

TEACHER'S ANSWER KEY FOR

\$5.95



REGIONS AND CULTURES of the Eastern Hemisphere



ZIMMER
JARRETT
KILLORAN

---- ERRATA: PAGE 12 ----

Some of the coordinates on this page are not in the center of a country. This has led to some confusion among students. In addition, some coordinates were incorrect. We have changed several coordinates to ensure they are located in the center of each country. We regret any inconvenience this may cause you. These changes will appear in all future reprints of this book.

If you have the first printing of this book, please use the following coordinates in place of those found on Page 12 for the mystery country.

1. _____ First Letter: Latitude 32°N, Longitude 53°E
2. _____ First Letter: Latitude 28°N, Longitude 84°E
3. _____ First Letter: Latitude 24°N, Longitude 45°E
4. _____ First Letter: Latitude 31°N, Longitude 35°E
5. _____ First Letter: Latitude 34°N, Longitude 68°E
6. _____ First Letter: Latitude 8°N, Longitude 10°E
7. _____ First Letter: Latitude 23°N, Longitude 58°E
8. _____ First Letter: Latitude 26°N, Longitude 30°E
9. _____ First Letter: Latitude 12°N, Longitude 43°E

Correct Answers to the Mystery Country

- | | |
|---------------------------------|-----------------------------|
| 1. Country: <u>IRAN</u> | 6. Country: <u>NIGERIA</u> |
| 2. Country: <u>NEPAL</u> | 7. Country: <u>OMAN</u> |
| 3. Country: <u>SAUDI ARABIA</u> | 8. Country: <u>EGYPT</u> |
| 4. Country: <u>ISRAEL</u> | 9. Country: <u>DJIBOUTI</u> |
| 5. Country: <u>AFGHANISTAN</u> | |

MYSTERY COUNTRY



The questions in *Regions and Cultures* ask students to do a variety of things as required by the Ohio Department of Education's Content Statements. The student has been asked to do such things as make choices, visit supermarkets, or carry out research on the Internet. In addition, in many cases, the student's answer will depend on his or her values and perspective. Thus, often there is no single correct answer. In evaluating student answers, the procedure is to assess the student's answer to insure that the student supports his or her position with reasons, details, and data. The answer to some of these types of questions will be noted as "Student answers may vary."

Activity 1A: Can You Find the Mystery Country?

Page 9: Checking Your Understanding

1. Higher latitudes have cooler temperatures in winter and greater seasonal differences. They have longer days in summer and shorter days in winter. Low latitudes have less seasonal differences and warmer average temperatures. At the equator, there are no seasonal differences and every day has the same length.
2. Tropic of Cancer and Arctic Circle.
3. Asia is in the Northern Hemisphere.
4. Africa is in the Eastern Hemisphere.
5. 47°

Page 11: Checking Your Understanding

1. 28°N, 77°E New Delhi
2. 14°N, 100°E Bangkok
3. 11°N, 107°E Ho Chi Minh City
4. 3°N, 102°E Kuala Lumpur
5. 14°N, 121°E Manila

Page 12: Checking Your Understanding

Please see errata on page 2 at the front of this Answer Key.

Page 16: Learning with Graphic Organizers

Northern Hemisphere

1. Asia
2. North America

Southern Hemisphere

1. Africa
2. Australia

Western Hemisphere

1. North America
2. South America

Eastern Hemisphere

1. Europe
2. Asia

Activity 1B: How Well Can You Interpret Geographic Tools Showing Spatial Information?

Page 19: Checking Your Understanding

- Northern / Eastern
- Asia
- China
- (a) 31°N (b) 121°E
- Shanghai
- A globe can show three-dimensional space without distortion. For this reason, it is more accurate.

Page 21: Checking Your Understanding

These two photographs show that Shanghai has grown greatly in size since 1987. Pudong, for example, was almost completely flat in 1987. 26 years later, it is home to some of the tallest skyscrapers in Shanghai.

Page 23: Checking Your Understanding

The 2009 photograph has many more white areas than the 1992 photograph. These are areas that are lit up at night by electric lights from buildings, cars and other sources. It shows that our city has grown greatly since 1992.

Page 25: Checking Your Understanding

The maps show that in 1855, our city was centered around a bend in the Yangtze River. By 1932, the city had expanded greatly to the south and west. The official city still has large areas of rural land as late as 1973. By 2013, almost all those rural areas had filled up and become urban spaces.

Spatial information shows exactly where things are located relative to one another. A written description cannot so quickly provide the same amount of information about location. Spatial information, like maps, also shows us how things look.

Page 26: Checking Your Understanding

- Displaying information spatially — on maps or GIS — often makes this information easy to find and retrieve quickly.
- The maps on pages 24 and 25 were designed to show urban (city-like) and rural (country-like) areas of our city. The map on page 23 was made to show streets and water bodies, to help someone move around the city.

Page 28: Checking Your Understanding

- The map tells us about the average temperature of our country. We can see that the east is generally warmer and the west is generally cooler. The southeast, along the water, is the warmest of all.
- The bar graph shows that rain is heaviest in June and August. February, November, and December are usually the driest months. The number of days it rains each month varies from about 8 days in February and December to 25 days in March and June.

Page 29: Checking Your Understanding

This city has the largest population in China. Most residents belong to the same ethnic group. There are very few minorities. Average life expectancy is just over 82 years. Infant mortality is fewer than 6 infant deaths per 1,000. This city's population is aging — 22% of its residents are over 60 years old. More than 200,000 foreigners live in the city.

Page 31: Checking Your Understanding

This city faces problems of dust and pollution, although its rivers are now cleaner. Some of its sources of water are polluted. Construction also causes pollution. The spilling of sulfur dioxide and dumping of industrial wastes pose special problems. To improve the environment, the Environmental Bureau has removed some polluting vehicles from the road and stopped some construction.

Page 32: Pulling it Together

Student responses will vary but should reflect information in the text, pages 18-31.

Page 38. Learning with Graphic Organizers

Globes: Give a cartographer an accurate view of the world in space

Historic Maps: Show the development of an area over time

Aerial Photography: Provides a highly accurate view of a place that can be used for map-making

Climate Maps: Show the climate (average atmospheric conditions) of an area

Geographic Information Systems: a way to retrieve information based on location

Digital Satellite Imagery: Provides a highly accurate view of a place that can be used for map-making

Page 39: Pulling it Together

Student responses will vary but should reflect information in the text found on pages 34-36.

Activity 1C: How Do Geographers Identify and Classify Regions?

Page 40: What Do You See?

The photograph shows two children. The text on page 41 gives possible answers.

Page 44: Amateur Geographer

Be sure each student has chosen a distinct physical region. Then make sure that the categorization of the region is consistent with the criterion chosen. For example, regions for landforms could be a mountain region, coastal plain region, plateau region, etc. For vegetation: tropical forest region, temperate forest region, grassland region, desert region, etc.

Page 46-47: Maps

Student responses will vary. Geographical regions for Africa and South Asia can be found on the Internet, such as Wikipedia. Africa, for example, might be divided into the Sahara Desert, Atlas Mountains, Great Rift Valley, East African Highlands, Sahel, Congo Basin, West African Rainforest, South African Plateau, Kalahari Desert and Madagascar. Landforms for part of South Asia are shown on page 50 below.

Page 51: Landforms Questionnaire

Student responses will vary. For example, for Africa students might include:

- Major Mountain Ranges: Atlas Mountains, Ethiopian Highlands
- Major Lakes: Lake Tanganyika, Lake Victoria, Lake Chad, Lake Nyasa
- Major Forests: Central African Rainforest, West African Rainforest
- Major Deserts: Sahara Desert, Kalahari Desert
- Major Plateaus: South African Plateau, East African Plateau
- Major Plains Areas: Great Rift Valley, Congo Basin, Savanna, Sahel
- Major Rivers: Nile River, Niger River, Congo River

Page 53: Climate Questionnaire

Student responses will vary. For Africa:

- **Average Temperatures:** Subtropical, from above 86°F in April in the Sahara Desert to below 40°F in July in the Kalahari Desert
- **Rainfall:** Can be less than 2 inches per year in desert areas and as high as 160 inches per year in rainforest areas

Page 56: Population Data Questionnaire

Student responses will vary. For example:

Country	Total Population	Population Density (people per sq. mile)	Birth Rate per 1000	Death Rate per 1000	Location
Nigeria	177 million	433	42	13	West Africa
Ethiopia	87 million	186	34	8	East Africa
Egypt	85 million	220	25	6	Northeast Africa
Dem. Rep. of Congo	75 million	75	45	16	Central Africa
South Africa	53 million	106	22	11	Southern Africa

Page 59: Cultural Questionnaire

Student responses will vary. For example, for Africa:

- **Major Language Groups:** Swahili, Arabic, Afrikaans, Berber, Hawa, Yomba, Zulu
- **Major Ethnic Groups:** Bartu, Hausa, Mande, Arab, Igbo, Fula, Berber, Yoruba
- **Major Religious Groups:** Muslim, Christian, Animist
- **Major Countries:** Egypt, Nigeria, Ethiopia, South Africa

Page 62: Economic Questionnaire

Student responses will vary. For example, for Nigeria in Africa:

- **Types of Economic System:** mixed
- **Economic Activities/Products:** Nigeria exports oil and natural gas. Two-thirds of Nigeria's workforce is engaged in agriculture. It produces cocoa, rubber, poultry, cassava (tapioca), corn, millet and palm oil. Many families still engage in subsistence agriculture.
- **Wealth Areas:** Nigeria exports oil but about one-third of its population remains in poverty. Wealth is concentrated in the capital city of Lagos.

Page 64: What Similarities and Differences Can You Find?

Student responses will vary. To score student responses apply the following rubric.

3 points	Answer identifies characteristics of both regions and makes an accurate and logical comparison.
2 points	Answer identifies some characteristics of both regions and makes a partially accurate and logical comparison.
1 point	Answer includes some relevant information.
0 points	Answer fails to identify characteristics or make valid comparisons.

Page 65: Checking Your Understanding

- South Asia is separated from the rest of the Eastern Hemisphere by the Himalayan Mountains.
- North Africa is a distinct region because it is separated from the rest of the continent by the Sahara Desert.

Page 67: Learning with Graphic Organizers

- **Climate:** typical weather patterns and atmospheric conditions in an area over a long period of time (page 52-53)
- **Landforms:** the Earth's natural surface features, such as mountains, hills, valleys, and plains (page 50)
- **Population Data:** statistics giving the characteristics of a population, such as population density and birth and death rates (page 54-55)
- **Culture:** the way of life of a group of people, including their language, foods, cloths, religious beliefs and music (page 57-58)
- **Economy:** how a society organizes the ownership, production, distribution and use of its resources (page 60-61)

Activity 1D: How Does Where You Live Influence How You Live?

Page 70: Checking Your Understanding

- Most of these cities are located on the coast, especially along the Southeast.
- The interior of Australia is less habitable than its coasts. Based on the information on the map, the environment, climate, available water and soil are more favorable in southeastern Australia than the rest of the country.

Page 71: Checking Your Understanding

- The Sahara Desert and the South African Plateau west of the Kalahari Desert have the lowest population densities.
- The highest population densities are along the Nile River, West Africa, and the coast of South Africa.
- People in Africa have tended to settle in coastal areas with ample rainfall. They have avoided dry areas like the Sahara Desert.

Page 73: Checking Your Understanding

Conditions in Antarctica are challenging for humans because of the cold temperatures, lack of rainfall, dense ice, strong winds, and lack of plant and animal life. Research scientists living there need special clothes to go outdoors, and food has to be shipped to them.

Page 74: Checking Your Understanding

Because of the harsh environment, no people live in Antarctica except research scientists. It is the most sparsely populated area on Earth. Special equipment is needed by humans to survive, as explained about.

Page 76: Checking Your Understanding

Japanese prefer low-rise wood buildings, or design special high-rise buildings that can withstand earthquakes.

Page 77: Checking Your Understanding

Students' responses will vary. Check that students explain the relationship of their selection to the rest of the reading.

Page 77: Amateur Geographer

- People in the Middle East adjust by settling along rivers or coasts, relying on irrigation, digging wells, and building desalinization plants.
- People have built dams to reduce flooding in Southeast Asia. Some people live in homes elevated from the ground.
- Egyptian cities on the Nile River have large populations because they have more water for drinking and farming.

Page 79: Checking Your Understanding

- Irrigation brings water to areas that otherwise would be too dry to support agriculture.
- Farmers flood rice paddies because rice requires lots of water.
- Terracing increases the available farmland, especially on the sides of mountains or hills, and also prevents nutrients from washing away.
- Agriculture leads people to modify their environment by cutting down forests, pulling up grasses, creating fields for their crops, and even introducing irrigation and terracing.

Page 81: Checking Your Understanding

- Urbanization has turned Dubai from a hot, sandy desert to a city of skyscrapers and shopping malls supporting millions of people who require water, food, electricity, air conditioning, and public transportation.
- The use of water and air conditioning has created new demands for energy, which have to be regulated.

Page 82: Checking Your Understanding

- The Ganges brings millions of people drinking water, food, and water for irrigation. The Ganges also has religious significance.
- Population growth has led to pollution of the river. The river is even used to carry sewage, even though many people bathe in the Ganges or rely on it for drinking water.

Page 84: Checking Your Understanding

- The construction of dams prevents floods, drains swamps, and creates reservoirs. They allow people to store water and create hydroelectricity, but these new reservoirs also cover some former land areas with water.
- The Tarbela Dam has been a blessing because it prevents floods and produces electricity, but a curse because it forced almost 100,000 people to move their homes.

Page 88: Chart

Student responses will vary. For example, if the Tarbela Dam were chosen, the intended consequence would be the creation of hydroelectricity and prevention of floods. The unintended consequence would be the displacement of 100,000 people whose homes were covered by the new dam's reservoir. To correct the problem, the government promised these people new lands.

Page 90: Learning With Graphic Organizers

How People Are Affected by Their Environment:

- **Bodies of Water:** People tend to settle near bodies of water, like lakes, rivers and ocean coastlines.
- **Urbanization:** People often prefer to settle in crowded areas with other people. Goods and services in urban areas are readily available.
- **Climate:** People tend to settle in temperate, comfortable areas with adequate rainfall.
- **Seismic Activity:** People in areas with earthquakes favor low-rise, wooden homes.

Page 91: Learning with Graphic Organizers

How People Modify Their Environments:

- **Agriculture:** People turn forests, grasslands and even deserts into farmland in order to grow food.
- **Urbanization:** People build cities along rivers or coasts where manufacturing or trade takes place.
- **Pollution:** People contribute to land, water and air pollution.
- **Dams:** People build dams to prevent flooding and to store water.

Activity 1E:

What Generalizations Can You Make About the Movement of People, Products, and Ideas?

Page 94: Checking Your Understanding

All four cities are located on a river.

Page 97: Checking Your Understanding

People fled Syria to escape the conflict between protestors and Syria's brutal dictator.

Page 98: Checking Your Understanding

Tutsis left Rwanda to escape violence from the Hutus.

Page 99: Checking Your Understanding

In the Sahel, groups traditionally migrated with the seasons. Overgrazing, slash-and-burn agriculture, and a series of droughts have led to the deaths of people and cattle, leading many people to leave the Sahel region.

Page 100: My Generalization

An example of a generalization is that people sometimes migrate from an area to escape conflict, persecution, and violence.

Page 101: Checking Your Understanding

- Textual evidence might include evidence that the Tutsis fled persecution from the Hutus found on pages 97 to 98.
- Internet searches might include search terms like “Tutsis,” “Hutus,” or “Rwanda.”

Page 102: Checking Your Understanding

Goods, such as silks, were moved from China, across Central Asia and Persia, to Baghdad and then to the Mediterranean Sea. From there, they were often carried by boat to Rome.

Page 103: Checking Your Understanding

Both Rome and China were influenced by the introduction of new products and new ideas. For example, the Romans were able to wear silk clothing.

Page 104: Checking Your Understanding

- **Products:** New technologies have led to the movement of new products like computers and cell phones. They have also allowed people to buy products online, leading products to be sent from one place to another.
- **Ideas:** The new technologies help ideas to spread from one place to another. For example, a person in one country can email or Twitter to someone in another country.

Page 106: Checking Your Understanding

During the “Arab Spring,” news of events in one Arab country spread quickly — over the Internet, by cell phone calls, on Twitter, etc. — to another. The idea of democratic government also spread quickly from one place to another.

Page 106: Making Your Own Generalizations

A generalization might be that new technologies often spread from one society to another.

Page 110: Pulling It All Together

Students should support their statements on the causes and effects of migration on Beijing with specific evidence. Causes include the existence of better-paid jobs in Beijing. Effects include overcrowding.

Page 113: Learning With Graphic Organizers

Case Studies of Migration:

- Case studies could include any found in this chapter, including migration from Syria or Rwanda to escape violence and conflict, migration from the Sahel to escape drought and starvation, and migration to Beijing to find work and better economic opportunities.

Case Studies of Cultural Diffusion:

- Case studies could include any of those found in the chapter, such as the spread of products over the Silk Road, the spread of ideas over the World Wide Web, and the spread of democracy during the Arab Spring.

Activity 1F: How Have Tradition and Diffusion Influenced Modern Cultural Practices and Products?

Page 119: Checking Your Understanding

Student answers should indicate that China's cultural diffusion continues to influence modern day cultural practices in Japan. Many Japanese continuing to follow traits of Confucianism. For example, the tight family structure and strong tradition of obedience to authority are important aspects in Japan today. In addition, much of Japan's music, architecture, art, dance, pottery and cooking shows strong Chinese cultural influences.

Page 122: Completing An Outline

Islam Has Influenced the Art and Architecture of the Middle East

- A** Art in the Middle East does not portray images of Allah.
- B** Frequent repetition of geometric patterns, using bright colors are used instead.
- C** Fountains are often used in architecture to symbolize the origins of life or to serve as a purifying agent.
- D** In architecture, Islamic traditions can be seen in the use of the horseshoe arch, minarets, and domes.

Page 123: Completing An Outline

The Spread of Silk from China Has Influenced Modern Clothing and Fabrics

- A** The demand for silk has led to an increased use of silk in women's clothing.
- B** Silk has become widespread in the fabric on furniture and other products.
- C** Today, men wear silk neck ties and pajamas.

Page 125: Checking Your Understanding

- A** Students should mention a modern cultural practice that has been influenced by an ancient tradition or by a practice of the Eastern Hemisphere. For example, students might indicate that the layout of some modern cities borrowed the city planning used by the ancient Japanese in their imperial cities.
- B** Modern cultural practices in Asia today have been influenced by the spread of the English language and of American popular culture. For example, the increase in American fast food franchises, and of American technology, television, movies, and music. English has also emerged as the international second language and is spoken throughout the Eastern Hemisphere.

Page 126: Completing An Outline

The Spread of English and American Popular Culture Has Influenced Modern Cultural Practices around the World.

- A** Today, American fast-food franchises are common throughout the world.
- B** American music and movies have helped to spread American culture.
- C** English has become the international language of the Internet.

Page 129: Learning With Graphic Organizers

- **First Example:** Answers may vary, but as an example students might indicate the use of English in using computers.
- **Second Example:** Answers may again vary, but as an example, students might indicate the rise of women in the working world throughout the Eastern Hemisphere.

Activity 1G: How Good Are You at Creating a Concept Map?

Page 134: Checking Your Understanding

- **Honor your father and your mother:** Answers may vary, but as an example students might indicate that unless children honor their parents there will be no respect for authority in a society.
- **Thou shall not kill:** Answers may vary, but as an example students might indicate that if a society allows people to kill, it will soon dissolve into chaos and tyranny.
- **Thou shall not steal:** Answers may vary, but as an example students might indicate that if people are allowed to steal there will be no respect for other people's property.
- **Thou shall not bear false witness against your neighbor:** Answers may vary, but as an example students might indicate that if people are allowed to tell untruths about the people with which they live in their community, soon the word of no one will be trusted or believed.

Page 135: Checking Your Understanding

There are many aspects of the Jewish religion that still influence cultural practices today. For example, the Jewish belief in only one God provides the framework for three of the world's major religions — Judaism, Christianity and Islam. Also, these same religions have as their underpinning a belief in the moral code of the Ten Commandments.

Page 137: Interpreting Primary Documents

The message of Jesus in the Sermon on the Mount was to love others and not to judge others harshly. His message is one of love and respect for others. The Sermon on the Mount provides a framework for Christian values, religious devotion, and a positive personal relationships in daily life.

Page 138: Completing a Graphic Organizer

- **The Christian Bible:** This consists of the Old Testament (Jewish Bible) and the New Testament, which describes the life of Jesus and the works of his Apostles.
- **The Sermon on the Mount:** See answers provided for page 137 above.
- **Christian Conduct:** Christians believe in the "Golden Rule," that one should "do unto others as you would have them do unto you."

Page 138: Checking Your Understanding

There are many aspects of Christianity that influence cultural practices. Christianity is one of the world's most popular religions. Today, it is divided into three main groups — Roman Catholics, Orthodox Christians, and Protestants. The Pope, who is the head of the Roman Catholic religion, is very influential when he speaks out about social issues in the world.

Page 140: Interpreting Primary Documents

This passage is appealing to Allah, and reaffirming that He is the only God. The passage asks for Allah's guidance in following the right path.

Page 141: Core Beliefs of Islam

- Mohammed was God's greatest Prophet.
- Muslims believe that Allah is the one true God.
- Mohammed's teachings are found in the Quaran (*Koran*), Islam's holy book.
- Muslims pray five times a day facing east towards the city of Mecca.
- During the month of Ramadan, Muslims must fast during daylight hours.

Page 141: Checking Your Understanding

Today, there are more than one billion Muslims in the world. They exert an enormous influence on the religious and political beliefs of Muslims throughout North Africa, the Middle East and parts of Asia. They still fast during Ramadan and many face Mecca while praying several times a day.

Page 144: Core Beliefs of Hinduism

- Hinduism has no single holy book.
- Acts as a guide that explains everything a person must do from birth to death.
- Hindus believe in the existence of many gods and goddesses.
- Belief that at death a person's soul will be reborn in another living thing.
- Hindus believe the cow is a sacred animal and for this reason they do not eat beef.
- Belief that the Ganges River in India is sacred and has the power to wash away a Hindu's sins.

Page 144: Checking Your Understanding

Today, certain aspects of Hinduism continue to influence cultural patterns. For example, in India a major part of the population is Hindu. As a result, many people in the country do not eat beef.

Page 146: Interpreting Primary Documents

Buddhists believe that, according to the Four Noble Truths, suffering can be ended if humans give up their cravings or wanting of things. Only a disciplined and moral life can end such cravings.

Page 147: Completing a Graphic Organizer

Four Noble Truths

- All life is suffering.
- Suffering is caused by craving things.
- Suffering can only end by giving up cravings.
- Leading a disciplined and moral life can end craving.

Page 147: Completing A Graphic Organizer

Core Beliefs of Buddhism

- Right insight.
- Right speech.
- Right livelihood.
- Right mindfulness.
- Right thought.
- Right action.
- Right effort.
- Right meditation.

Page 147: Checking Your Understanding

Today, followers of Buddhism can be found in many parts of the Southeast and Southern Asia. Their influence can be found in the peaceful manner that Buddhists approach life.

Pages 148-149: How Religion Spreads

In this part of the activity, students will work in small groups and view the video. Answer will vary greatly from one group to another.

Page 155: Learning With Graphic Organizers

Student answers may vary. The following are examples of possible answers:

- **Judaism:** Belief in one God; belief in the Ten Commandments
- **Christianity:** Love thy neighbor as you love yourself.
- **Islam:** Allah is the only one true God and Mohammed was his prophet.
- **Hinduism:** At death, a person's soul is reborn again in another living thing.
- **Buddhism:** Believe in giving up all human desires and cravings.

Activity 2A: How Would You Create a Multiple-Tier Timeline?

Page 159: Applying What You Have Learned

The correct chronological order for these dates is:

1925 b.c.e.	1445 b.c.e.	750 b.c.e.	542 b.c.e.	295 b.c.e.
342 c.e.	892 c.e.	1492 c.e.	1925 c.e.	2050 c.e.

Page 160: Checking Your Understanding

The correct chronological order for these events is as follows:

- 1 ____ ♦ 3300 B.C.: Bronze Age begins in the Near East
- 2 ____ ♦ 2600 B.C.: The Great Pyramid at Giza in Egypt is completed
- 3 ____ ♦ 1800 B.C.: Alphabetic writing begins
- 4 ____ ♦ 563 B.C.: Siddhartha Gautama, the founder of Buddhism, is born
- 5 ____ ♦ 427 B.C.: Plato is born
- 6 ____ ♦ 1912: The Republic of China is established
- 7 ____ ♦ 1948: The United Nations establishes Israeli independence

These events arranged along a timeline will be in the following order:

563 B.C.: Birth of Siddhartha Gautama (Buddha);
500 A.D.: Huns invade Northern India;
1500 B.C.: Aryan invasion of India;
323 B.C.: Alexander the Great rules over the Indus River Valley;
320 A.D.: Beginning of the Gupta Empire;
269 B.C.: Beginning of the Reign of King Asoka.

Page 162: Checking Your Understanding

- Some people find the numbering of centuries confusing because the number of the century is different from the date. For example, the years 201-300 are counted in the Third Century.
- The dates 501 to 600 are the Seventh Century.
- The dates 1801 to 1900 are the Nineteenth Century.
- There are 1550 years between 50 B.C. and 1500 A.D.

Page 163: Applying What You Have Learned

The dates appear on the previous page in chronological order.

Page 165: Applying What You Have Learned

- A The fields you might use for your family's history might be *Members in Your Father's Family and Members in Your Mother's Family*
- B *Time Before India Became Independent and Time After India's Independence*

Page 170: Graphic Organizer

First Part

- **Decade:** A period of ten years.
- **Century:** A period of one hundred years.
- **Millennium:** A period that spans 1,000 years.
- **Generation:** Usually describes the period of time between the birth of parents and the birth of their children. Usually, a time span of about 25 to 30 years.

Second Part

- **Single-Tier Timeline:** A timeline with a single line of events in chronological order.
- **Multiple-Tier Timeline:** A timeline with more than one line of events occurring the same time period.

Page 171: Pulling It All Together

In this example, Chinese art has changed over time. It has become more contemporary and provides more social commentary on life in present-day China. Ancient Chinese art followed the succession of ruling dynasties and drew heavily on Chinese heritage and culture. Its art was used to create and decorate objects.

Activity 2B: How Have Early Civilizations Shaped the Eastern Hemisphere?

Page 176: Checking Your Understanding

The introduction of agriculture and the domestication of animals greatly changed people's daily lives. People could now plant seeds and grow crops. This allowed them to build permanent homes and villages and to establish a fixed way of life. This also permitted them to grow more food and as a result the population increased, new social classes developed, and the first governments developed.

Page 178: Interpreting Primary Documents

If a nobleman put out the eye of another nobleman, his eye was put out. However if a nobleman put out the eye of a commoner, he was only required to pay one silver mina. This was a lesser penalty.

Page 179: Checking Your Understanding

- Some of the geographic characteristics of Mesopotamia were that it was located between the Tigris and Euphrates Rivers. The climate in this area was hot and dry, but the soil was fertile. People learned to irrigate their lands by using water from the Tigris and Euphrates Rivers. Irrigation caused farming settlements to flourish and food supplies to increase.
- Mesopotamia's most important contributions to mankind consisted of building stepped pyramids, being the first to develop the system of government known as a monarchy, and building cities with buildings made of bricks. They also invented the wheel, sailboat, and writing. They were the first known people to move water to irrigate distant fields. The people of this region were also the first to develop tools and weapons made of copper and bronze.

Page 182: Checking Your Understanding

- The geographic characteristics of Egypt had an important impact on the growth of this civilization. Located in Northeast Africa, most of Egypt is made up of desert. Despite this, the world's longest river, the Nile, runs through it, supplying it with water. The Nile provided ease of communication which encouraged the development of a highly centralized government. Since the Nile flooded periodically, Egypt became a successful agricultural society, able to grow ample supplies of food.
- Ancient Egypt has had an important impact on the world today. Its knowledge of the human body, based on embalming, contributed to medicine. Egyptians performed many surgical procedures, and were able to set fractures. Many of the Egyptian buildings have influenced later architecture and engineering.

Page 185: Checking Your Understanding

- The geography of the Indus Valley had an important impact on the growth of this civilization. The Indus River deposited rich soil over a vast neighboring plain during its annual flooding. This led this civilization to become adept at farming and growing crops such as wheat, barley, rice and mustard.
- The ancient Indus River Valley civilization has had an important influence on the world today. Their civilization were among the first urban planners. Their homes were connected to a drainage system, wells, and water storage systems. They were the first to use indoor plumbing. They also had a complex economic system. They were active traders and became one of the first civilizations to use metals.

Page 187: Checking Your Understanding

- The geography of the Huang He had an important impact on the growth of China's oldest civilization. As in the case of the Nile and Indus River Valley, the fertility of the soil allowed people to introduce agriculture. They were the first to plant in rows, rather than scattering their seeds at random. This allowed for more effective irrigation of the land and led to higher crop yield.
- The ancient Huang He civilization had an important influence on the world today. Their civilization was the first to keep systematic records of their observations of the stars and became the first people to make maps of the stars.

Page 188: And the Best Infographic Is . . .

Here students, working in groups, conduct additional research on their chosen civilization and create an infographic. The group with the winning infographic should display a degree of artistry combined with being informative and interesting.

Page 192: What Is An Informational Essay

Here students are asked to write an informational essay about which early civilization had the greatest impact on modern society. It is less important which civilization a student elects to write about. What is more important is that the student present a focused, information essay that is well organized and shows a level of understanding of what an informational essay should contain.

Page 192: Pulling It All Together

Here students are asked to write a persuasive essay about which ancient civilization it would be best to have lived in and why. Again, it is less important which civilization a student decides to write about. What is important is that a student presents reasons and evidence in the essay that shows the student is presenting arguments to persuade the reader to adopt his or her viewpoint.

Activity 3A: How Do We Know What We Know about the World Today?

Page 202: Checking Your Understanding

- **Source:** The source could be an almanac, encyclopedia, Google Search engine, Bing Search engine or a book about the Presidents.
- **Is Statement accurate?** No. He served as President from 1789 to March 1797.
- Phrases that express an opinion would be: I think, I believe, should, worst are some indication that an opinion is being expressed.
- Student responses will vary.

Page 203: Checking Your Understanding

- Student responses will vary.

Page 207: Letter to the Editor

- **Factual Statement:** Confucius born in 551 B.C.E. However, he died in 479 B.C.E rather than in 478 B.C.E.
- **Source Used:** Google search engine
- **Opinion Statement:** “He has had more impact on Chinese culture than any other single person.”
- I know this is an opinion statement because there is no way someone can check this statement for accuracy.
- Writer is very biased. There are several places where the author states that Confucius has had greatest impact on Chinese culture. For example, “... more impact than any other single person.” Also, “... no other civilization has ever achieved quite as much as China.
- Therefore, overall I find the article: Not totally credible.

Page 210: Checking Your Understanding

Muhammad Ali Jinnah believed that the partition of India into two states was worthwhile because he believed that Hindus and Muslims had different philosophies of life and each group would be able to have their own separate state.

Page 211: Checking Your Understanding

- Lord Louis Mountbatten believed that the partition of India into two states was not a good idea. He thought this would encourage other provinces like Bengal to break away, leading to many smaller states.
- Mohandas Gandhi believed that the partition of India into two states was not a good also because he did not see Hinduism and Islam were as two hostile cultures.
- Each leader looked at events from a different set of past experiences, a different cultural background, and different belief structures.
- Student responses will vary. Students should explain how two or more perspective affected their understanding.
- Student responses will vary. Students should give specific reasons and evidence to support their preferences.

Page 213: Checking Your Understanding

- A Chechen freedom fighter believes that since the Chechens had their own language, traditions, and history, they should be allowed to create their own nation separate and apart from Russia.
- A Russian soldier believes that if the Chechens are given their own state it will soon be followed by other groups that will want to separate from Russia. This will result in a loss of Russian political power in relationship to the rest of the world.

Page 214: Checking Your Understanding

- This Christian, living in Chechnya, believed that if Chechnya became a separate state, then the majority of Chechnyan Muslims would persecute him and other Christians.
- Seeing multiple perspectives on this issue makes someone aware that there are different viewpoints that must be taken into account.
- Student answers on this issue will vary.

Page 218: Learning With Graphic Organizers

Types of Sources

- **Primary Sources:** eyewitness reports, official records, letters from the time period, diaries, speeches, photographs, videos, and artifacts.
- **Secondary Sources:** textbooks, encyclopedias, and web-pages summaries.

Determining A Source's Credibility

- **Facts/Opinions:** Facts should be checked for accuracy, while opinions are expressions of taste or statements of predictions.
- **Perspective/Bias:** Perspective is looking at things from a particular standpoint or set of beliefs about the world, while bias is a prejudgment.
- **Accuracy:** Something that can be checked for correctness and precision.

Activity 3B: How Would You Categorize the Governments of the World?

Page 225-227: Classifying Information

Card A: Monarchy	Card F: Theocracy	Card K: Monarchy
Card B: Dictatorship	Card G: Democracy	Card L: Dictatorship
Card C: Dictatorship	Card H: Dictatorship	Card M: Monarchy/Theocracy
Card D: Monarchy	Card I: Democracy	Card N: Democracy
Card E: Democracy	Card J: Democracy	

Page 227-228: Checking Your Understanding

Question	Monarchy	Dictatorship	Democracy	Theocracy
<i>Main Characteristics</i>	Right to rule belongs to members of the ruling family	Right to rule is held by force	Right to rule comes from citizens through elections	Right to rule is based on religious authority
<i>How Leaders Are Chosen</i>	Usually to eldest son or daughter of the ruling family	Usually by force	By election of the citizens	Highest religious authority
<i>Voice of the Ordinary People</i>	Depends on type of monarchy	Little or none	Many basic rights such as freedom of expression	Little or none
<i>Guaranteed Rights or Denied Rights</i>	Depends on type of monarchy	Little or none	Many basic rights such as freedom of expression	Little or none
<i>Role Religion Plays</i>	Depends on type of monarchy	Usually none	Often has freedom of religious expression	Usually one state religion

Page 228-229: Pulling It All Together

Student answers will vary. However, some “overlaps” in forms of government that students may point to include: monarchies can range from absolute monarchy, which is like a dictatorship to constitutional monarchy, which is like a democracy. Dictatorships may force a state religion on its people or do away with religion altogether. Democracies may be in name only. For example, North Korea calls itself a democracy but it is a strict dictatorship whose ruler has total governmental power. Theocracies may allow elections, like democracies, but for only certain candidates.

Page 229: Checking Your Understanding

One reason North Korea calls itself the Democratic People's Republic of Korea is that North Korea is a former Communist state that in theory is controlled by its people. However, the reality is very different. It is a brutal dictatorship. One also sees the use of the term "People's Republic" in such other dictatorships as in China.

Page 232: The Freedom Index

In this chart, we have modeled one country as an example:

Country	Type of Government	Political Rights	Civil Rights	Degree of Freedom
Cambodia	Constitutional Monarchy	Banned public demonstrations; There was little freedom of the press or other freedoms	Violence against women is a serious problem	<input checked="" type="checkbox"/> Not Free

Page 236: Learning With Graphic Organizers

Types of Governments in Eastern Hemisphere

- **Dictatorship:** Definition can be found on Page 223.
Examples: Myanmar, Kazakhstan, China
- **Monarchy:** Definition can be found on Page 223.
Examples: Japan, Malaysia, Bhutan
- **Democracy:** Definition can be found on Page 224.
Examples: India, Pakistan, Malawi
- **Theocracy:** Definition can be found on Page 224.
Examples: Iran, Vatican

Activity 4A: How Do Economists Draw Conclusions From Sets of Data

Page 238: Checking Your Understanding

The conclusion is that the mother thought that the sister was still asleep in her bedroom. The mother was concerned because if the sister were not awakened, she would miss the school bus and be late for school.

Page 241: Checking Your Understanding

- A nation's geographic features often influence its patterns of trade. For example, mountains and deserts can slow down the building of a transportation system which is necessary to trade products from the country's interior. On the other hand, an excellent river system can act as a highway helping to increase trade with other countries.
- Based on the fact that it has a tropical climate, a low population, and few mineral resources, Country A has to rely on its year-round growing season. As a result, Country A would probably export agricultural products.

Page 244: Checking Your Understanding

- GDP per capita is the “Gross domestic product per capita” for a country. It shows the value of the goods and services produced each year in the country. It is a gauge to the economic health of a country — the higher the GDP, the greater the health. Countries with a high GDP are considered more developed because they produce more goods and services than countries with a low GDP. The higher GDP is more developed because it has better transportation, educational, and business systems.
- **Birth Rate:** The number of people born in country in one year for every thousand persons.
- **Literacy Rate:** The percentage of people in a country who are able to read and write.
- **Infant Mortality:** The number of infant deaths per 1,000 people in a year.

Page 246: Economic Data on Select Countries

For this activity, we will provide the country of Saudi Arabia as an example:

- **Location:** Saudi Arabia is located in the Middle East between the Persian Gulf in the east and the Red Sea in the west. It borders Jordan, Iraq, and Kuwait to the north, Yemen and Oman to the south, and Bahrain, Qatar, and the United Arab Emirates in the east.
- **Geographic Features:** The country, which is about $\frac{1}{4}$ the size of the United States, is composed primarily of desert. It occupies 80% of the Arabian Peninsula.
- **Population:** 29,195,895 (2012)
- **Imports:** Its primary import commodities are industrial machinery and equipment, chemicals, automobiles and textiles
- **Exports:** Saudi Arabia is the world’s largest producer and exporter of petroleum products,
- **Natural Resources:** Petroleum, natural gas, iron ore, gold, copper
- **G.D.P.:** Saudi Arabia’s G.D.P. was 745.27 billion US dollars in 2013.
- **G.D.P. Per Capita:** \$18,033.69 in 2013
- **Amount of Workforce in Manufacturing:** 21.4% (2005 estimate)
- **Birth Rate:** 18.78 births/1,000 population (2014 estimate)
- **Literacy Rate:** 96%
- **Average Life Expectancy:** 74.82 years

Pages 247-249: Checking Your Understanding

1. If a country has an abundance of a natural resource that the rest of the world wants, its economic activities often include producing and selling that resource. For example, Saudi Arabia produces oil, South Africa produces diamonds, and Russia produces oil.
2. The answer will depend on the student’s choice of country.
3. If a country lacks certain products it needs, it must import them. If it has a way of producing a product better than other countries, it will export it.
4. Yes. It generally exports valuable natural resources for an economic benefit.
5. Yes. In today’s technological world, the ability to read is an absolute necessity to operate a modern economy.
6. Yes. A high birth rate usually indicates a large percentage of the labor force will be working in agriculture rather than manufacturing.
7. Yes. A long life expectancy indicates a large percentage of the labor force will be working in manufacturing.
8. Answers may vary. Some relationships may be that higher GDP per capita is associated with lower birth rates and higher literacy rates.
9. Answer depends on group’s choice of countries.

Page 251: Economic Decision-Making

- **Benefits.** It would increase water to the northern part of China which is desperate need of it. It would also help China's manufacturing sectors in the north.
- **Costs.** It would have a negative impact on the Yangtze River ecosystem. In addition, about 350,00 people would have to be relocated.
- **Alternatives.** The use of water conservation and improved agricultural practices may help to resolve the problem.

Page 254: Pulling It All Together

In answering this essay, students will need to present arguments that support why they believe the Chinese government is making the correct decision.

Page 256: Learning With Graphic Organizers

- **A Developed Nation.** A country that has a high standard of living, advanced technologies, and a high GDP per capita (see page 238).
- **A Developing Nation.** A country with a low standard of living, less advanced technologies, and a low income per capita (see page 239).
- **Indicators.** It has a large percentage of its workforce in agriculture, low literacy rates, high birth rates.
- **Examples.** Chad, Cambodia, Laos, Bangladesh, Ethiopia
- **An Emerging Nation.** A country that is moving from being less to more developed (see page 239).
- **Indicators.** Increasing percentage of its workforce in manufacturing, rising literacy rate, a decreasing birth rate.
- **Examples.** Thailand, Malaysia, the Philippines

Activity 4B:

How Do The Choices People Make Have Both Present and Future Consequences?

Page 259: Checking Your Understanding

Possible Answers to the Minister of Education

- A. Present Consequences for Nepal's Educational System
 1. Students will receive new textbooks.
 2. There will be a demand for pre-school teachers.
 3. There will be a demand for high school science teachers.
- B. Future Consequences for Nepal's Educational System
 1. There will be an increase in the literacy rates in Nepal.
 2. Technology jobs in Nepal will increase.
 3. The average birth rate will decline as a result of an increase in the nation's GDP per capita.

Page 260: Checking Your Understanding

Possible Answers to the Minister of Transportation

- A. Present Consequences for Nepal's Transportation System
 - 1. Rural roads will be updated.
 - 2. Airport runways will be improved.
 - 3. Navigation systems will be installed at Nepal's airports.
- B. Future Consequences for Nepal's Transportation System
 - 1. There will be an increase in the delivery of social services to people in rural areas.
 - 2. Tourism to Nepal will increase due to the improvement of its airports.
 - 3. There will be an increase in auto traffic on the highways.

Page 261: Checking Your Understanding

Possible Answers to the Minister of Health

- A. Present Consequences for Nepal's Health System
 - 1. There will be an increased demand for doctors in rural areas.
 - 2. Construction jobs will increase in rural areas.
 - 3. There will be an increased demand for technological jobs in rural areas.
- B. Future Consequences for Nepal's Health System
 - 1. There will be an increased delivery of health services to people in rural areas
 - 2. The death rate in Nepal will decline.
 - 3. People will have more to spend for food and housing.

Page 262: Checking Your Understanding

Possible Answers to the Minister of Labor

- A. Present Consequences for Workers in Nepal
 - 1. Working conditions for workers will improve.
 - 2. The number of teachers of technological skills will increase.
 - 3. Unemployed workers will be better able to meet their daily living expenses.
- B. Future Consequences for Nepal's Workers
 - 1. There will be a decline in Nepali people moving to other countries.
 - 2. There will be an increase in labor union membership.
 - 3. Jobs in government will increase.

Pages 263-264: Time to Make a Decision

The allocated amounts on each student's response should not exceed \$20 million in total. Students should specify their criteria. Have students explain their answers to the class.

Pages 271-272: Holding A Debate

Make sure to review the Team Evaluation Sheet on Page 269 with students. Also, review student's answers to *Checking Your Understanding* on page 270

Page 272: Learning With Graphic Organizers

Student responses will vary. Present consequences are effects that happen immediately. Future consequences are longer term effects

Page 273: Pulling It All Together

Student responses will vary.

Activity 4C:

Do You Think You Can Become A Successful Entrepreneur?

Page 275: Checking Your Understanding

- A **good** is something that can be seen and touched. Examples are a car, bike, knife, spoon, or dress.
- A **service** is an action performed for others. Examples of someone who performs a service are a carpenter, a dentist, and a clerk in a store.

Page 277: Checking Your Understanding

This would not put an end to the problem of scarcity. The main reason for this is that people have infinite wants and there are only a limited amount of resources. Here, everyone would have ten million dollars, driving the costs of all goods upwards. There will always be a problem of scarcity. That is why we have the subject of economics.

Page 278: Checking Your Understanding

John lives in a traditional economic society. In Society A, all three basic economic questions are answered by following customs and past traditions. Traditional economies are often agricultural, such as this one.

Page 281: Think About It

In this exercise, answers will vary depending on the target group that is selected. For example, young mothers may need products for their babies, like baby formula. Teenagers will have different needs.

Page 282: Think About It

In this exercise, answers will vary depending on the invention the student's group has selected. Here is a sample rubric you may wish to use to grade student responses:

- Identifies an invention and lists all resources needed for the invention. Clearly and logically presented. [3 points]
- Identifies an invention and some of the resources needed for the invention. [1-2 points]
- Fails to identify either the invention or the necessary resources. [0 points]

Page 285: Checking Your Understanding

In this exercise, answers will vary depending on the invention the student's group has selected.

Pages 287: Think About It

In this exercise, answers will vary depending on the invention the student's group has selected. The answers will be determined by the choices made by each group. Ask each group to explain their answers. Have the other groups comment.

Pages 289: Write an Email

In this exercise, answers will vary depending on the invention the student's group has selected. Here is a sample rubric you may wish to use to grade student responses:

- Message is clear, well-written, detailed and persuasive. [3 points]
- Message has some details, but is not clear or persuasive. [1-2 points]
- Completely fails to present a well-written or clear message. [0 points]

Pages 290: Design a Website

In this exercise, answers will vary depending on the invention the student's group has selected. Here is a sample rubric you may wish to use to grade student responses:

- Message is clear, well-written, detailed and persuasive. [3 points]
- Message has some details, but is not clear or persuasive. [1-2 points]
- Completely fails to present a well-written or clear message. [0 points]

Pages 291: Create a Newspaper Advertisement

In this exercise, answers will vary depending on the invention the student's group has selected. Here is a sample rubric you may wish to use to grade student responses:

- Message is clear, well-written, detailed and persuasive. [3 points]
- Message has some details, but is not clear or persuasive. [1-2 points]
- Completely fails to present a well-written or clear message. [0 points]

Page 294: Learning With Graphic Organizers

How the Three Economic Questions are Answered in a Market Economy:

- **What should be produced:** In a market economy, decisions about what is produced are based on the interaction of two groups — consumers and producers.
- **How should it be produced:** In a market economy, such decisions are determined by producers, who are influenced by the costs of production and consumers' choices.
- **For whom is it produced:** In a market economy, production is geared to consumers demand.

A Market Economy:

- **What makes an entrepreneur willing to risk his or her money in a business?** The ability to make profits drives people to take a chance and risk their money in starting a business.
- **What role do productive resources play in operating a business?** In a market economy, the resources needed to operate a business are known as productive resources. Productive resources include all the things needed to produce a good or service. If the costs of a resource are high or the resource is unavailable, the quantity and price and cost of the product will be affected.

Activity 4D: Which Countries Make the Best Trading Partners?

Page 298: Checking Your Understanding

Countries specialize in producing those things that they produce best. This depends on the following factors:

1. **The availability of natural resources.** For example, Saudi Arabia has large oil deposits.
2. **The availability of human resources.** For example, Japan has a highly skilled workforce and so it specializes in producing high tech goods and cars.
3. **Location and climate.** For example, Mexico is near the United States and has a warm climate and a long coastline with sandy beaches. It specializes in tourism as well as manufacturing.

Page 302: Checking Your Understanding

The effect of the unequal distribution of productive resources between Japan and Saudi Arabia has been as follows: Japan produces many manufactured goods. However, it needs oil to power their plants. Saudi Arabia has great quantities of oil but has previously lacked a manufacturing base. In this situation, Japan has sold its manufactured goods to Saudi Arabia and Saudi Arabia has sold its oil to Japan. At the same time, Saudi Arabia is attempting to diversify its economy.

Page 303: Checking Your Understanding

Top Six Countries That Import China's Products (2013)

1. Hong Kong \$384,854,022,000
2. United States \$369,111,212,000
3. Japan \$150,388,804,000
4. South Korea \$91,196,702,000
5. Germany \$67,364,988,000
6. Netherlands \$50,957,385,000

Top Ten Imported Products from China (2013)

- Mobile computing devices
- Computer processors and controllers
- Wireless phone handset parts
- Gold jewelry
- Footwear made with plastics
- Cellphones and smartphones
- Liquid crystal display panels
- Computer parts and accessories
- Computer memory chips

Page 305: Checking Your Understanding

Top Six Countries That Exported Goods to China (2013)

- Japan
- United States
- Australia
- South Korea
- Germany
- Hong Kong

Page 305: Checking Your Understanding

- What productive resources does China have? A large labor force, large amounts of coal and hydroelectric power.
- What goods and services does China specialize in producing? mobile computing devices, cellphones, smartphones, computer processors, liquid crystal display panels, wireless phone handset parts, and computer parts and accessories.

Page 306: Checking Your Understanding

- What goods and services does China trade with other nations? See answers to Checking Your Understanding on page 303 above.
- What recommendations would you make about ways to improve its economy? China needs to find new sources of power to operate its growing industries. In addition, China needs to raise the standards of living of its people.

Pages 306-307: Groups Assigned Country

In this exercise, answers will vary depending on the country that the student's group has selected. For example, France has iron ore, adequate rainfall, fertile soil, and a skilled workforce. It also has a tradition of making luxury goods and attracting tourists. It might trade with countries producing high-tech goods like Taiwan, Singapore or Japan.

Pages 310-311: Groups Assigned Country

In this exercise, answers will vary depending on the items found in the student's home. Here is a sample rubric you may wish to use to grade student responses:

- Student identifies an adequate number of items, specified their origins, and calculated the percentage or proportion correctly. [3 points]
- Student identified some items, or failed to calculate the correct percentage or proportion. [2 points]
- Student identified very few items correctly. [1 points]
- Student identified no items or failed to complete the activity. [0 points]

Page 314: Learning With Graphic Organizers

What Factors Lead Nations to Trade?

- Uneven distribution of natural resources.
- Uneven distribution of human resources.
- The goods and services their economy specializes in producing.
- The goods and services they need from others.

Activity 4E: How Does the Interaction of Supply and Demand Determine Prices?

Page 317: Checking Your Understanding

In economics, the laws of supply and demand determine the prices charged. It is the interaction between consumer demand for a good or service and the supply that producers are willing to sell that determine price.

Page 318: Checking Your Understanding

1. Customers would buy 50 hamburgers.
2. Customers would buy 300 hamburgers.
3. As the price goes higher, customers will buy fewer hamburgers.
4. As the price of a good or services decreases, the amount that customers are willing to buy rises. As the price of a good or services increases, the amount that customers are willing to buy decreases. This is known as the Law of Demand.

Page 319: Checking Your Understanding

1. The restaurant would be willing to make and sell 150 hamburgers.
2. The restaurant would be willing to make and sell 250 hamburgers
3. As the price increases, the restaurant is willing to produce more hamburgers.
4. As the price of a good or services decreases, the amount that suppliers are willing to produce decreases. As the price of a good or service increases, the amount that suppliers are willing to supply increases. This is known as the Law of Supply.

Page 321: Checking Your Understanding

1. The equilibrium price would be about \$1.25
2. It is at this price that customers are willing to spend their money to buy a certain number of hamburgers, while the supplier is willing to make and sell the same number of hamburgers at that price. This is known as the equilibrium price.

Page 322: Checking Your Understanding

Competition allows the price to be set by the market of buyers and sellers.

- A. If suppliers are making a lot of money and there is a great demand for the product, then more producers will also want to make a lot of money and enter the market, resulting in a lowering of the price.
- B. However, if suppliers are losing money and there is weak demand for the product, then some producers will decide to leave the market. This would result in a decrease in the supply of the good or service, which will eventually drive prices up.

Page 322: Think About It

The answers to this question will vary, depending on each student's own experience in which he or she or a family member was affected by the laws of supply and demand. For example, a family may be affected by gasoline prices or the cost of heating fuel in the winter. Because of high demand, the price of fuel may go up in winter, and some families may lower their indoor temperatures to buy less heat.

Page 323: Draft Copy of the “Report for Your Friend” on the Pricing of Goods and Services

Students answers may vary but here are some points that should be found in their reports: The United States has a market system for determining how goods and services are produced. As the price of a good or service decreases, the amount that customers are willing to buy increases. As the price of a good or service increases, the amount that customers are willing to buy decreases. This is known as the Law of Demand. As the price of a good or service decreases, the amount that suppliers are willing to produce also decreases. As the price of a good or service increases, the amount that suppliers are willing to supply increases. This is known as the Law of Supply. Prices are determined by the interaction of the law of supply and demand, based on the behavior of both consumers and producers.

Page 325: Checking Your Understanding

1. In a market economy, the more competition there is, the more the price will usually decline. Although this is not always the case, usually many stores will force each store owner to try to sell to consumers by lowering the price.
2. In this example, the price of shoes would decrease. Given that the consumer has many choices for buying shoes, the consumer will gravitate to the shoe store that is selling fashionable shoes for the best price.

Page 325: Checking Your Understanding

1. Prices of luxury cars would increase since the doubling of income would increase the demand for such cars.
2. Prices of gasoline would increase since the demand would probably rise with the increase in people's average income. More people would want to own a car, resulting in an increased demand for gas.
3. Menu prices in an expensive restaurant would probably decline since with a serious downturn in the economy, an average person's income would suffer. Thus, fewer people would eat out at restaurants, resulting in a decrease in demand. Ultimately, this would lead to a decrease in menu prices since an expensive restaurant would need to attract more diners to their restaurant.

Page 326: Checking Your Understanding

1. The demand for that singer's recordings would most likely decrease.
2. Students answers will vary depending on the advertisement they describe. Make sure that the student descriptions are clear and logically presented.

Page 327: Checking Your Understanding

1. Gas prices would increase due to a decrease in supply.
2. The demand for old tablets would likely decrease since many consumers would prefer to wait for the new tablets to arrive.
3. Demand for milk would increase due to the fear of consumers that the supply would drop. Students can understand this by describing what happens to the supply of many items in a supermarket before a coming hurricane or storm.

Page 327: Checking Your Understanding

1. In economics, if people have a reasonable substitute to replace an expensive item in their diet, they will switch to avoid the high cost of the more expensive item. Most likely, the demand for chicken would decrease while the demand for turkey, pork, and salmon would increase.

Page 328: Checking Your Understanding

2. The number of commuters using public transportation would increase since people would use that as a substitute to travel to avoid the quadrupling of the price of gasoline.

Page 328: Checking Your Understanding

1. The supply of ice cream would most likely increase, resulting in a drop in prices.
2. The supply of gasoline would most likely increase, resulting in a drop in gasoline prices.

Page 330: Learning with Graphic Organizers

Impact of Supply and Demand on the Price of a Product

- The price of a product would rise if demand rises and the supply remains unchanged.
- The price of a product would fall if demand falls and the supply remains unchanged.
- The price of a product would fall if the supply rises and the demand remains unchanged.
- The price of a product would rise if the supply falls and the demand remains unchanged.

Page 331: Learning with Graphic Organizers

Price of a good

- If there is an increased supply, prices will usually fall. However, if there is a decreased supply, prices will usually rise.
- If there is an increased demand, prices will usually rise. However, if there is a decreased demand, prices will usually fall.
- Greater competition in producing a good usually leads to a decrease in the price of a product.
- Demand: Higher prices cause consumers to demand less of a product.

Activity 4F:

How Would You Compare Price and Quality When Selecting Which Goods and Services to Buy?

Page 334-335: Checking Your Understanding

- Store brands and private labels are generally cheaper than national brands.
- Chart with prices of grocery items: student collection of data will vary greatly. The teacher will need to check student answers. Compare different students who went to the same supermarket.

Page 335: Checking Your Understanding

- Student responses may reveal that there are great differences in price in buying similar products in different supermarkets; or they may reveal the opposite.
- Some other factors consumers should consider besides price is the quality of the good, the safety of the product, and the ingredients used in the product.
- Comparison shopping is of great value. It allows the consumers to compare prices so that they will know if they are paying a fair and reasonable price for the product.

Page 335: Think About It

Student responses will vary. Possible strategies for defective goods and services are to return the good, to ask for a substitute, or to ask for a price reduction.

Page 338: Checking Your Understanding

Benefits:

1. Ease of shopping
2. Ability to find the cheapest price.
3. Abundant information is available at the consumer's fingertips.

Disadvantages:

1. Cannot touch, try on or feel the product.
2. Cost of shipping product to one's home.
3. Lack of knowledge of the vendors

Page 339: Think About It

Evaluate answers based on factual detail, relevance to the question, and logical developments.

Page 341: Advantages And Disadvantages of Buying American-made Goods

1. **Price and Quality.** While the prices of some American-made goods may be higher, their quality is often better. In addition, American-made goods undergo more scrutiny by government agencies for safety and health reasons. Lastly, their production provides jobs for other Americans.
2. **Other Considerations.** You help an American worker to keep his or her job and to allow many American companies to contribute to growing the nation's economy. American manufacturing processes are usually much less harmful to the environment than foreign ones. If you buy products where they are the least expensive, it frees up more of a nation's resources to buy produce other things.

Page 341: Advantages And Disadvantages Of Foreign-made Goods

1. **Price and Quality.** The price for some foreign-made goods is often cheaper. In addition, Foreign-made goods are often less safe and do not undergo the close inspection by government agencies.
2. **Other Considerations.** You help a foreign economy to grow. Foreign-made products are often more harmful to the environment.

Page 342: Think About It

Student responses will be based on individual value judgments. Student answers will vary greatly. Answers should refer to some of the points raised in the preceding sections.

Page 344: Graphic Organizer

- **Price:** Amount you pay for a good or service
- **Quality:** How well-made the product is.
- **Manufacturers' Claims and Advertising:** These claims need to be checked for accuracy.
- **Personal Recommendations and Independent Reviews:** You need to know who is recommending the product, and determine if you value and respect their judgment.



JARRETT PUBLISHING COMPANY
BOOKS FOR TODAY'S EDUCATIONAL NEEDS

© Copyright 2014