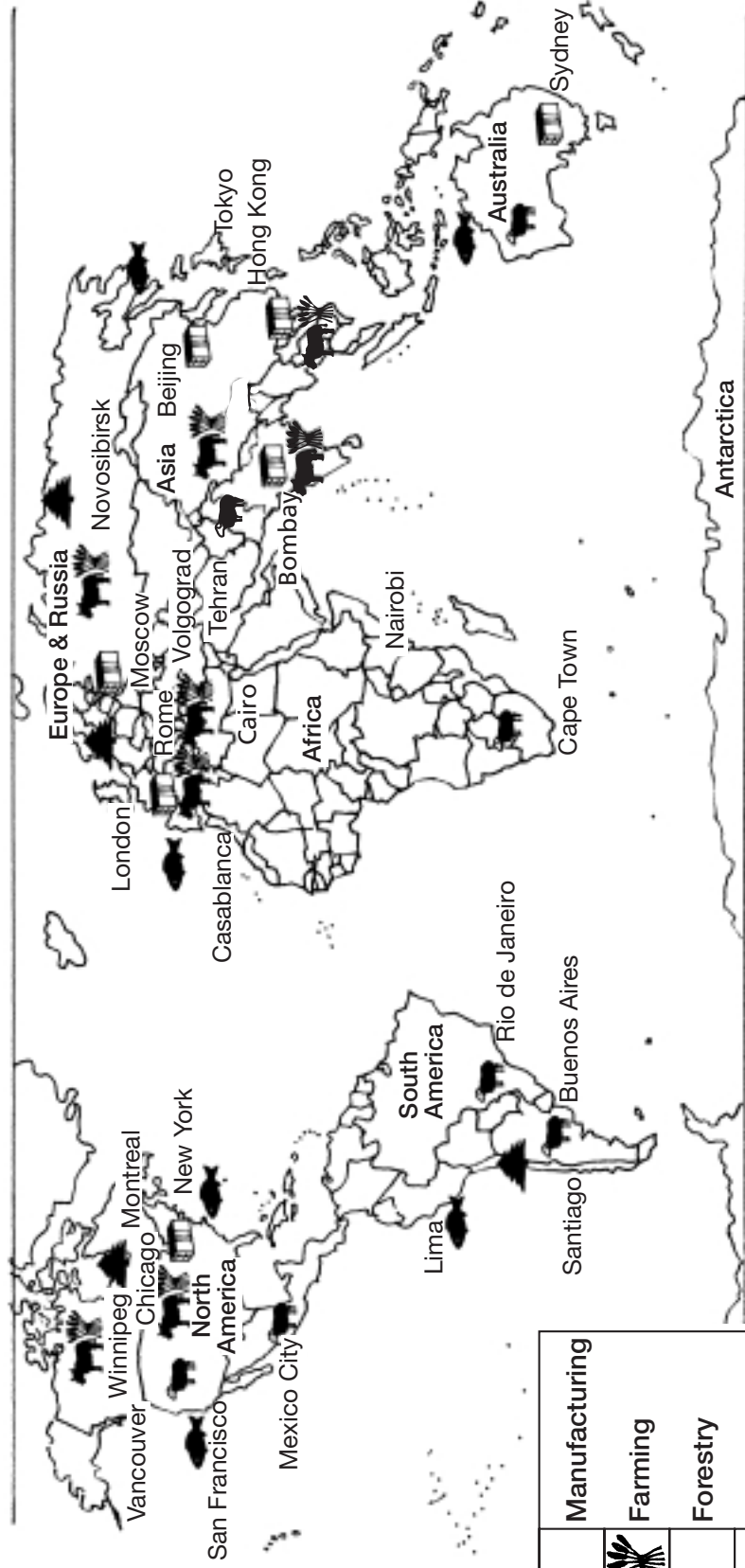







Name _____

Date _____

Use with Unit C, Chapter 2.

Where in the World



	Manufacturing
	Farming
	Forestry
	Ranching
	Fishing

Notes for Home Your child has learned where economic resources are concentrated around the world.
Home Activity: Look for labels on household items that indicate countries of origin.



Using Interactive Transparency 10

Big Idea

Resources, renewable and nonrenewable, are distributed throughout the world.

Glossary

resources
nonrenewable resources
renewable resources

ESL/ELD

Hands-On Activity

Ask students to make a list of ten items in the classroom and identify the resources that made them. As an example, tell them that the book they are using comes from paper that comes from trees.

If students can not identify the resource that something comes from, the class may be able to help identify the resources used. You can indicate that glass comes from sand, steel is made from iron, plastic products use petroleum, various metals come from minerals in the earth, etc.

Cooperative Learning

Organize groups to represent one of the economic activities identified on the transparency map: manufacturing, farming, forestry, ranching, and fishing.

Ask each group to identify the resources used by the economic activity they represent. Have them distinguish between renewable and nonrenewable resources.

Ask students to identify the resource that people use the most (water) and ask them to talk about how the economic activity they represent uses that resource.

Teach and Apply

1 Make a copy of the transparency for each student. Let students use their own copy as the lesson develops.

2 Have students color-code the economic activity symbols in the map legend.

3 Students can use their color-coded symbols to color the symbols on their world map.

■ Discuss all the kinds of resources that manufacturing activities might use. Have students name the places on the map that show manufacturing activity.

■ Discuss local manufacturing activity. Try to name the resources that your local manufacturing uses and where those resources come from.

■ Point out the resources available on each continent.

7 Ask students to notice the labels of things they wear or use and note where these things come from. Identify those locations on the map.

Where in the World

Use with Unit C, Chapter 2.

1 Give a copy of the transparency to each student.

3 Students color-code the symbols placed throughout the world map.

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Name _____ Date _____

Interactive
Transparency

10

Use with Unit C, Chapter 2.

Where in the World

The map displays various cities and regions with icons representing different economic activities. Manufacturing icons (factory) are located in North America (Vancouver, Chicago, Montreal, New York, San Francisco, Mexico City), Europe & Russia (London, Moscow, Rome, Volgograd), and Asia (Beijing, Tokyo, Hong Kong, Bombay). Farming icons (cow) are in North America (Winnipeg), Europe & Russia (Novosibirsk), and Asia (Tehran). Forestry icons (tree) are in North America (San Francisco), Europe & Russia (Moscow), and Asia (Beijing). Ranching icons (sheep) are in South America (Lima, Rio de Janeiro, Santiago, Buenos Aires) and Africa (Nairobi). Fishing icons (fish) are in North America (San Francisco), Europe & Russia (London), and Asia (Tokyo, Hong Kong). Other cities shown include Casablanca, Cairo, and Cape Town. Antarctica is also labeled.

	Manufacturing
	Farming
	Forestry
	Ranching
	Fishing

Notes for Home Your child has learned where economic resources are concentrated around the world.
Home Activity: Look for labels on household items that indicate countries of origin.

2 Students color-code the map legend.

4 Name some of the resources used in manufacturing activities.

5 Identify all the economic activities continent by continent.

7 Locations will vary.