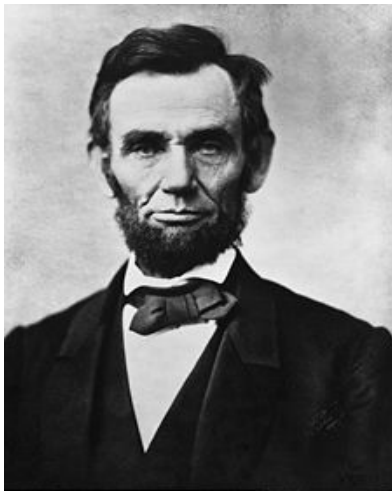


America and the World

1850-2000

Hands-On Maps



AMERICA AND WORLD 1850-2000

HANDS-ON MAP PACKET INTRODUCTION

Map work is a great way to review the information you have studied with your student and teach geography. Students will be able to complete the map work by using *Story of the World*, *Kingfisher*, *Usborne*, or a globe. On the top of each map are the corresponding chapters from The Story of the World. In the front of The Story of the World book, students will find a world map with the 7 continents and 5 oceans. On many of the maps, he/she will be asked to color in the bodies of water. This is a helpful task though it may seem repetitive. In the long run, your student will gain a better understanding of where the land is on his/her map, and it will be easier to remember how the water and land fit together.

You can tailor the map work to the grade level of your student. Here are suggestions for each unit:

1. These instructions are only suggestions. We encourage you to tailor them for the developmental level of your student. Here are some possibilities of how you can make them age-appropriate:

For K-2

- Write the words, and have them circle them as you read the directions.
- Don't give them all the directions. Choose what is most important to you.
- You label the maps, and have your child find the locations on the map as you say them.

For 3+

- Write the words on a white board or a piece of notebook paper, and have them copy them onto their map.
- Choose directions that will teach what is important to you. Don't exasperate your child with too much.

- Write the labels on another sheet of paper for your child to copy.

For 5+

- Have them spell out the words themselves.
 - Or, give them the directions. Let them read them, find the information in the appropriate text, and check their work with you.
2. **Encourage your child to use his reference books to find out how to spell the names of the various labels.**
 3. **Review questions are included in much of the map work. These are to facilitate discussion and help your student connect the work he is doing on the map with the study you have done.**
 4. **You may do the map work one day a week, or spread it out over the course of your week.**
 5. **You may add in coloring the water blue and the land green, as you like. These particular instructions are not often given.**
 6. **You are always welcome to add in additional map work from “In Depth Reading.”**
 7. **It is always helpful for you to do the map work alongside your student.**

I hope you enjoy working through the maps. Over the course of the year, if you and your student work the maps diligently, they should be able to identify the 7 continents, the major countries which they will study this year, the first 30 states and many of the bodies of water that surround the continents.

May God richly bless you and your student as you study and learn this year.

Julia Nalle (Hands-On Map designer)

**HANDS ON HISTORY
MAP PACKET**

**MODERN AMERICA AND WORLD 1850 - 2000 A.D.
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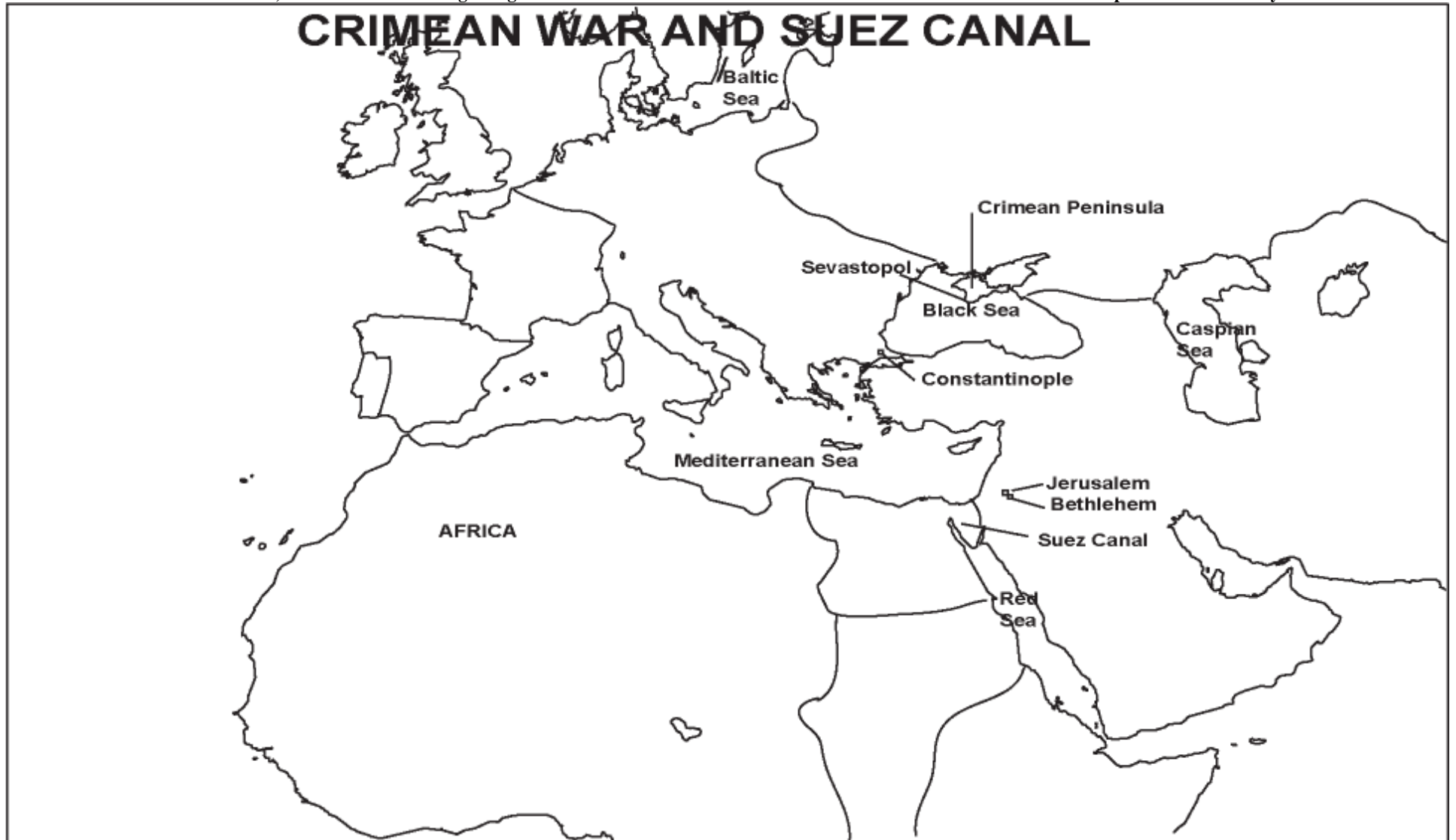
1. **Week 1 Map: The 7 Continents**
2. **Week 2 Map: Crimean War and Suez Canal**
3. **Week 3 Map: Freedom For Afghanistan**
4. **Week 3b Map: Travels of David Livingstone**
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36. **Week 27 Map: Muslims and Hindus in India**
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46. **Week 35b Map: The USSR Becomes Russia Again**
47. **Week 36 Map: Iran and Iraq**

THE 7 CONTINENTS



Follow the Directions - Use a globe if you need help!

- Color the Continent of Africa **green**
- Color the continent of Antarctica **white**
- Color the continent of Asia **yellow**
- Color the continent of Europe **red**
- Color the continent of Australia **brown**
- Color the continent of North America **orange**
- Color the continent of South America **pink**
- Can you label the 5 oceans? Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean (The Southern Ocean surrounds Antarctica)



- There are 3 continents on this map. Can you name them? _____, _____, and _____.
- Using your book or a globe, write in **England, France, Spain, Italy, Russia, Egypt** and **Sudan** on your map.
- Circle in **red** **Constantinople, Jerusalem** and **Bethlehem**. These were the 3 cities that the Muslims and Christians both wanted.
- Russia wanted Constantinople in order to gain a sea port. Draw **orange arrows** from **Russia to Constantinople**.
- France and Britain did not want Russia to have that port, so they attacked the Russian city of Sevastopol (which is on the Crimean Peninsula.) Color the **Crimean Peninsula blue** and draw **blue arrows** from **France and England to the Peninsula**.
- Egypt was a faraway part of the Ottoman Empire. Color **Egypt** in a **light yellow**. Color the **northern part of Sudan** a **light yellow** also as Egypt took over part of Sudan.
- Finish the Canal on your map and trace in **blue** the **Mediterranean Sea, Suez Canal** and the **Red Sea**.



- Can you label and color **blue** the **Arabian Sea, Indian Ocean** and **Bay of Bengal**?
- Label **Afghanistan, Persia, Russia, China** and **India** on your map. Use the book or a globe if you need help.
- This map is part of what continent? _____
- **Russia and Persia** invaded Afghanistan first. Draw **orange arrows** from these countries to Afghanistan.
- **British India** next invaded Afghanistan. Draw **red arrows** from India to Afghanistan.
- In the end, Afghanistan became an independent country. Draw the **Afghanistan** flag on the map.

