park in the savanna. Then students can gather information about the places and wildlife people might see there. Now students should decide what to say. On another sheet of paper, have them write the advertisement. Consider having students create visuals for their advertisements.

Communicating: Speaking/Listening

Students can present their advertisements in small groups. Encourage students to practice their presentations in advance.

Students reading aloud should:

- ✓ speak clearly at an appropriate speed and volume
- ✓ make eye contact with listeners
- ✓ make their purpose clear and support it with reasons

Listeners should:

- ✓ listen politely
- ✓ identify the main idea
- ✓ ask questions when the presentation is finished

Rain Forest

Before Reading

Preview & Set Purpose

Look at pages 34-35. Have students use the Graphic Organizer on page 179 to create a K-W-L chart on African rain forests in their notebooks. Then combine their

ideas into a class K-W-L chart on the board.

Writing: Research a Topic Activity Master, page 18

For this activity, students will need access to library resources or the Internet. Suggest possible resources, such as the Web links from the book or the articles listed on page 15. Students should locate reliable resources, then list facts found about a topic they choose. Students can use the Activity Master to help organize their search and evaluate the facts they find.

During Reading

Read Strategically: Identify Problems and Solutions

Have students discuss and identify the positive and negative aspects of solutions to a problem. For example, present the term "deforestation" and give its definition. Using information from "Rain Forest" and their own ideas, students can identify two solutions, then the positive and negative aspects of each.

After Reading

Respond

Initiate a class discussion to assess reading comprehension. Ask:

Describe characteristics of plant growth in the rain forest. (See page 36.) (summarize)

Focus on Content Area Reading (continued)

Describe what you might see while walking in a rain forest. How might your skin feel?

What might you hear?

(See pages 34-39.)

(draw conclusions)

Why are chimpanzees becoming endangered? (See page 40.)

(generalize)

How are the Baka people helping themselves and areas of the rain forest at the same time?

(See page 41.)

(cause and effect)

In what ways is the Congo River important to the many people who live near it?

(See pages 44-45.)

(make inferences)

Writing and Research:

Write an Analytical Essay

Have students choose an endangered animal in the African rain forest, such as the chimpanzee, gorilla, or elephant. Have them write a report of several paragraphs analyzing why the animal they have chosen is endangered, and what efforts, if any, are being made to help. Students should also add any further steps they feel would improve the situation.

Great Rift Valley

Before Reading

Preview & Set Purpose

Give students time to preview

the features and headings. Ask:

What are some ways that Earth changes shape?

Help students set a purpose for reading. Ask:

Why do you think it is important to different groups of people to understand the movement of Earth's surface?

During Reading

Read Strategically:

Compare and Contrast

Graphic Organizer, page 178

Use the Venn Diagram to compare and contrast the Great Rift Valley with another region in the book. Have students label each circle with the name of the region, then identify what the two regions have in common in the overlapping area of the circles, and how the regions are different in the outer part of the circles. Students can use encyclopedias and other sources to add information.

After Reading

Respond

Initiate a class discussion to assess reading comprehension. Ask:

How is the Great Rift Valley different from other regions in Africa? (See pages 46-59.)

(compare and contrast)

Name some of the ways tectonic activity is changing the land in

this region. (See pages 50-51.)
(summarize)

How does temperature change as elevation changes? How do people and plants survive colder climates on mountains such as Mount Kilimanjaro?

(See pages 54-55.) **(retell)**

What are some examples of wildlife found in Africa's great lakes? (See pages 57-58.)

(summarize)

What environmental problem has occurred in Lake Victoria? How did one fisherman adapt? (See page 58.)

(problem and solution)

Writing and Research:

Write a Skit

What might a group traveling in the Great Rift Valley experience? Ask students to include descriptions of who is traveling, where they are traveling, what mode of transportation they are using, and how the travelers are prepared. Have the group encounter one problem, then find a solution to it. Students should perform the skit for the class.

Focus on Geography

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