

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

Geography



Weekly Lesson Schedule



Extra Optional Projects



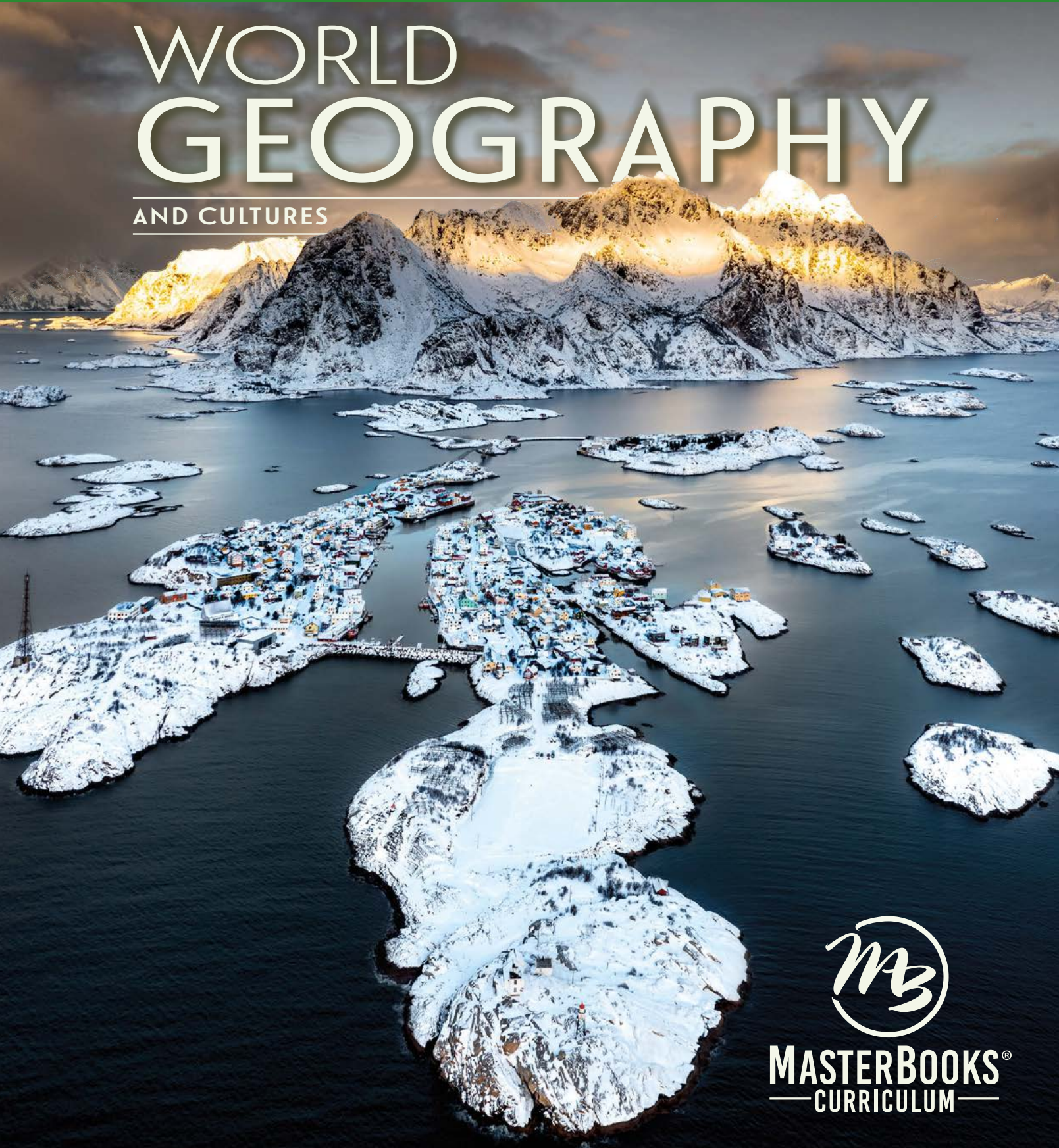
Cognitive Thinking



Answer Key

WORLD GEOGRAPHY

AND CULTURES



MASTERBOOKS[®]
— CURRICULUM —



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and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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Course Description

World Geography and Cultures begins with the conviction that God is the Creator of the earth and all who inhabit it. Students are invited to explore the world He made—its landforms since the Flood, climates, oceans, resources, and peoples—while developing an understanding of how geography shapes human life, culture, and history.

The course moves region by region, combining physical and human geography with maps, photographs, and narrative text. Students examine how people interact with their environments, how geographic features influence settlement and movement, and how belief systems and cultural traditions develop within specific places. Thoughtful questions and optional projects encourage careful observation, critical thinking, and meaningful engagement with the material.

Written from a Christian worldview, this course affirms that Creation reflects order and purpose, while also acknowledging the effects of a fallen world. Students are encouraged to consider themes of stewardship, responsibility, and compassion as they study the diverse regions of the globe. Optional projects provide flexibility, allowing students to pursue topics in greater depth according to their interests and learning style.

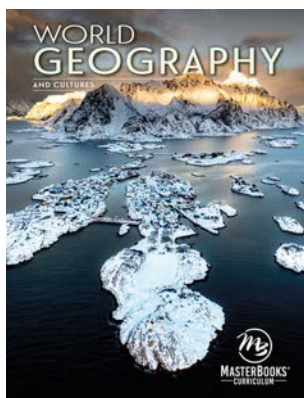
FEATURES

	Target Level	High school, Grade 9 and up, 1 Social Studies credit
	Flexible 180-Day Schedule	Approximately 45 minutes per exercise, five days a week
	Open & Go	Convenient daily schedule, Well-designed lessons
	Engaging Application	Critical thinking, Faith tie-ins, Extension activities
	Assessments	Reviews, Map Work, Answer Keys

OBJECTIVES

- ▶ Students build geographic awareness through consistent map work and regional study.
- ▶ Physical geography is examined to understand how land, water, and resources shape life.
- ▶ Culture, economy, and government are explored to recognize regional patterns and differences.
- ▶ Students consider people, cultures, and regions in light of biblical truth and God’s design.
- ▶ Review Days reinforce learning and provide an opportunity for assessment.

Required Resource



World Geography and Cultures Student Book

Placement

This course is designed for high school students and meets typical transcript requirements for a full-year World Geography or Social Studies credit. No prior geography course is required. Students should be able to read independently, follow written directions, and complete basic map work, daily worksheets, and optional projects.

Supply List

No special materials are required; however the following may be helpful for the map work:

- Colored pencils (light colors work best)
- Eraser
- Fine-tip pen (for labeling)
- Ruler (for neat lines and arrows)
- Binder or folder for storing completed maps

TEACHER AND COURSE INFORMATION

Welcome to *World Geography and Cultures*. As veteran homeschool mothers, we know how discouraging it can be to use a curriculum that feels dry, disconnected, or uninspiring. We believe it is our responsibility as parents and educators to spark curiosity and interest in learning—and just as importantly, to protect that curiosity as students grow older.

That belief shaped how this course was built. From the beginning, it mattered to us that this curriculum would include discovery-based learning, with room for students to explore what captures their interest. Our hope is that learning feels alive, inviting imagination, encouraging questions, and giving students space to engage with the world in a meaningful way.

We also believe we have a responsibility to know the world God has given us and the people He has placed within it. Geography is not only about landforms and locations but also about understanding lives, cultures, and needs. It is our prayer that as students learn about the world, their hearts are stirred with compassion, perspective, and a growing desire to pray for and care about others beyond their own experience.

Finally, our hope for this course is that it finds the perfect balance—not so easy that it becomes boring but not so difficult that it becomes frustrating. The goal is a course that challenges students just enough to stretch them, while keeping curiosity, wonder, and imagination front and center.

A great deal of heart, time, and care has gone into this project. We sincerely hope it blesses both parents and students and serves as a meaningful foundation for future learning and discovery.

With gratitude,

Jennifer & Lisa

Course Overview

Each lesson in *World Geography and Cultures* is organized into five exercises designed to guide students through regional study in a clear and consistent way. Lessons combine reading, map work, and written responses to build geographic understanding over time. While each exercise has a distinct focus, they work together to help students observe carefully, think critically, and make meaningful connections between physical geography, human activity, and culture.

Exercise 1 introduces the regional countries through brief country overviews and bullet-point features. Students use a regional map and occasional geographic features to build context. Continental labeling activities help students gain a macro view of the region by placing countries within the larger continental framework. Lesson work also includes multiple-choice, matching, and critical-thinking questions. Maps from Exercise 1 will be used throughout the continental study.

Exercise 2 focuses on prominent physical features of the region, usually highlighting two to four key landforms or natural systems. Mapping activities include labeling countries in the region and the physical features studied

that day, along with multiple-choice, matching, and critical-thinking questions. Maps from this exercise will be used for Exercises 3 and 4.

Exercise 3 focuses on human geography, with an emphasis on economy, culture, and government. Mapping activities include marking and labeling national capitals and major water features to strengthen spatial understanding.

Exercise 4 addresses religion, social issues, and key historical events through a regional timeline. Mapping activities include labeling neighboring countries to help students understand location and regional relationships. Students also engage in prayer and reflection from a biblical perspective.

Exercise 5 highlights additional engaging and unique features of the region. Student work includes multiple-choice questions on new material, along with a cumulative review of the week that incorporates map work and review questions. Review exercises may be used for informal review or formal assessment at the discretion of the parent or instructor.

Review Day on the Worksheets

Each week includes a Review Day designed to reinforce learning and help students reflect on material from throughout the week. This lesson includes a small set of questions related to new material, along with review map work and a larger set of questions drawn from earlier lessons. Answers for questions tied to new material are included in the Exercise Answers section,

allowing students to check or self-grade their work if desired. If parents choose to use the review portion as an assessment, complete answers for the cumulative review questions and map work are provided separately in the Review Answers section, which may be removed or kept apart for parent use.

Research and Projects

While this course is designed to be fully complete using the daily lessons and worksheets alone, optional projects are included to enrich the learning experience for students who enjoy exploring ideas more deeply. These projects are offered as an invitation rather than a requirement and may be used at the parent's discretion. Families are free to decide how and when projects are completed—selecting an occasional project, aiming for one per week, saving projects for enrichment or extra credit, or skipping them entirely as needed. Project options are available throughout the week, with Day 5 projects designed specifically as optional extra credit. Students are encouraged to follow their interests, work at a comfortable pace, and even pursue original project ideas of their own. Whether a student completes projects occasionally or explores them often, these opportunities

are intended to spark curiosity, foster delight, and allow learning to extend naturally beyond the page. Research and project assignments may also be used to satisfy other writing, presentation, or enrichment requirements at the parent's or instructor's discretion.

While many students complete projects independently or with their families, these activities also translate well to group settings such as homeschool co-ops or classrooms. Projects may be completed collaboratively, adapted for group discussion, or used as shared enrichment at the discretion of the parent or instructor. In addition to projects, parents or instructors may choose to award bonus credit for thoughtful effort, discussion, or enrichment activities.

A Note on Map Work

Map work is an important part of this course and is designed to build familiarity with places over time. Students will receive clear map instructions each day and will often work with the same map across multiple lessons, allowing understanding to grow through repeated use rather than one-time completion. Answers to map work are found on the backs of the maps. Students should be encouraged to complete the map before checking the answers.

The following suggestions are optional and meant to support good habits, not limit creativity. Some students may prefer simple, functional maps, while others may enjoy adding detail and color. Either approach is acceptable. Students are always welcome to do more than what is required, but no map needs to be decorative to be effective.

Labels may be written directly on a feature or placed beside the map with a line or arrow pointing to the correct location, depending on space and preference. Light coloring can be helpful for distinguishing land and water, as long as labels remain easy to read. Students are encouraged to refer to the maps in the *Student Book* as their primary guide.

Maps should be placed in a binder or folder and kept throughout the course. Looking back at earlier maps can help students see patterns, connections, and growth in their geographic understanding.

The Magnifying Glass Icon



In the *Student Book*, a small magnifying glass appears in the corner of some images. It does not point to a specific detail or provide extra information. Instead, it is a visual reminder to pause and observe.

The magnifying glass encourages students to look closely at an image and think about size and scale. Students may notice a person, a vehicle, a building, or another familiar object that helps them judge how large or small a place or feature really is.

In some exercises, students will be asked to look for these clues and describe what they observe. The goal is not to find a “right” detail but to practice estimating scale and thinking about how images represent real-world size.

Over time, this habit of observation helps students better understand distance, height, and proportion—key skills in geographic thinking.

A Note on Data Charts

Throughout this course, students will work with data charts that include information such as population, economy, language, and religion. These charts are meant to show patterns and comparisons, not to test memorization of exact numbers. The goal is to understand what the data represents and how it helps explain life in a region.

Numbers in the charts represent real people and real communities. For that reason, students should focus on

the overall meaning of the data—such as growth, decline, concentration, or contrast—rather than the precise figures themselves. Many numbers are rounded to keep charts readable and appropriate for student use, and totals may not equal 100 percent because of rounding.

When students use the charts to ask good questions or make thoughtful observations, they are using them correctly. The emphasis is on geographic understanding, not mathematical precision.

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Due Date	✓	Grade	
▶ First Semester-First Quarter					
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 5–6 • World Geography Student Book (WG) Lesson 1 • Exercise 1 • Pages 19–20 • World Geography Teacher Guide (TG)			
	Day 2	Lesson 1 • Exercise 2 • Pages 7–8 • (WG) Lesson 1 • Exercise 2 • Pages 21–22 • (TG)			
	Day 3	Lesson 1 • Exercise 3 • Pages 9–10 • (WG) Lesson 1 • Exercise 3 • Pages 23–24 • (TG)			
	Day 4	Lesson 1 • Exercise 4 • Pages 11–12 • (WG) Lesson 1 • Exercise 4 • Pages 25–26 • (TG)			
	Day 5	Lesson 1 • Exercise 5 • Pages 13–14 • (WG) Lesson 1 • Review • Pages 27–28 • (TG)			
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 15–18 • (WG) Lesson 2 • Exercise 1 • Pages 29–30 • (TG)			
	Day 7	Lesson 2 • Exercise 2 • Pages 19–20 • (WG) Lesson 2 • Exercise 2 • Pages 31–32 • (TG)			
	Day 8	Lesson 2 • Exercise 3 • Pages 21–22 • (WG) Lesson 2 • Exercise 3 • Pages 33–34 • (TG)			
	Day 9	Lesson 2 • Exercise 4 • Pages 23–24 • (WG) Lesson 2 • Exercise 4 • Pages 35–36 • (TG)			
	Day 10	Lesson 2 • Exercise 5 • Pages 25–26 • (WG) Lesson 2 • Review • Pages 37–38 • (TG)			
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 27–28 • (WG) Lesson 3 • Exercise 1 • Pages 39–40 • (TG)			
	Day 12	Lesson 3 • Exercise 2 • Pages 29–30 • (WG) Lesson 3 • Exercise 2 • Pages 41–42 • (TG)			
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	Day 14	Lesson 3 • Exercise 4 • Pages 33–34 • (WG) Lesson 3 • Exercise 4 • Pages 45–46 • (TG)			
	Day 15	Lesson 3 • Exercise 5 • Pages 35–36 • (WG) Lesson 3 • Review • Pages 47–48 • (TG)			
Week 4	Day 16	Lesson 4 • Exercise 1 • Pages 37–38 • (WG) Lesson 4 • Exercise 1 • Pages 49–50 • (TG)			
	Day 17	Lesson 4 • Exercise 2 • Pages 39–40 • (WG) Lesson 4 • Exercise 2 • Pages 51–52 • (TG)			
	Day 18	Lesson 4 • Exercise 3 • Pages 41–42 • (WG) Lesson 4 • Exercise 3 • Pages 53–54 • (TG)			
	Day 19	Lesson 4 • Exercise 4 • Pages 43–44 • (WG) Lesson 4 • Exercise 4 • Pages 55–56 • (TG)			
	Day 20	Lesson 4 • Exercise 5 • Pages 45–46 • (WG) Lesson 4 • Review • Pages 57–58 • (TG)			

WORLD GEOGRAPHY ANSWER KEY

Daily Map Work Note: Exercises 1–4 include map work that should be checked by referring to the reverse side of the maps.

Lesson 1, Exercise 1, Day 1, Page 19

Multiple Choice

- | | |
|------|------|
| 1. c | 4. a |
| 2. a | 5. d |
| 3. b | |

Matching

- | | |
|------|------|
| 1. a | 4. e |
| 2. c | 5. d |
| 3. b | |

Critical Thinking

- Answers will vary. Studying geography from a Christian worldview views Earth's history as purposeful and shaped by God's Creation, human stewardship, and biblical events, rather than as random or purely natural processes. It emphasizes meaning, responsibility, and moral accountability alongside physical geography.
- Answers will vary. The Bible's account of Noah's Flood presents a rapid, global event that could explain large-scale landforms, sediment layers, and fossil deposits forming quickly, rather than through slow continental drift over millions of years. It challenges long time-scale models by emphasizing sudden, catastrophic change in Earth's surface.
- Answers will vary. Ignoring the biblical account can lead to viewing Earth's history as accidental or without purpose and separating earth science from moral responsibility and truth. It may also limit consideration of catastrophic events described in Scripture when interpreting landforms and geological evidence.

Lesson 1, Exercise 2, Day 2, Pages 21–22

Multiple Choice

- | | |
|------|------|
| 1. c | 6. c |
| 2. d | 7. d |
| 3. a | 8. c |
| 4. a | 9. b |
| 5. b | |

Matching

- | | |
|------|------|
| 1. c | 3. b |
| 2. d | 4. a |

Critical Thinking

- Answers will vary. Traditional flat maps like the Mercator became common because they were useful for navigation, easy to reproduce, and allowed straight-line travel routes to be drawn accurately. Their practicality and familiarity often mattered more than representing land size and shape accurately.
- Answers will vary. Understanding different types of maps helps the student recognize that each map highlights certain information while distorting or minimizing other details, leading to a more accurate overall view of the world. Student may identify physical, political, or thematic maps as most helpful, with reasons tied to what information they want to understand or compare.
- Answers will vary. Map distortions can make some countries appear larger, smaller, more central, or more important than they really are, which can influence perceptions of power, significance, or influence. Over time, these visual impressions can shape cultural, political, or geographic assumptions.

Lesson 1, Exercise 3, Day 3, Pages 23–24**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. c |
| 2. d | 5. a |
| 3. b | |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. c | 5. d |
| 3. a | 6. f |

Critical Thinking

- Answers will vary. Macau's story shows that when a nation depends too heavily on one main economic activity, it can become vulnerable to outside changes such as travel restrictions, global slowdowns, or policy shifts. A lack of economic diversity can make recovery more difficult when that single sector is disrupted.
- Answers will vary. Geography influences the types of jobs people do because climate, landforms, natural resources, and location determine what activities are possible or practical in a region. People often adapt their work to what the land, water, and environment provide or limit.
- Answers will vary. GDP measures total economic output, not how evenly money is shared, so wealth may be concentrated among certain industries, regions, or groups of people.
- Answers will vary. Schools, government, and businesses must work across multiple languages, making learning, communication, and Bible translation more complex and time-consuming.

Lesson 1, Exercise 4, Day 4, Pages 25–26**Multiple Choice**

- | | |
|------|------|
| 1. a | 4. d |
| 2. b | 5. a |
| 3. c | |

Matching

- | | |
|------|------|
| 1. e | 4. f |
| 2. d | 5. c |
| 3. b | 6. a |

Critical Thinking

- Answers will vary. People often search for something greater than themselves because they sense a need for meaning, purpose, and truth that goes beyond the physical world. From a biblical perspective, this reflects that humans are created by God and designed to seek Him.
- Answers will vary. Remembering that religious statistics represent real people helps prevent viewing beliefs as numbers alone and encourages empathy and understanding. It reminds the student that faith, culture, and belief systems affect real lives, choices, and communities.
- Answers will vary. God scattered people at Babel to stop human pride and rebellion and to prevent them from trusting their own power instead of Him. This also helped spread people across the earth, fulfilling His plan for the world to be filled rather than centered on one place or purpose.
- Answers will vary. Events like the Ice Age or the Krakatoa eruption affected the whole earth by changing climate patterns, sea levels, weather, and ecosystems far beyond where they occurred. These events show how major natural processes can have global impacts on people, land, and life.

Lesson 1, Exercise 5, Day 5, Page 27**Matching**

- | | |
|------|------|
| 1. c | 4. d |
| 2. e | 5. b |
| 3. a | |

Lesson 2, Exercise 1, Day 6, Pages 29–30**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. c |
| 3. b | 7. c |
| 4. c | |

Matching

- | | |
|------|------|
| 1. d | 5. e |
| 2. f | 6. b |
| 3. a | 7. c |
| 4. g | |

Critical Thinking

- Answers will vary. The rock art shows that the region once had a wetter climate with wildlife, herding, and human settlement, revealing how the environment and ways of life changed over time. It helps historians understand migration, daily life, and long-term climate shifts in the Sahara.
- The small figure of the biker near the lower middle of the image helps show the true size of the mountain. Seeing a person compared to the massive rock face makes the cliffs appear far taller and more dramatic, giving a clear sense of scale.
- The herd of camels compared to the rock face provide a sense of scale.

Lesson 2, Exercise 2, Day 7, Pages 31–32**Multiple Choice**

- | | |
|------|------|
| 1. c | 3. c |
| 2. b | 4. b |

Matching

- | | |
|------|------|
| 1. f | 5. a |
| 2. c | 6. d |
| 3. g | 7. e |
| 4. b | |

Critical Thinking

- Answers will vary. The explanation should include that the Sahara is not just endless sand dunes but includes rocky plateaus, mountains, gravel plains, and even oases and seasonal rivers. This comparison helps correct the common perception of the Sahara as only a flat, sandy desert.

- Answers will vary. The survival of nomads like the Tuareg shows that humans can adapt to extreme environments through knowledge, mobility, and cultural traditions. Their lifestyles demonstrate resilience, resourcefulness, and the ability to live in balance with harsh desert conditions.
- Answers will vary. Landforms like ergs, hamadas, and regs show the power of wind and erosion by revealing how sand is piled into dunes, finer material is blown away, and bare rock or gravel is left behind. Together, they show how wind slowly reshapes the desert surface over time.
- Answers will vary. Oases show that God provides life-giving resources even in harsh and dry environments, allowing people and animals to survive where it seems impossible. They can remind the student that God meets needs in difficult places and often uses natural systems to sustain life.

Lesson 2, Exercise 3, Day 8, Page 33**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. c |
| 2. d | 5. c |
| 3. b | 6. b |

Matching

- | | |
|------|------|
| 1. d | 5. g |
| 2. a | 6. c |
| 3. e | 7. b |
| 4. f | |

Critical Thinking

- Answers will vary. Morocco's closeness to Europe has encouraged trade, travel, and cultural exchange across the Mediterranean and Atlantic. This location has shaped its economy through tourism and commerce and influenced language, architecture, and daily life.
- Answers will vary. Literacy rates often reflect access to education, economic opportunity, and stable institutions. Higher literacy can support workforce skills, informed citizenship, and long-term national growth.

Lesson 2, Exercise 4, Day 9, Page 35**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. b |
| 3. b | |

Matching

- | | |
|------|------|
| 1. g | 5. b |
| 2. f | 6. a |
| 3. e | 7. d |
| 4. c | |

Critical Thinking

- Answers will vary. Islam may have spread quickly because of established trade routes, military expansion, shared language, and political unity across the region. Social structures and the appeal of a unifying belief system also helped it move rapidly between cities and tribes.
- Answers will vary. Christians outside North Africa can support believers there through prayer, learning about their challenges, and encouraging efforts that provide aid, education, and discipleship. Support may also include advocating for religious freedom and showing compassion through global Christian partnerships.

Lesson 2, Exercise 5, Day 10, Page 37**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. b |
| 3. c | |

Lesson 3, Exercise 1, Day 11, Page 39**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. b |
| 2. c | 5. c |
| 3. d | |

Matching

- | | |
|------|------|
| 1. h | 6. g |
| 2. c | 7. i |
| 3. b | 8. d |
| 4. e | 9. a |
| 5. f | |

Critical Thinking

- Answers will vary. Many West African countries depend heavily on rivers because they provide water for farming, transportation routes, fishing, and access to trade. In regions with long dry seasons, rivers are essential for supporting daily life and economic activity.
- Answers will vary. Ghana was called the “Gold Coast” because the region had abundant gold resources that attracted traders and European powers for centuries. Gold mining and trade played a major role in shaping its economy and historical importance.

Lesson 3, Exercise 2, Day 12, Pages 41–42**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. c | 6. b |
| 3. b | 7. c |
| 4. a | |

Matching

- | | |
|------|------|
| 1. e | 4. a |
| 2. d | 5. c |
| 3. b | |

Critical Thinking

- Answers will vary. Desertification in the Sahel can be slowed by protecting vegetation, managing grazing carefully, planting trees, and using better farming and water practices. Community cooperation and sustainable land use can help keep soil healthy and prevent further land loss.
- Answers will vary. The Niger River is vital because it provides water for farming, fishing, transportation, and daily life across several countries. It supports major cities and trade networks in an otherwise dry region.
- Answers will vary. The Sahel’s dry climate limits farming and water access, so populations tend to be smaller and more spread out, often relying on herding or seasonal movement. In contrast, the fertile regions along the Niger River support denser settlements because reliable water allows for farming, fishing, and trade.

Lesson 6, Exercise 3, Day 28, Page 73**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. b |
| 2. c | 6. c |
| 3. c | 7. b |
| 4. b | |

Matching

- | | |
|------|------|
| 1. b | 4. c |
| 2. e | 5. d |
| 3. a | |

Critical Thinking

- Answers will vary. Rising fuel costs can increase the price of farming supplies, transportation, and food distribution, making it harder for farmers to produce and sell crops. Higher costs may lead to reduced production, higher food prices, and greater food insecurity.
- Answers will vary. Modern nations can learn the value of strong community bonds, shared traditions, and clear cultural identity from the Maasai. A strong sense of identity can help people remain resilient and united even as outside pressures and changes occur.

Lesson 6, Exercise 4, Day 29, Page 75**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. a |
| 2. a | 5. b |
| 3. a | |

Matching

- | | |
|------|-------|
| 1. c | 6. f |
| 2. b | 7. d |
| 3. i | 8. j |
| 4. a | 9. h |
| 5. g | 10. e |

Lesson 6, Exercise 5, Day 30, Page 77**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. a |
| 3. b | |

Lesson 7, Exercise 1, Day 31, Page 79**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. a |
| 2. c | 6. c |
| 3. c | 7. b |
| 4. b | 8. b |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. c | 5. a |
| 3. d | |

Critical Thinking

- Answers will vary. Most of Asia's people live in the same general region because fertile river valleys, reliable water, mild climates, and early farming supported dense populations, which continued to grow through organized societies, cultural traditions, and modern development.
- Answers will vary. The ruins of Sheba and the biblical account show that ancient trade networks moved valuable goods like spices, incense, gold, and ideas over long distances. Together, they reveal that Sheba was wealthy, well connected, and strategically located along major trade routes linking Africa, Arabia, and the Mediterranean world.

Lesson 7, Exercise 2, Day 32, Page 81**Multiple Choice**

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

Matching

- | | |
|------|------|
| 1. c | 4. d |
| 2. e | 5. a |
| 3. b | |

Critical Thinking

- Answers will vary. Fossils found beneath the sand reveal that areas now covered by desert once supported plants and animals, showing that Earth's surface and environments have changed over time. They provide evidence of past climates and conditions very different from those seen today.
- Answers will vary. Shifting dunes can bury roads, camps, and water sources, making travel dangerous and unpredictable. They force people and animals to adapt routes, settlements, and survival strategies in the desert.

Lesson 7, Exercise 3, Day 33, Page 83**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. c |
| 3. c | 6. d |

Matching

- | | |
|------|------|
| 1. a | 5. c |
| 2. e | 6. g |
| 3. b | 7. d |
| 4. f | |

Critical Thinking

- Answers will vary. Oil discoveries transformed the Arabian Peninsula by bringing rapid economic growth, modern infrastructure, and new jobs. They also changed lifestyles, increased urbanization, and connected the region more closely to the global economy.
- Answers will vary. Bedouins continue to honor values such as hospitality, loyalty to family and tribe, respect for tradition, and resilience in harsh environments. These values remain important even as many Bedouins have adopted more settled lifestyles.

Lesson 7, Exercise 4, Day 34, Page 85**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. d |
| 3. b | 7. b |
| 4. d | 8. c |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. d | 5. c |
| 3. a | |

Lesson 7, Exercise 5, Day 35, Page 87**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. b | |

Lesson 8, Exercise 1, Day 36, Page 89**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. b |
| 2. b | 5. d |
| 3. a | 6. b |

Matching

- | | |
|------|------|
| 1. e | 5. f |
| 2. d | 6. g |
| 3. a | 7. c |
| 4. b | |

Critical Thinking

- Answers will vary. The Middle East is considered the cradle of faith and civilization because it was home to some of the earliest cities, farming societies, and written laws, as well as the birthplace of major biblical events and figures. Its geography supported early civilizations that shaped religion, culture, and human history.
- Answers will vary. The Bible describes Israel's land based on God's promises and covenant purposes, while modern politics are shaped by borders, conflicts, and international agreements. This difference shows the contrast between biblical theology and changing human political decisions.

Lesson 8, Exercise 2, Day 37, Pages 91–92**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. a |
| 2. a | 6. b |
| 3. b | 7. b |
| 4. c | |

Matching

- | | |
|------|------|
| 1. e | 4. d |
| 2. f | 5. c |
| 3. a | 6. b |

Critical Thinking

- Answers will vary. The Jordan River's path through key biblical regions made it a natural boundary and setting for major events, including crossings, miracles, and baptisms. Its location connects important moments in Israel's history and God's work among His people.
- Answers will vary. The Dead Sea is called "dead" because its extremely high salt content prevents most life from surviving. It is unique because it is one of the saltiest bodies of water on Earth and sits at the lowest land elevation on the planet.
- At the base of the mountain is a village with individual houses visible, giving a sense of scale to the size of the mountain.

Lesson 18, Exercise 1, Day 86, Pages 189–190**Multiple Choice**

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

Matching

- | | |
|------|------|
| 1. c | 4. b |
| 2. d | 5. e |
| 3. a | 6. f |

Critical Thinking

- Answers will vary. The Chernobyl Exclusion Zone shows how human decisions can cause long-lasting environmental damage that affects land, wildlife, and settlement for generations. It demonstrates that technological choices and safety failures can permanently change how people interact with the natural environment.
- Answers will vary. The zone serves as a warning about the serious consequences of human error and unsafe technology, while also offering hope by showing nature's ability to recover when human pressure is removed. Wildlife returning to the area reminds readers that renewal is possible even after great damage.

Lesson 18, Exercise 2, Day 87, Page 191**Multiple Choice**

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

Matching

- | | |
|------|------|
| 1. e | 4. a |
| 2. d | 5. c |
| 3. b | |

Critical Thinking

- The road and small vehicles at the bottom of the canyon help show the scale of Bicaz Canyon. Comparing the narrow road to the towering rock walls reveals how steep, tall, and massive the canyon is compared to human-sized features.

Lesson 18, Exercise 3, Day 88, Pages 193–194**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. b |
| 2. d | 6. d |
| 3. d | 7. c |
| 4. d | 8. d |

Matching

- | | |
|------|------|
| 1. c | 4. d |
| 2. a | 5. e |
| 3. b | |

Critical Thinking

- Answers will vary. Student may notice the very high literacy rates, low or negative population growth, and similar life expectancy across the countries listed. These patterns can show how closely the countries compare in education, population trends, and overall development.
- Answers will vary. Low or negative population growth can lead to a smaller workforce and higher costs to support aging populations, which may slow economic growth or affect Real GDP. Countries may need to rely more on productivity, technology, or immigration to sustain their economies.

Lesson 18, Exercise 4, Day 89, Page 195**Multiple Choice**

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

Matching

- | | |
|------|------|
| 1. e | 5. b |
| 2. f | 6. c |
| 3. a | 7. g |
| 4. d | |

Lesson 18, Exercise 5, Day 90, Page 197**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. a |
| 2. c | 5. d |
| 3. b | |