

UNDERSTANDING PLACES



From The Series
Geography Basics

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UNDERSTANDING PLACES: *Geography Basics*

Running Time: 22 minutes

PROGRAM OVERVIEW

Intended Audience and Uses

Understanding Places, the fourth program in the *Geography Basics* series, is designed for social studies students in grades 4-8. The concepts in this video are found in virtually all leading geography texts at the upper elementary and jr. high-middle school levels. Moreover, the material presented in *Understanding Places* makes up part of the NCSS (National Council for the Social Studies) recommendations for the target grade levels.

Program Synopsis

Bobby Alvarez discovers that his father, a chemical engineer, has accepted a temporary work assignment in St. Petersburg, Russia. The family will move there in

several months. Bobby wonders about the city, school and his new classmates. The program narrator states that geographers use a *two-part strategy* to find out about a place. The first is to look at a place's physical environment – its landforms, climate and natural resources. The second part focuses on the place's people – their language, their numbers (population), economy, religion, political system, art and music. The viewer is then introduced to the three locations on which the rest of the presentation centers: San Luis Potosì Mexico; Aosta, Italy; and Akropong, Ghana. The remainder of the program shows how the strategy can be applied to the three locations to give a clear picture of each. Three times during the presentation, a stop point is designated by the “☐” symbol. At these stop points, teachers are encouraged to hand out a recommended blackline master that enhances the viewers' understandings of key concepts presented in the previous sequence.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Recite the three key factors that make up a place's physical environment.
2. Tell the seven key factors that help describe the people of a region.
3. Apply a two-part strategy to describe any region of the world.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

Well in advance, have your students take the **LESSON PRE-TEST** which can be used to evaluate their knowledge of the material to help you plan your lessons. After assessing your class's level of understanding, ask if anyone has lived in a foreign country. If so, have that person briefly describe what it was like. Has anyone lived in another region of the country? If so, have that student describe the region. Has anyone visited another country or city far away? Again, elicit a description. As students give their descriptions, note various strategic categories on the chalk board, such as "language," "climate," "landforms," etc. After the discussion, tell the class that while all these descriptions are useful, to obtain a *full* understanding of a place, one can use a system used by geographers. Say that the class will see a program that tells what the system is, and how it is used.

Pre-Viewing Activities

Either pass out or make an overhead transparency of **LEARNING GOALS**. Discuss each item, making certain the class understands the concepts presented in the video. Next, hand out the **VOCABULARY LIST** and have the class complete this exercise either as individual seat

work, as a class activity or in small groups. If your students have access to computers, they can look up the words at *www.onelook.com* or the Encarta online dictionary, *http://dictionary.msn.com/*. The latter has audio files that give word pronunciations. Finally, pass out the ***VIEWER'S CONCEPT GUIDE***. Have the students read the questions, and tell them that they will be expected to fill in the blanks after the video has been screened.

View the Video

Total viewing time is approximately 22 minutes. After the first portion of the program, which is delineated by the “” symbol, you may find it useful to hand out ***THE PHYSICAL ENVIRONMENT OF THREE PLACES***, which will give your students practice using the first part of the strategy. After the class finishes the work sheet, either as a class activity or individual desk work, go over their answers and then play the second part of the program.

Post-Viewing Activities

Discuss the video, making certain that your class understands the process of describing places by using the criteria specified in the program. Next, if you have not already done so, pass out ***THE PEOPLE OF THREE PLACES***. Have your students complete this exercise and then, as a group activity, review their answers. Finally, distribute ***UNDERSTANDING ST. PETERSBURG***. Have your students do this exercise as homework or as a group activity, using various online and off-line sources to find the requested information. After the exercise has been completed, go over the answers with your class. Then have selected students read their reports. Finally, using the criteria delineated in the video, have

your students describe their own community. You may have them do it as independent study or as a committee project. After all the activities have been completed and discussed, give your students the **POST TEST**.

DESCRIPTION OF BLACKLINE MASTERS

LESSON PRE-TEST – An assessment tool that helps you determine the level of your classroom presentation.

LEARNING GOALS – Delineates the concepts students are expected to learn.

VOCABULARY LIST – Presents terms that your students will need to know to fully understand the video.

VIEWER’S CONCEPT GUIDE – Focuses on the key information in the program to help your students learn all major concepts.

THE PHYSICAL ENVIRONMENT OF THREE PLACES – Gives students practice assessing the physical environment of places.

THE PEOPLE OF THREE PLACES – Gives students practice assessing sociological and cultural aspects of a place.

UNDERSTANDING ST. PETERSBURG – Gives your class the opportunity to use the information learned in the presentation, and to use both online and off-line research sources.

POST TEST – An assessment tool that allows you to determine the level of comprehension and retention of key material.

ANSWER KEY

LESSON PRE-TEST – All are false except 8, 11 and 12.

VOCABULARY LIST – *Alpine*: referring to or related to the Alps or any other mountain area ♦♦♦ *Altitude*: the height of the land above sea level ♦♦♦ *Apprenticeship*: a period during which a person learns a trade or skill ♦♦♦ *Aztec*: a native people of Mexico ♦♦♦ *Climate*: the weather of a place over a long time ♦♦♦ *Cuisine*: a kind or style of food ♦♦♦

Democratic: a form of government in which citizens choose their leaders ♦♦♦ **Economy:** how a people conduct their lives to buy goods and services and to earn their wages ♦♦♦ **evolve:** to slowly develop into something ♦♦♦ **Geographer:** one who studies geography ♦♦♦ **Highland:** elevated or mountainous land ♦♦♦ **Hydroelectricity:** electricity made by water power ♦♦♦ **Kente cloth:** a colorful, woven cloth made in western Africa ♦♦♦ **Medieval:** characteristic of the Middle Ages ♦♦♦ **Mesa:** isolated flat land of high elevation ♦♦♦ **Metamorphic:** a kind of rock ♦♦♦ **Missionary:** person who attempts to spread a particular religion by teaching its ideals and philosophies ♦♦♦ **Novelty:** something new or different ♦♦♦ **Parliamentary democracy:** form of government in which people select a legislature, which, in turn, selects a prime minister to head the government ♦♦♦ **Physical Environment:** landforms, water, climate, vegetation, etc. ♦♦♦ **Prociutto:** spicy ham ♦♦♦ **Romance language:** any language evolved from Latin ♦♦♦ **Slate:** a metamorphic rock ♦♦♦ **Strategy:** a careful plan or method

VIEWER'S CONCEPT GUIDE

1. landforms, climate, natural resources
2. population, language, religion, economy, political system, art and music
3. flatlands
4. mountains
5. cactus, corn and beans
6. metamorphic
7. tropical
8. steel casting, selling food and novelty items,

- providing services, including government services
9. The Presbyterian Training College
 10. Spanish, Italian and French
 11. a colorful woven fabric
 12. parliamentary democracy

THE PHYSICAL ENVIRONMENT OF THREE PLACES

Principal Landforms:
San Luis Potosí – hills

and plains

Aosta – mountains

Akropong – gently rolling hills (uplands)

Climate:

San Luis Potosí – dry

Aosta – highland (mountainous)

Akropong – tropical

Natural Resources:

San Luis Potosí – silver

Aosta – metamorphic rock, water

Akropong – rain forest

THE PEOPLE OF THREE PLACES

Population:

San Luis Potosí – 500,000

Aosta – 40,000

Akropong – 30,000.

Language:

San Luis Potosí – Spanish

Aosta – Italian

Akropong – English and Twi

Religion & Economy:

San Luis Potosí – Roman Catholicism, manufacturing, small

retail, services

Aosta – Roman Catholicism, tourism, agriculture, food processing, government services (including military training)

Akropong – Methodism, Presbyterianism, native beliefs, fabric weaving, crafts, education, small retail

Political System:

San Luis Potosí – democracy

Aosta – parliamentary democracy

Akropong – democracy, local chiefs

Art & Music:

San Luis Potosí – religious art and architecture

Aosta – religious art

Akropong – cloth weaving and drumming

POST TEST

Part I

1. F ♦♦♦
2. T ♦♦♦
3. F ♦♦♦
4. T ♦♦♦
5. F ♦♦♦
6. F ♦♦♦
7. T ♦♦♦
8. T ♦♦♦
9. T ♦♦♦
10. F

Part II

1. c ♦♦♦ 2. e ♦♦♦ 3. a
♦♦♦ 4. b ♦♦♦ 5. d

Part III

1. landforms, climate, natural resources
2. population, language, religion, economy, political system, art and music
3. metamorphic
4. hydroelectricity

5. English
6. parliamentary democracy
7. fruit farming and dairy farming
8. Aztecs
9. San Luis Potosí

Part IV

1. c ♦♦♦ 2. d ♦♦♦ 3. b
♦♦♦ 4. a ♦♦♦ 5. d ♦♦♦
6. b ♦♦♦ 7. d ♦♦♦ 8. a

TRANSCRIPT OF THE VIDEO

While Bobby Alvarez's parents are overseas, his older brother Jeff, and his wife, are staying with him.

It was supposed to be for only a few weeks, but now Jeff says their father has been offered a long-term assignment – in St. Petersburg, Russia.

Mr. Alvarez has accepted the job, and in several months Bobby will join his parents in that northwestern Russian city. He'll live there for two years.

Naturally, Bobby had a lot of questions.

What would his new teachers and classmates be like? What about the school? What classes would he have to take? What about the neighborhood he and his parents would be moving to?

And what about the city itself?

Of course, people have always been curious about foreign places, even if they didn't plan to go there.

Perhaps one reason is that places can differ enormously.

However, finding out what they're really like can be difficult – unless one has a strategy.

Well, here's a strategy geographers often use. The first part is to find out about place's physical environment – its landforms, its climate, and its natural resources.

The second part focuses on the place's people – their numbers (or population) and language, their religion and economy, their political system, and their art and music.

To show you how this system can be used, we'll visit three locations – the area in and round San Luis Potosí, in central Mexico; Aosta, a mountain village in northwest Italy; and Akropong, Ghana, a town in western Africa.

We'll start with San Luis Potosí and its major landforms. While the city itself sits on flat land, known as the *bajío*, there are many hills nearby.

Even so, the plains – part of Mexico's large central mesa – is the principal land form of the San Luis Potosí region.

The climate here is dry, with only about 12 inches (or 30 centimeters) of precipitation each year.

And while there are many hot days in summer, with temperatures hovering in the 90s (mid-30s Celsius), the region's high altitude prevents long periods of intense heat.

Temperatures drop 3.5 degrees Fahrenheit as the elevation rises every 1,000 feet (or 6.5 degrees Celsius for every 1,000 meters).

The dry climate of central Mexico supports only scrubby plant growth, grasses and cactus plants of various kinds.

In fact, cactus (along with corn and beans) is grown as a cash crop in the San Luis Potosí area.

Cactus is sold in markets and on street corners as a snack food. It is cut and then splashed with a hot chili sauce.

The hills outside the city hold what Spanish explorers came for in

the late 16th century – silver.

And while there is still some of that precious metal in the hills, most of the silver mines have been depleted, leaving only a tiny collection of ghost towns throughout the region.

The lands of the Aosta, Italy area could hardly be more different.

For this is mountain country – part of the Alpine range of southern Europe.

Mountainous regions have variable climates. Temperatures and humidity depend on elevation, or how high the mountain is.

In the Aosta Valley, far below the surrounding mountain peaks, summers are pleasant, with temperatures usually peaking in the 70s (or low 20s Celsius).

Winters are snowy and cold.

Metamorphic rocks are one of the few natural resources of the region. They are used locally in both road building and in home construction.

Stone outer walls and slate roofs are seen throughout the area. Slate is a kind of metamorphic rock.

Another major natural resource is the water in mountain streams that eventually winds up in fast-moving rivers.

The rivers of the Aosta region – and those elsewhere in the northern part of the country – are used for hydroelectric generation, electricity being Italian industry's principal power source.

The waters, which come from melting snows high in the Alps, serve another purpose.

They help nourish the brilliant mountain flowers found throughout the Aosta region.

There are also many different kinds of flowers in Akropong, Ghana, far to the south.

But, for the most part, these plants get their water from rain clouds, not mountain streams.

For Akropong has a tropical climate, quite unlike the desert climate of San Luis Potosí and the mountain climate of Aosta.

While daily rains that last for an hour or so are common for months on end, there is a dry season in Akropong.

Whether dry or humid, it's almost always hot there, with daytime temperatures frequently reaching into the upper 90s and low-100s Fahrenheit. (That's mid to upper-30s Celsius.)

Akropong lies in an upland area, about 30 miles (or 50 kilometers) northeast of Accra, Ghana's capital city.

The gently rolling hills of the region rise to about 1,000 feet (or 300 meters) above sea level.

But there are few natural resources in these highlands, other than the rain forests that cover large sections of the area.

The rain forests are a source of food and fuel. Akropong residents gather firewood in the forests and use it for cooking.

We've given a picture of the physical environments of these three places – their principal landforms, climates and natural resources.

Now, let's turn to the second part of our strategy to find out about places – looking at the people: the population of a place, as well as its language, religion, economy, political system, and its art and music.

As to the number of people in San Luis Potosí, there are approximately one-half million of them.

The city is the capital of the east-central Mexican state of the same name.

People here, as is the case elsewhere in Mexico, speak a variation of Spanish.

In the 16th century, Spanish explorers and missionaries were the ones who brought the language to the native peoples of the San

Luis Potosí region – the Aztecs.

They also brought Roman Catholicism. Today, more than nine out of ten residents of the city are Roman Catholic.

The statuary, stained glass and other forms of artistic expression found in many of the beautiful cathedrals reflect the strong influence of Roman Catholicism.

Besides cathedrals, there are other examples of beautiful architecture in the city. And they, too, reflect the influence of the Spanish colonists who came to the area centuries ago.

While there are many reminders of the city's Spanish colonial history, there are also many signs that San Luis Potosí is a city of the 21st century, a community with a great deal of heavy manufacturing.

Steel casting – shaping hot, liquid metal into various forms – is one of the many industries found there.

Thousands of lamp posts, stair railings and other steel goods are made in the city's factories, along with automobile parts and other industrial products.

Not all San Luis Potosí citizens work in large factories, however. Many have jobs in much smaller enterprises.

Thousands of others work as vendors on the city's streets, selling novelty items and food, or providing a wide array of services, such as shining boots.

And there are government workers, too – educators, police officers, firefighters, judges and so forth.

Mexican citizens live under a democratic system of government. They vote for national, state and local officials, including a president who heads the country.

In Akropong, and throughout most other parts of Ghana, much of the governmental power lies in hands of regional chiefs and sub-chiefs, although there is a national government headed by a president elected by all the country's citizens.

However, that is one of the few ways in which Akropong and San Luis Potosi are alike.

For one thing, Akropong is much smaller. Fewer than 30,000 people live there.

For another, the language spoken in Akropong is not Spanish. It's Twi, the native tongue of the Akan people of southern Ghana.

At school, children also learn English, which is the official language of Ghana.

Teacher: There's a piece of land between these two countries.

Narrator: English was brought to the Ghanaians by the British, who ruled the country from 1874 to 1957.

In addition to the English language, the British also brought Christianity.

Many children in Akropong attend Sunday School, much as their counterparts do elsewhere, where Christianity is the prevailing religion.

The lessons normally conform to either Methodist or Presbyterian teachings.

A large number of Ghanaians also follow their native beliefs. Many of the Akan people of southern Ghana, for example, believe in one God.

But they also pray to their ancestors and to spirits found in hills, trees and rivers.

Native beliefs often play an important role in festivals, where officials may pour wine over an altar as they ask their ancestors and spirits to protect and bless local tribal chiefs and their families.

Music also plays an important role in the festivals. Playing drums is a principal performing art in western Africa.

Making colorful kente cloth is an admired art activity. The best

kente cloth weavers are very skilled, their work highly regarded by fabric experts worldwide.

Producing kente cloth, as well as other colorful fabrics, is one part of Akropong's economy.

Many of the town's citizens earn their living by working in other craft occupations, as seamstresses, carpenters, carpenters and brick-makers.

Others operate small retail businesses that sell household items and prepared foods.

Still others (almost always women, by the way) operate stalls in the town's outdoor market, selling any number of freshly grown foods.

Other goods, too, are sold there.

Akropong's largest employer is the Presbyterian Training College, one of Ghana's most important educational institutions.

Far to the north, in Aosta, the principal economic activity is taking care of the hundreds of thousands of tourists who flock to the Aosta Valley each year.

For the most part, the tourists come to see the exquisite Alpine scenery, including Mt. Blanc, through which one of the world's longest tunnels runs.

The many medieval castles built some 800 to 1,000 years ago are another major tourist attraction.

Visitors also come to see the ancient Roman ruins found throughout the town – buildings and statues.

And they come to simply stroll along Aosta's picturesque streets or have a sidewalk artist sketch their likeness to take home as a souvenir.

In addition to sketching tourists, many of Aosta's 40,000 residents help feed the visitors at one of the town's many fine bakery shops, at quaint outdoor cafes or at one of its many

excellent restaurants that specialize in fine Italian cuisine.

As you might imagine, Aostans speak Italian. This tongue, as with the Spanish spoken in San Luis Potosí, is a Romance language, one brought by the Roman conquerors who came to this area almost 2,000 years ago.

They spoke Latin, which eventually evolved into Italian, French, and Spanish and several other languages.

Even though tourism is the mainstay of the Aosta economy, there are other industries in the area.

Agriculture, particularly dairy farming and fruit farming, is important.

Vineyards are found throughout the valley, their grapes highly regarded by those who run wineries.

Food processing is important to the local economy, also. This processing plant makes prociutto, a special ham famous for its spicy taste.

The Italian military, which has training facilities in the valley, is another key regional employer.

Government employees also include those who work in the Aosta region's capital building and town hall. It's part of Italy's parliamentary democracy, a system of government in which a prime minister is the head of state.

Besides governmental services, tourism, and agriculture, wood working is another part of Aosta's economy.

Wood carving is a local craft.

Some wood carvers in the region begin their apprenticeship before reaching their teens, trained by others who have mastered the fine points of transforming raw wood into something of beauty.

Aosta wood carvings are known throughout Europe for their unique designs and superior craftsmanship.

Religious art, especially statuary and paintings, is also found throughout the Aosta Valley.

Many of these works are found in the dozens of churches that dot the region.

The vast majority of them are Roman Catholic houses of worship. More than 95 percent of all Italians are Roman Catholic.

In short then, to find out about a place, you can use a two-part strategy.

The first explores a place's physical environment – its landforms, its climate and its natural resources.

The second part looks at the people found in a place – population, languages, religions, economic activities, political systems and art forms – performing arts such as music, as well as the visual arts and architecture.

All of this bring us back to Bobby Alvarez, whom you met at the beginning of this program. If you recall, Bobby is curious about St. Petersburg – and with good reason since he's going to move there in a few months.

Now, suppose you were Bobby's friend, and wanted to help him find out about that Russian city.

Well, we've prepared a form you can use to find out some basic information about St. Petersburg. Your teacher or someone in your IMC or library can give it to you.

When you find the appropriate information on the Internet, in an encyclopedia or anywhere else, you can fill in the form.

Then, using the information you've gathered, write a short report, telling what you've about learned St. Petersburg – what kind of place it is.

WEB RESOURCES

GHOST TOWNS OF SAN LUIS POTOSÍ

www.mexconnect.com/mex_/travel/tonysarticles/ghosts.html

Learn about the many ghost towns of San Luis Potosí state, including San Pedro, where the ghost town scenes were shot for this video.

AOSTA VALLEY

www.wel.it/welcome/Valdaosta/Monteemilius/Aosta/index.uk.html

See pictures and learn more about Aosta.

FESTIVALS OF GHANA

www.niica.on.ca/ghana/festival.htm



LEARNING GOALS

DESCRIBE THE PHYSICAL ENVIRONMENT OF A PLACE

THROUGH A KNOWLEDGE OF ITS

- **LANDFORMS**
- **CLIMATE**
- **NATURAL RESOURCES**

DESCRIBE THE PEOPLE OF A PLACE

THROUGH A KNOWLEDGE OF ITS

- **POPULATION**
- **LANGUAGE**
- **RELIGION & ECONOMY**
- **POLITICAL SYSTEM**
- **ART & MUSIC**

Name _____

Lesson Pre-Test

Directions: Place a "T" in the space next to the statement if it is true, and an "F" if it is false.

- ___ 1. The population of a place is an example of its physical environment.
- ___ 2. The amount of hydroelectricity generated completely depends on a place's climate.
- ___ 3. The native population of central Mexico was the Toltecs.
- ___ 4. Kente cloth is made only in Italy.
- ___ 5. The main economic activity of Aosta, Italy is manufacturing.
- ___ 6. Art and music are the same throughout the world.
- ___ 7. Examples of Romance languages are Finnish, Russian and Twi.
- ___ 8. Ghana's political system includes tribal chiefs and sub-chiefs.
- ___ 9. All non-Catholic religions are banned in Mexico.
- ___ 10. There are few trees in northern Italy.
- ___ 11. Italy's government is based on the parliamentary democracy system.
- ___ 12. Geographers often use a two-part system to describe places.

Name _____

Vocabulary List

Directions: Define the words and terms on the blank spaces.

Alpine _____

Altitude _____

Apprenticeship _____

Aztec _____

Climate _____

Cuisine _____

Democratic _____

Economy _____

Evolve _____

Geographer _____

Highland _____

Hydroelectricity _____

Kente cloth _____

Medieval _____

Mesa _____

Metamorphic _____

Missionary _____

Novelty _____

Parliamentary democracy _____

Physical environment _____

Prociutto _____

Romance language _____

Slate _____

Strategy _____

Name _____

The Physical Environment of Three Places

Directions: Using the information you've learned from the video, fill in the boxes.

PRINCIPAL LANDFORMS

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
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CLIMATE

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
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NATURAL RESOURCES

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
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Name _____

The People of Three Places

Directions: Using the information you've learned from the video, fill in the boxes.

POPULATION

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
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LANGUAGE

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
-------------------------	--------------	-----------------

RELIGION & ECONOMY

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
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POLITICAL SYSTEM

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
-------------------------	--------------	-----------------

ART & MUSIC

San Luis Potosí, Mexico	Aosta, Italy	Akropong, Ghana
-------------------------	--------------	-----------------

Name _____

UNDERSTANDING ST. PETERSBURG

The map on the right shows the location of St. Petersburg, Russia, where Bobby Alvarez and his parents will move to in several months. After you have researched St. Petersburg, using the categories below, describe the place in a short written report. You may take notes on this paper.

Landforms

Climate

Natural Resources

Population



Language

Religion & Economy

Political System

Art & Music

Name _____

Post Test

Part I

Directions: Place a "T" in the space next to the statement if it is true, and an "F" if it is false.

- ___ 1. Kente cloth is a principal product of the Aosta Valley.
- ___ 2. San Luis Potosí sits in Mexico's large central mesa.
- ___ 3. Akropong is a small village in the Alpine range of southern Europe.
- ___ 4. The native language of Akropong is Twi.
- ___ 5. Spanish explorers came to Mexico looking for uranium in the 16th century.
- ___ 6. Aosta enjoys a semi-tropical climate.
- ___ 7. Roman Catholicism is the main religion of San Luis Potosí.
- ___ 8. Wood carving is an important craft activity in Aosta.
- ___ 9. French is an example of a Romance language.
- ___ 10. Akropong residents grow cactus as a food crop.

Part II

Directions: Place the letter of the best definition next to the word.

- | <u>Word</u> | <u>Definition</u> |
|--------------------|-------------------------------|
| 1. ___ Cuisine | a. A kind of rock |
| 2. ___ Novelty | b. Mountainous terrain |
| 3. ___ Metamorphic | c. A kind of food |
| 4. ___ Alpine | d. A period of history |
| 5. ___ Medieval | e. Something new or different |

Part III

Directions: Fill in the blank with the correct information.

1. Three things that describe the physical environment of a place are its _____,
_____, and its _____.
2. Seven things that describe the people of a place are their _____,
_____, _____, _____,
_____, _____ and _____.
3. Slate is a kind of _____ rock.
4. Electricity generated through water power is called _____.
5. The official language of Ghana is _____.
6. Italy's system of government is known as a _____.
7. Two agricultural activities in the Aosta region are _____ and _____.
8. The native people of the San Luis Potosí region were the _____.
9. San Luis Potosí is the capital of _____ state.

Part IV

Directions: Circle the letter next to the word or phrase that most accurately completes the sentence.

1. The rain forests of southern Ghana supply
 - a. food.
 - b. fuel.
 - c. a. and b.
 - d. none of the above.

2. The largest of the three communities shown was
 - a. Akropong.
 - b. Aosta.
 - c. Los Angeles.
 - d. San Luis Potosí.
3. Three religions practiced in Akropong are
 - a. Catholicism, Methodism and Twi.
 - b. Methodism, Presbyterianism and native beliefs.
 - c. Judaism, Taoism and Buddhism.
 - d. Buddhism, Methodism and Moslem.
4. Three Romance languages are
 - a. Italian, French and Spanish.
 - b. Spanish, Finnish and Russian.
 - c. Twi, English and Spanish.
 - d. none of the above.
5. Three industrial products of San Luis Potosí are
 - a. lamp posts, computer chips and stair railings.
 - b. auto parts, stair railings and radios.
 - c. computers, radios and televisions.
 - d. none of the above.
6. Prociutto is
 - a. a colorful cloth made in Ghana.
 - b. a spicy ham made in Italy.
 - c. a hot Mexican dish.
 - d. none of the above.
7. Most people in Italy are
 - a. Jewish.
 - b. Buddhist.
 - c. Moslem.
 - d. Catholic.
8. An important musical instrument in Akropong is the
 - a. drum.
 - b. cello.
 - c. clarinet.
 - d. zither.