

Social Studies

Worksheets, Set 1

Preliminary Edition
for Grade 6

Based on:

Neighbors in Latin America

Answer Key

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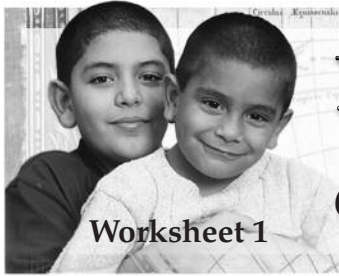
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Harrisonburg, Virginia 22802 (540) 434-0750



SOCIAL STUDIES Worksheets, Set 1 (Grade 6)
Based on *Neighbors in LATIN AMERICA*

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Christian Light Publications, Inc., Harrisonburg, VA 22802
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Printed in the United States of America



Neighbors in LATIN AMERICA

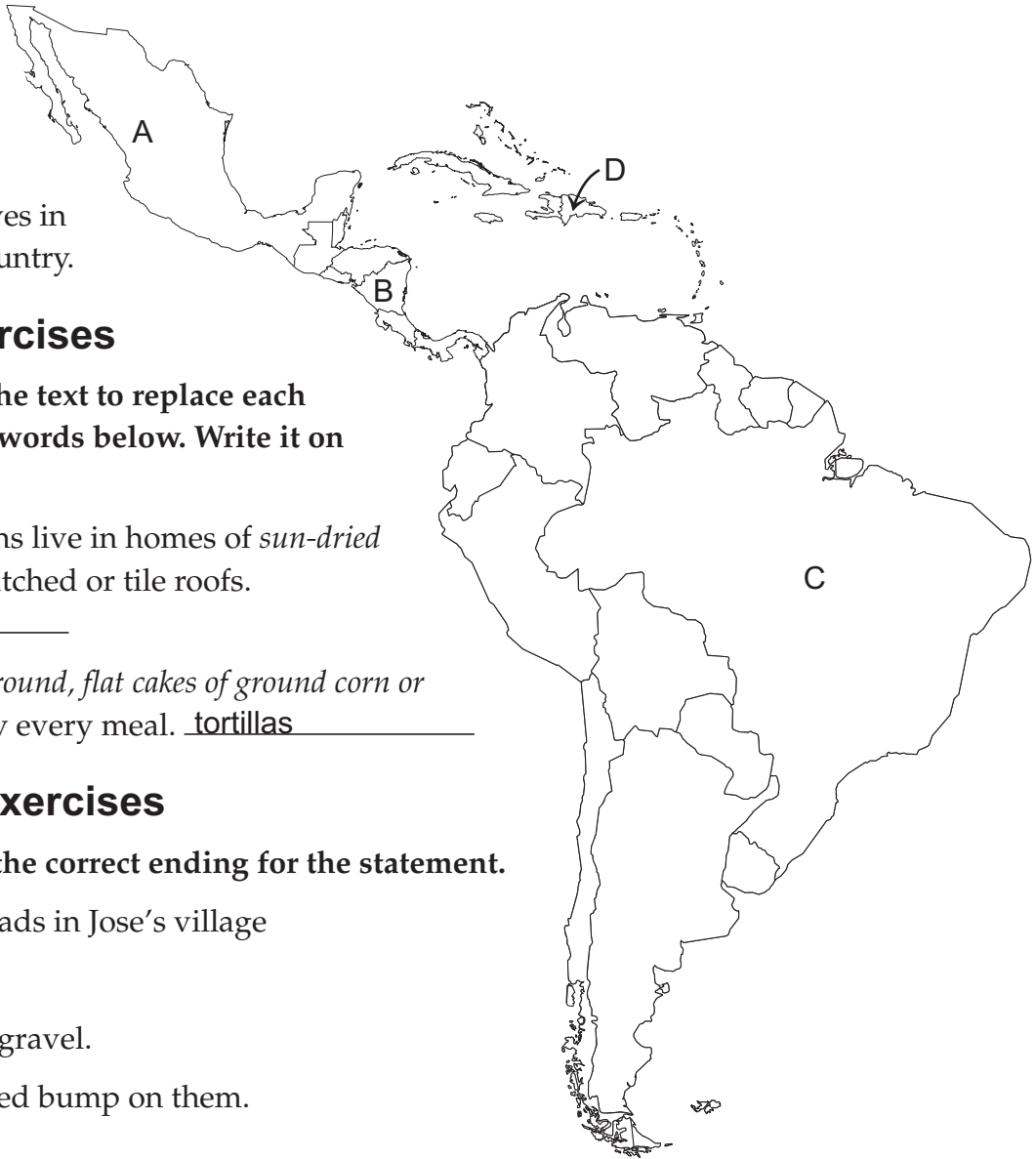
Getting Acquainted with Latin America

A. Map Exercises

Write the letter of the country that matches the description.



1. A Jose lives in this country.



B. Word Exercises

Find a word from the text to replace each italicized group of words below. Write it on the blanks.

2. Many Mexicans live in homes of *sun-dried bricks* with thatched or tile roofs.
 adobe
3. Mexicans eat *round, flat cakes of ground corn or wheat* at nearly every meal. tortillas

C. General Exercises

Circle the letter of the correct ending for the statement.

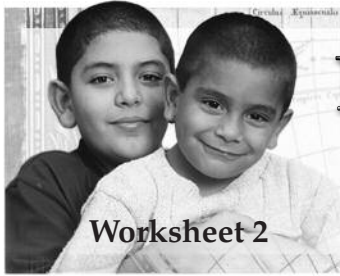
4. Most of the roads in Jose's village
 - a. are paved.
 - b. are dirt or gravel.
 - c. have a speed bump on them.

Complete the following exercises.

- 5. Give three ways that a tile roof will make Jose's house a nicer place to live.
 - a. A tile roof will keep the rain out.
 - b. A tile roof will discourage insects that nested in the thatched roof.
 - c. A tile roof will deflect the summer heat.
- 6. Give one way that the Sanchezes' home is different from the homes of others living in the mountains. The Sanchezes' home has electricity.

Answer the following questions.

- 7. Mexican village farmers are much alike.
 - a. Where are their homes? The farmers' homes are in the village.
 - b. Where is their farmland? The farming plots are on hillsides outside the village.
 - c. List two crops they raise. The farmers' main crops are corn and beans.
- 8. There are five food groups: fruit, vegetable, meat, oil, bread and cereal, milk and milk products.
 - a. What food from the bread and cereal group is usually part of every Mexican meal? tortillas
 - b. What other food group is present in most Mexican meals? vegetable
 - c. What food group joins Mexican meals in harvest season? fruit
 - d. On special occasions, what food group might be added to the meal? meat
 - e. Which food group is not mentioned at all among the Mexicans' foods? milk
- 9. More people in Jose's village are learning to read and write. What changes do you think this will make in their village?
The villagers will probably be able to get better jobs. Perhaps they will be able to learn better farming practices and ways of advancing their lives.



Neighbors in LATIN AMERICA

What is Latin America?

A. Map Exercises

Latin America can be divided into four main regions.

1. Color Mexico green.
2. Color Central America yellow.
3. Color South America orange.
4. Do not color the West Indies.
5. Draw a circle around the regions that are included in Middle America.



B. General Exercises

Fill in the blanks.

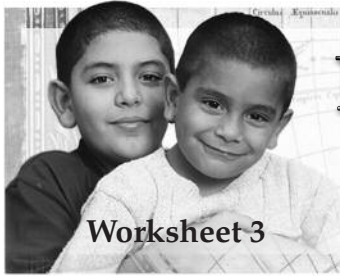
6. Most people in Latin America speak languages that came from an old language called Latin, and people from Anglo-America speak English.
7. Write the four main divisions of Latin America in the blanks below to complete the sentences correctly.
 - a. Mexico is the northernmost division of Latin America.
 - b. South America is the southernmost division.
 - c. Central America lies directly between the northernmost and southernmost divisions.
 - d. West Indies is not geographically connected to the other three divisions.

Underline the correct answers.

- 8. The Americas can be divided in two ways.
 - a. Underline the terms used to name the two geographical regions of the Americas.
(Anglo-America, Latin America, North America, South America.)
 - b. Underline the terms used to name the two regions when the Americas are divided by language.
(Anglo-America, Latin America, North America, South America.)
- 9. Latin America is (larger than, the same size as, smaller than) South America.
- 10. Anglo-America is (larger than, the same size as, smaller than) North America.
- 11. North America actually lies (northwest, southwest, northeast, southeast) of South America.

Fill in the answer.

- 12. Copy the sentence that tells what you will learn in this book.
This book will give you a general description and some history of Latin America.



Neighbors in LATIN AMERICA

Worksheet 3

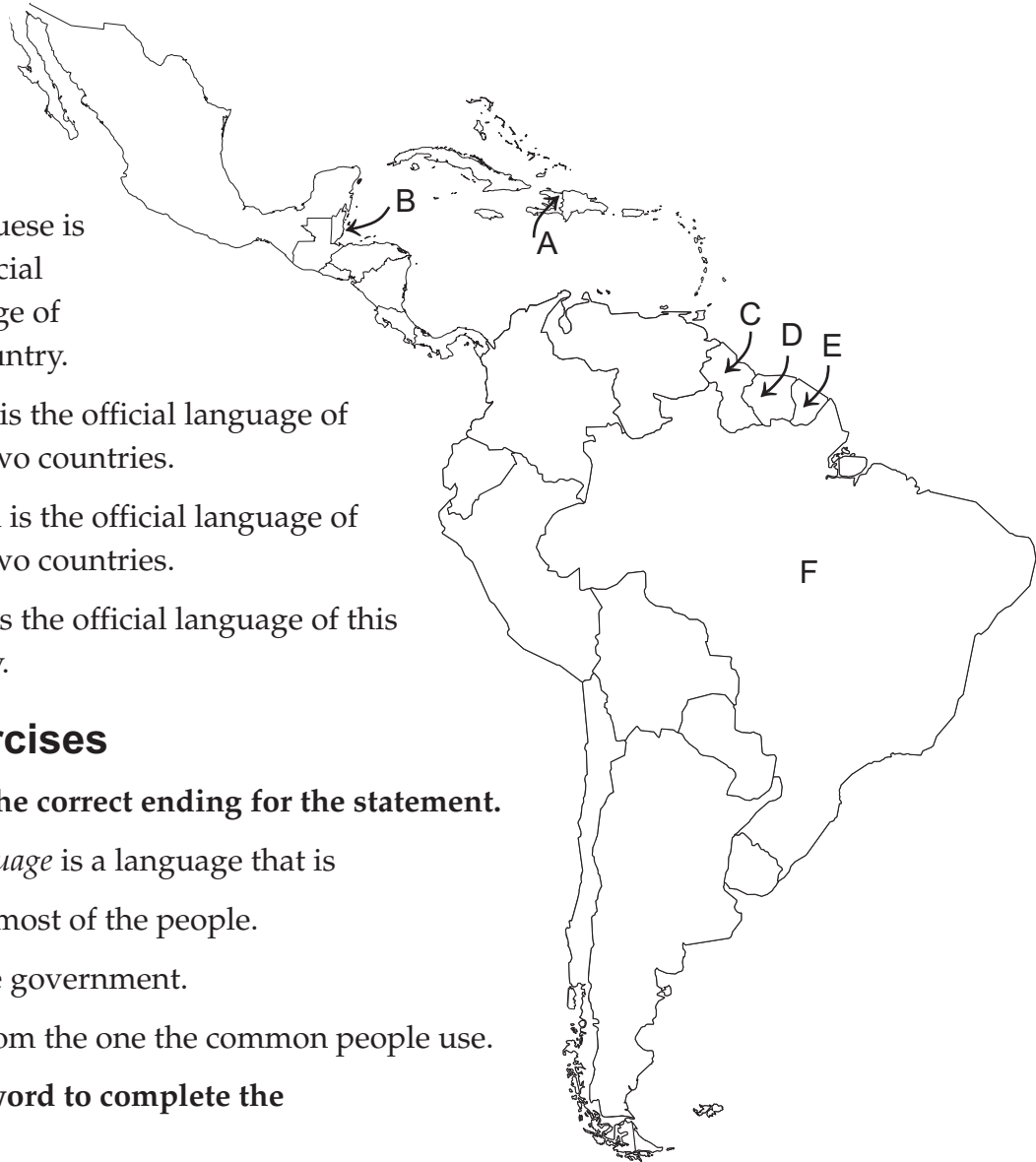
More Neighbors

Section 1.3
Text pp. 22 – 25

A. Map Exercises

Write the letter of each country that matches the description.

1. F Portuguese is the official language of this country.
2. A, E French is the official language of these two countries.
3. B, C English is the official language of these two countries.
4. D Dutch is the official language of this country.



B. Word Exercises

Circle the letter of the correct ending for the statement.

5. An *official language* is a language that is
 - a. spoken by most of the people.
 - b. used by the government.
 - c. different from the one the common people use.

Find a vocabulary word to complete the sentence below.

6. Because people of Middle and South America have different origins, languages, and customs, we say they are of different nationalities.

C. General Exercises

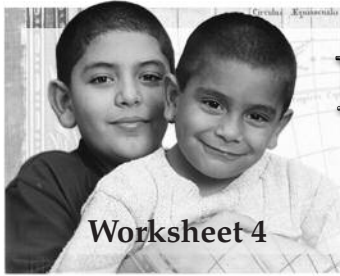
Put the correct numbers in the blanks.

- 7. Number the following groups in order according to the time they appeared or arrived in America.
 - a. 2 Latinos
 - b. 1 Indians
 - c. 3 Negroes

- 8. Number the following steps in order to explain how Latin America got its name. Number one is done for you.
 - a. 1 The language of the Roman empire was Latin.
 - b. 3 People from Spain, Portugal, and France settled in Mexico, Central America, West Indies, and South America, bringing their languages with them.
 - c. 2 People of the regions that later became Spain, Portugal, and France learned Latin from the Roman soldiers who conquered them.
 - d. 4 Today Mexico, Central America, West Indies, and South America are called Latin America.

Complete the following exercises.

- 9. In some Latin American countries, the people are not called Latinos.
 - a. Name three Latin American countries whose people are not called Latinos.
 Belize, Suriname, Guyana
 - b. Explain why these people are not called Latinos.
 They do not speak a Latin language.
 - c. List three languages that Latinos speak.
 French, Spanish, Portuguese



Neighbors in LATIN AMERICA

Worksheet 4

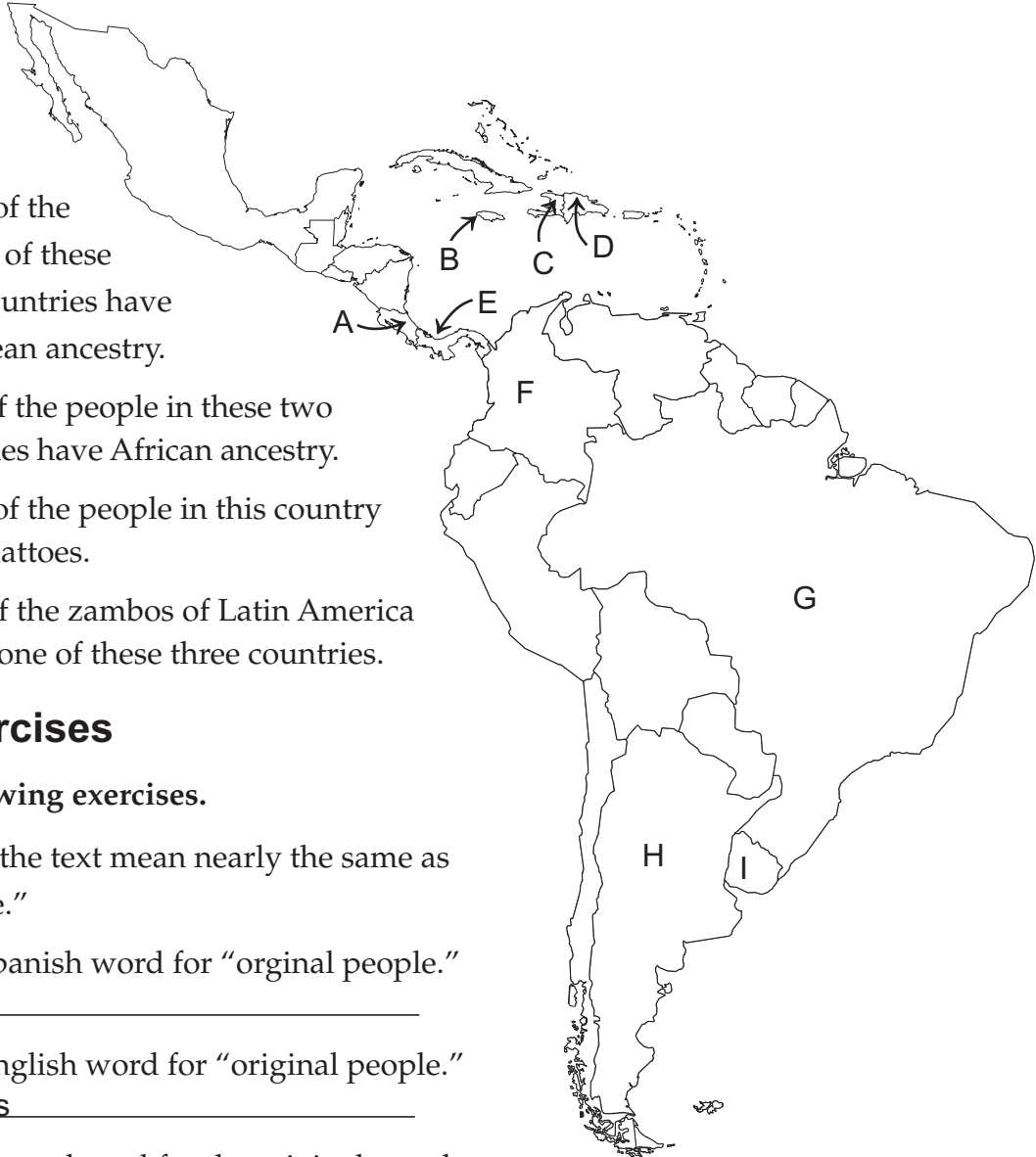
The People of Latin America

Section 2.1
Text pp. 26 – 28

A. Map Exercises

Write the letter of each country that matches the description.

1. AGHL Many of the people of these four countries have European ancestry.
2. BC Most of the people in these two countries have African ancestry.
3. D Many of the people in this country are mulattoes.
4. EFG Most of the zambos of Latin America live in one of these three countries.



B. Word Exercises

Complete the following exercises.

5. Two words in the text mean nearly the same as "native people."
 - a. Give the Spanish word for "original people."
indigenas
 - b. Give the English word for "original people."
indigenous
6. Underline the word used for the original people of Latin America.
(Indians, Europeans, Africans.)

C. General Exercises

Circle the letter of the correct ending for the statement.

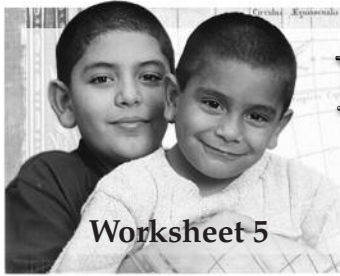
7. It is hard to know how many people live in Latin America because
- there are many different nationalities.
 - the population has grown very rapidly.
 - countries do not take a census.
 - many people live in areas that are hard for census takers to reach.
8. Between the years of 1960 and 2007, the population of Latin America
- doubled.
 - tripled.
 - dropped.
 - stayed about the same.

Complete the following exercise.

9. In each pair, underline the name of the country or land area with the greatest number of Indians.
- Latin America, Anglo-America
 - Anglo-America, Mexico

Fill in the blanks.

10. Three groups of people with mixed ancestry live in Latin America. Name the two races that mixed to form each of the following.
- mestizos Indian, European
 - mulattoes European, African
 - zambos Indian, African
11. Three main groups of people live in Latin America—European, Indian, African.
- Name the group of people who came against their will. African
 - Name the group of people who came of their own choice. European
 - Name the group that was there when the others arrived. Indian



Neighbors in LATIN AMERICA

Worksheet 5

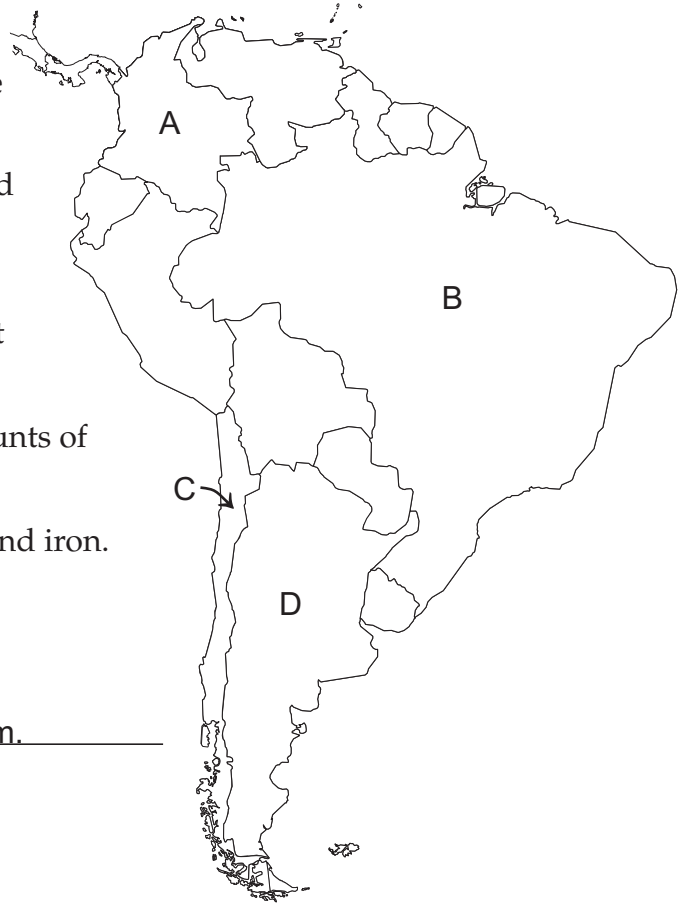
Living as Neighbors

Section 2.2
Text pp. 29–33

A. Map Exercises

Write the letter of the country that matches the description.

1. C The United States buys grapes and apples from this country in the winter.
2. B This country is the world's largest producer of coffee.
3. A This country produces large amounts of both coffee and bananas.
4. C This country mines both copper and iron.



B. Word Exercises

5. From the text define *bauxite*.
Bauxite is an ore used to make aluminum.

C. General Exercises

Complete the following exercises.

6. Number the steps of banana production in order. The first and the last one are numbered for you.
 - a. 1 Growers start new banana plants.
 - b. 2 Bananas grow in bunches on the plants.
 - c. 6 Bananas are dipped in a bath to remove dirt.
 - d. 5 Carts, trucks, or trains take bananas to seaports.
 - e. 4 Workers carry banana bunches to carts, trucks, or trains.
 - f. 3 Workers cut the bunches of bananas from the plants.
 - g. 7 Refrigerator ships take bananas over the world.

7. Latin America supplies other countries with important products. From the text list four food items that Latin America provides for other countries. Bananas, cocoa, coffee, coconuts

8. From the word box choose the food product or fruit to match each description.

bananas	cocoa	coffee	coconuts	cacao
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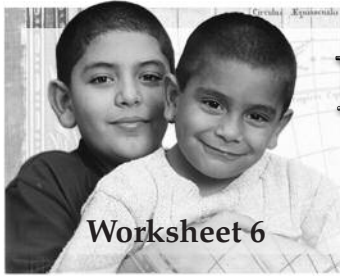
- a. These two products grow on trees. cocoa, coconuts
- b. This product grows on a bush. coffee
- c. These two products come from beans that are roasted and then ground. cocoa, coffee
- d. The flesh of these two fruits is eaten. bananas, coconuts
- e. This fruit looks like a cherry. coffee
- f. This fruit looks like a fat squash or cucumber. cacao

9. From the word box choose the part of the coconut tree that matches each description below.

meat inside fruit	blossom sap
liquid inside fruit	trunk leaves

- a. This part of the coconut tree is used to thatch roofs. leaves
- b. This part of the coconut is dried and eaten. meat inside fruit
- c. This part of the coconut is used to build houses and bridges. trunk
- d. This part of the coconut is used to make a coconut sugar or vinegar. blossom sap
- e. This part of the coconut tree is used to make hats, mats, and baskets. leaves
- f. A sweet liquid used in drinks comes from these two parts of the coconut. liquid inside fruit, blossom sap

10. Explain why you think shoots that form around a banana plant are called *hijos* or "children."
These shoots surround the parent plant and depend on it like children depend on parents.



Neighbors in LATIN AMERICA

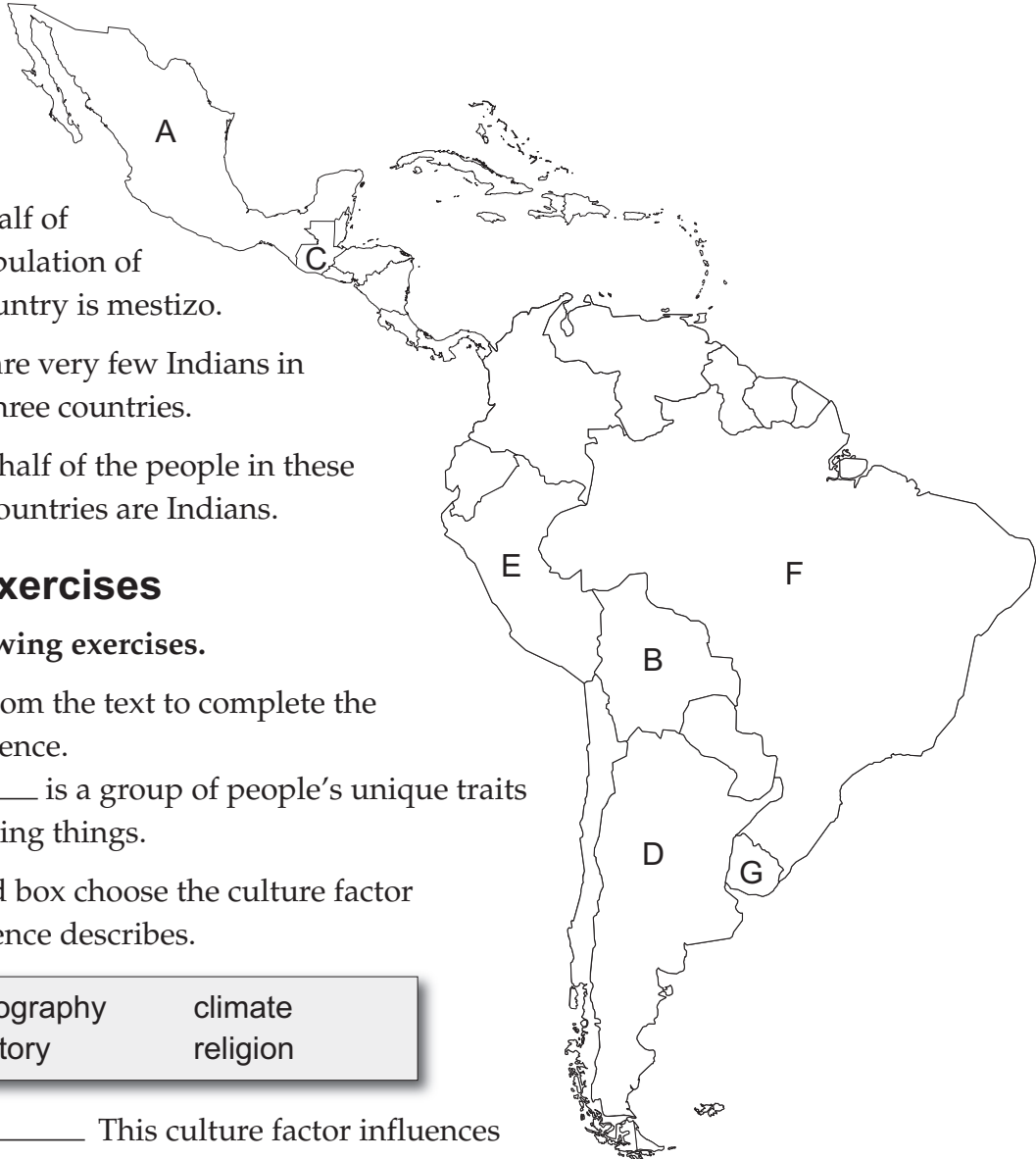
People and Culture

Worksheet 6

Section 2.3
Text pp. 34 – 41

A. Map Exercises

Write the letter of each country that matches the description.



1. A Over half of the population of this country is mestizo.
2. DFG There are very few Indians in these three countries.
3. BCE About half of the people in these three countries are Indians.

B. General Exercises

Complete the following exercises.

4. Find a word from the text to complete the following sentence.
 Culture is a group of people's unique traits and way of doing things.
5. From the word box choose the culture factor that each sentence describes.

geography	climate
history	religion

- a. climate This culture factor influences the clothes Latin Americans wear.
- b. climate This culture factor influences the foods Latin Americans eat.
- c. geography This culture factor influences Latin American's choice of businesses.
- d. history This culture factor shapes Latin American's cultural heritage.
- e. religion This culture factor shapes what Latin Americans believe about God.

6. Number the following groups in order according to the influence that they have had on Latin American culture. Start with one for the greatest influence.

- a. 2 Indian
- b. 1 European
- c. 3 African

7. Write *European* or *Indian* to tell which culture is most important for its effect on each of the following.

- a. clothes Indian
- b. handcrafts Indian
- c. buildings European
- d. foods Indian

8. Read the first description of Guatemala on the bottom of page 37.

a. Write a sentence that summarizes the first paragraph of the description.
Indian men of Guatemala carry heavy loads on their backs.

b. Write a sentence that summarizes the second paragraph of the description.
Indian women of Guatemala carry heavy loads on their heads.

9. In the story on page 38 what lesson did the North American farmer in Guatemala learn?

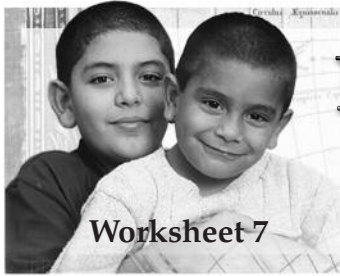
Soil on steep hillsides must be be tilled very lightly to avoid mud slides when it rains.

C. Kaleidoscope Exercises

Complete the following exercises.

10. How is the culture of Latin America like the mosaics made by Aztec artists?
Many and varied pieces of Latin American culture blend like the pieces of the mosiac.

11. From the second paragraph on page 40, list four things that vary widely in Latin America and make up its cultural mosaic.
languages, foods, music, clothes, also climate and geography



Neighbors in LATIN AMERICA

Worksheet 7

Latin America – A Vast Land

Section 3.1
Text pp. 44 – 48

A. Map Exercises

Write the letter of the country that matches the description.



1. A This country is the third largest in land area in Latin America.
2. F This Central American country does not touch the Carribean Sea.
3. G This Central American country does not touch the Pacific Ocean.
4. C This island is larger than all the other islands of the West Indies together.
5. D This island of the Greater Antilles is shared by two countries.
6. E This island of the Greater Antilles is a dependency of the United States.
7. B This group of islands forms one independent country.
8. I This is the largest Latin American country in both land area and population.
9. H This South American country has both Atlantic and Pacific Ocean coastlines.
10. From the map on page 46, find two kinds of information that tell you that it is a political map.

This map shows the outlines of countries. It also shows capital cities.

B. Word Exercises

- 11. Find a vocabulary word to replace each italicized group of words below.
 - a. West Indies has nine *territories that are controlled by another country*. dependencies
 - b. Paraguay and Bolivia are countries *having no land that touches an ocean*. landlocked

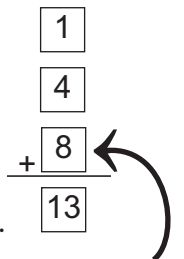
C. General Exercises

Complete the following exercises.

- 12. Name the four largest islands of the West Indies in order of size from largest to smallest.
 - a. Cuba
 - b. Hispaniola
 - c. Jamaica
 - d. Puerto Rico

- 13. Complete the addition problem at the right to find how many countries of the Lesser Antilles are independent.

- a. Write the number of independent countries in the Bahamas. 1
- b. Write the number of independent countries in the Greater Antilles. 4
- c. Write the number of independent countries in the West Indies all together. 8
- d. Find the missing number. How many independent countries are in the Lesser Antilles? 13

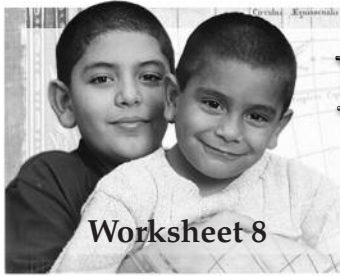


Circle the letter of the correct ending for the statement.

- 14. The Lesser Antilles are lesser than the Greater Antilles because
 - a. they have fewer countries.
 - b. they have smaller countries.
 - c. they have fewer independent countries.

Answer the question.

- 15. What is the difference between an independent country and a dependency?
Independent countries have their own laws, money, and government, but
dependencies are controlled by another country.



Neighbors in LATIN AMERICA

Worksheet 8

Landforms of Latin America

Section 3.2
Text pp. 48 – 51

A. Map Exercises

Write the letter of the country that matches the description.



1. A This is the Sierra Madre Occidental.
2. B This is the Sierra Madre Oriental.
3. C This is the Northern Andes.
4. E This is the Central Andes.
5. G This is the Southern Andes.
6. G The highest mountain in the western hemisphere is in this mountain range.
7. D This is the Amazon River Basin.
8. H This is the Rio de la Plata.
9. I Most of the major rivers of South America flow into this ocean.

B. Word Exercises

10. The mountains of South America have Spanish names. Choose a Spanish word from the word box to match the English meanings.

cordillera	sierra	madre	oriental	occidental
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- a. mother madre
- b. western occidental
- c. eastern oriental
- d. long chain of mountains stretching through one or more countries cordillera
- e. a group of mountains with peaks like the teeth of a saw sierra

C. General Exercises

Complete the following exercises.

11. North America and South America have similar landforms.
 - a. The Andes _____ Mountains in western South America and the Rockies in western North America are both tall mountain ranges.
 - b. Just like the Mississippi River flows through a central lowland and river valleys in North America, the Amazon _____ River flows through the central lowland and river valleys in South America.
 - c. Name one other way that the landforms of North and South America are alike.
Both have a lower mountain range on the eastern coast. _____

12. The three main land regions of Latin America appear as three bold-print headings in the text.
 - a. List them in order of elevation from the highest to the lowest.
Western Mountain Region, Eastern Highland Region, Central Lowland Region _____

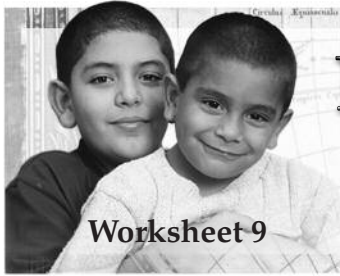
 - b. Name the land region which includes the greatest land area of South America.
Central Lowland Region _____

13. The Nile _____ River is the longest river in the world, but it does not carry as much water as the Amazon _____ River.

14. From the word box choose words to complete these statements about the rivers of South America.

estuary tributaries river systems river basin

 - a. Three large river systems _____ drain the Central Lowland Region.
 - b. The land that is drained by the answer to *a.* is called a/an river basin _____.
 - c. The answer to *a.* are formed by smaller rivers called tributaries _____ that flow into the major rivers.
 - d. The Uruguay River and the Paraná River flow into the Rio de la Plata, an arm of the Atlantic Ocean known as a/an estuary _____.



Neighbors in LATIN AMERICA

Worksheet 9

Shaking Landforms

Section 3.3
Text pp. 52 – 56

A. Map Exercises

Write the letter of the country that matches the description.

1. A This country has had four different capital cities.
2. C A volcano in this region killed more people than any other Latin American volcano.
3. E This country has more active volcanoes than any other South American country.
4. B The capital city of this country has no railroads.



B. General Exercises

5. Number the following in order to explain what happens when an earthquake occurs.
 - a. 2 Great pressure builds up between moving rocks.
 - b. 4 The earth moves up and down or sideways.
 - c. 3 Underground rocks break because of great pressure.
 - d. 1 The earth moves slowly along cracks in the crust of the earth.

Circle the letter of the correct answer.

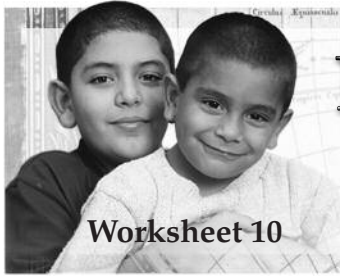
- 6. Which of the following best expresses the causes of greatest danger to people in an earthquake?
 - a. the heaving of the earth's surface
 - b. falling buildings, floods, and fires
 - c. broken dams, gas lines, and electric lines
- 7. Volcanoes are most destructive when they erupt
 - a. over a long period of time.
 - b. over a large area.
 - c. suddenly.
 - d. regularly.

Fill in the blanks.

- 8. The Ring of Fire covers a large area of the earth.
 - a. What two natural disasters take place frequently in the Ring of Fire?
earthquakes volcanoes
 - b. What body of water is surrounded by this ring? Pacific Ocean
 - c. Why have so many Latin American capitals experienced earthquakes?
These cities lie in mountain highlands, near the Pacific Ocean, and in the Ring of Fire.
-

Complete the following exercise.

- 9. Latin America is a land of highlands, deserts, and tropical lowlands.
 - a. In which area does most of the population live? highlands
 - b. Name two reasons why people prefer to live in this area. The highlands have pleasant climates and good soil.
 - c. Explain why the airplane is an especially important form of transportation in Latin America
There are many mountains in Latin America and airplane is often the easiest way to travel from the lowlands to the highlands.



Neighbors in LATIN AMERICA

Worksheet 10

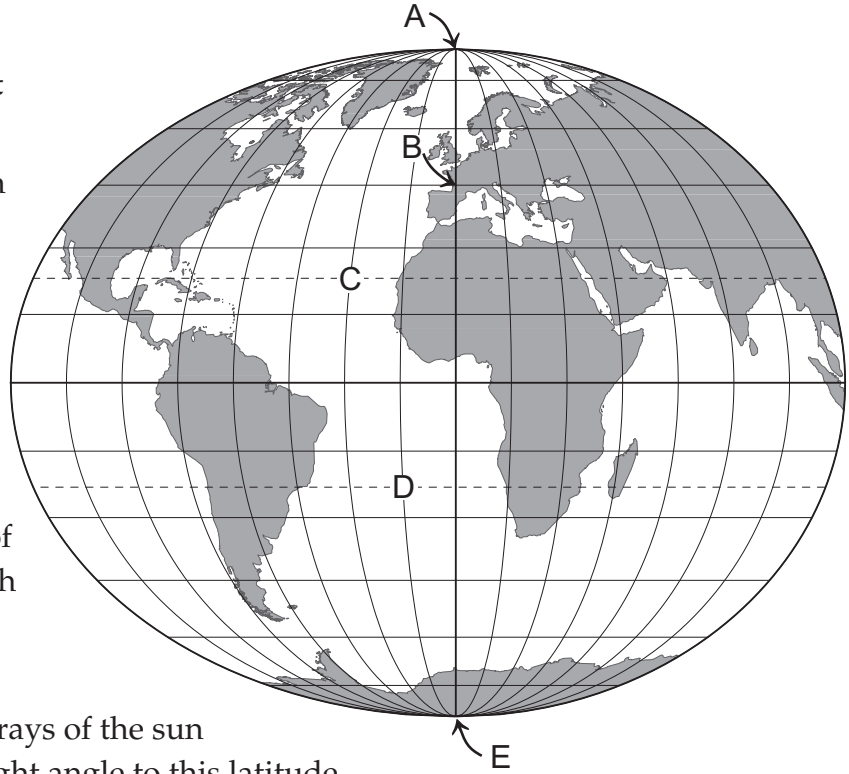
The Climate of Latin America

Section 4.1
Text pp. 58 – 60

A. Map Exercises

Write the letter of the country that matches the description.

1. A This point is 90° north latitude.
2. E This point is 90° south latitude.
3. B This is the starting point for measuring longitude.
4. C On June 21, the rays of the sun strike the earth at a right angle to this latitude.
5. D On December 22, the rays of the sun strike the earth at a right angle to this latitude.
6. B The prime meridian runs through this longitude.



B. Word Exercises

Underline the correct word.

7. We could not play softball today because we had rainy (weather, climate).
8. Farmers in the United States do not grow bananas because their (weather, climate) is too cool.

Name the climate factors described below.

9. distance above sea level altitude _____
10. distance from the equator latitude _____

From the text find a word or words to match the following descriptions.

11. lines that measure east and west distance lines of longitude OR meridians _____
12. lines that measure north and south distance lines of latitude _____

C. General Exercises

Complete the following exercises.

13. Number the following in order from north to south as they appear on a globe.

- a. 3 equator
- b. 2 Tropic of Cancer
- c. 1 North Pole
- d. 5 South Pole
- e. 4 Tropic of Capricorn

14. Why does the area between the tropics usually have warm climates?

This area is close to the equator and is struck by the most direct rays of the sun.

Circle the letter of the correct ending for the statement.

15. In order to have low temperatures in the area between the tropics,

- a. it must be wintertime.
- b. the location must have a low altitude.
- c. the location must have a high altitude.
- d. the location must have a high latitude.

Underline the correct answer.

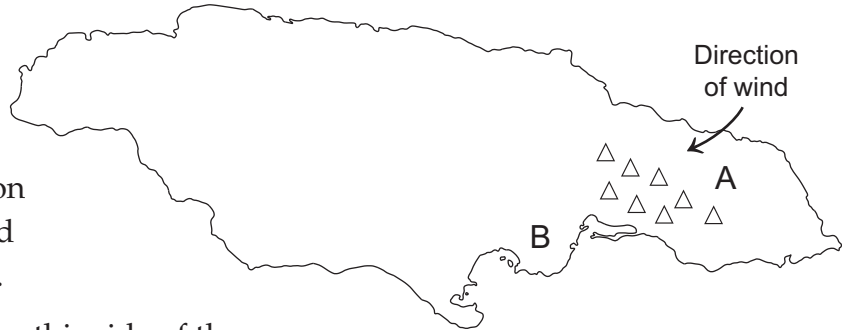
16. When the temperature in Quito is 65° F, the temperature in Guayaquil is likely about (35°F, 40°F, 65°F, 95°F).

17. Latitude and altitude both affect climate.

- a. If two cities lie on the same latitude, the one with the higher altitude will probably have a (warmer, cooler) temperature.
- b. If two cities have the same altitude, the one whose latitude is closer to the equator will probably have the (warmer, cooler) temperature.

A. Map Exercises

Write the letter of the region that matches the description.



1. A Towns and regions on this side of the island receive high rainfall.
2. B Towns and regions on this side of the island receive low rainfall.
3. A This is the windward side of the island.
4. B This is the leeward side of the island.
5. A The wind usually blows from this side of the island.

B. Word Exercises

6. Label each statement *leeward* or *windward*.
 - a. windward the side of the mountain toward the wind
 - b. leeward the side of the mountain away from the wind
 - c. windward the side of the mountain where more precipitation falls
 - d. leeward the side of the mountain where deserts and grasslands lie

C. General Exercises

7. Number the steps in order to tell how a mountain can cause precipitation.
 - a. 4 Moisture in the air condenses as the air cools.
 - b. 5 When enough moisture condenses, it will fall as precipitation.
 - c. 2 The mountain causes air to rise.
 - d. 1 The wind blows moist air toward a mountain.
 - e. 3 Air cools as it rises.

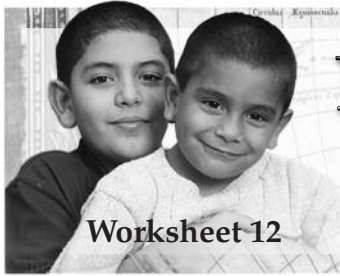
8. Number the following in order to tell how moisture from the sea brings precipitation to the land.
- a. 2 Water evaporates from a body of water into warm air.
 - b. 4 The air cools and drops its moisture as snow or rain.
 - c. 3 The air rises to cross land.
 - d. 1 Warm wind blows over water.
9. Look at the maps on pages 46 and 50.
- a. Which of these maps shows topography? The map on page 50 shows topography.
 - b. From the map give the name of a topographical feature to prove your answer.
Students should give names of mountains, rivers, deserts, or similar land regions.
-

Circle the letter of the correct ending for the statment.

10. According to the text, Mooretown, Jamaica, receives more rainfall than Kingston, Jamaica, because
- a. Mooretown has a warmer temperature.
 - b. Kingston has a higher altitude.
 - c. Mooretown lies on the windward side of a mountain.
 - d. Mooretown lies on the leeward side of the mountain.

Underline the correct choice.

11. In the winter, oceans and lakes cool (slower, faster) than the air and land nearby.
12. In the summer, oceans and lakes warm (slower, faster) than the air and land nearby.
13. Because oceans cool at a different rate than the land, ocean breezes help keep the air (cooler, warmer) during the summertime in the tropics.



Neighbors in LATIN AMERICA

Worksheet 12

Ocean Currents

Section 4.3
Text pp. 63 – 65

A. Map Exercises

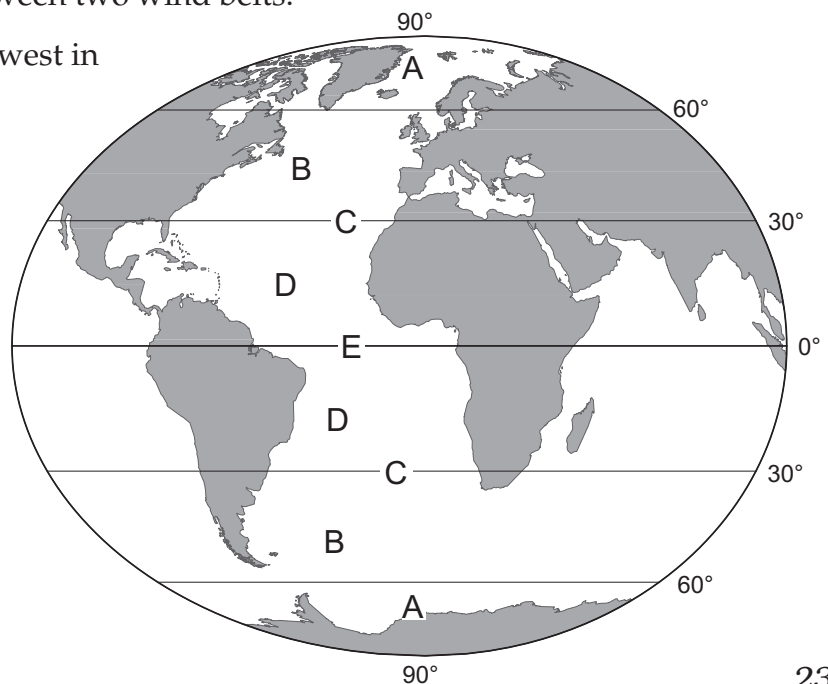
Write the letter of the region that matches the description.

1. C A cold current flows north in this region.
2. D This is one of the driest places in the world.
3. A A warm current in this region flows north, bringing rainfall.
4. E A warm current in this region flows south, bringing rainfall.



Write the letter of the region that matches each description.

5. C Many of the world's largest deserts are found on this latitude between two wind belts.
6. B The winds blow from the west in these latitudes.
7. A Cold winds blow from the east in these latitudes.
8. D Warm winds blow from the southeast in these latitudes.
9. E Large rain forests receive plenty of rain in these latitudes.



B. General Exercises

Complete the tables.

10. Three ocean currents affect South America. Complete the table about them.

LOCATION OF CURRENT	NAME OF CURRENT	TEMPERATURE Write <i>warm</i> or <i>cool</i>	RAINFALL Write <i>dry</i> or <i>moist</i>
southwest coast	Peru Current	cool	dry
northeast coast	South Equatorial	warm	moist
southeast coast	Brazil Current	warm	moist

11. Three wind belts circle the earth north and south of the equator. Complete the table about them.

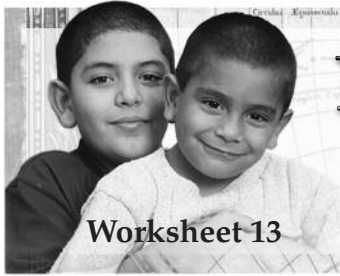
NAME OF WIND BELT	LATITUDE NORTH AND SOUTH	DIRECTION FROM WHICH THEY BLOW
polar easterlies	greater than 60° OR near poles	east
westerlies	30 to 60 degrees	west
trade winds	0 to 30 degrees	east

Fill in the blank.

12. In the calm regions at 30° north and south, the world's largest deserts are found.
13. Name the climate factor that distributes heat and moisture. atmospheric circulation
14. Sailing ships used the trade winds to travel from Europe to the Americas.

Underline the correct choice.

15. Ocean currents are like rivers of water in the ocean.
- a. Currents flowing from the poles to the equator are (cold, warm).
- b. Currents flowing from the equator to the poles are (cold, warm).



Neighbors in LATIN AMERICA

Worksheet 13

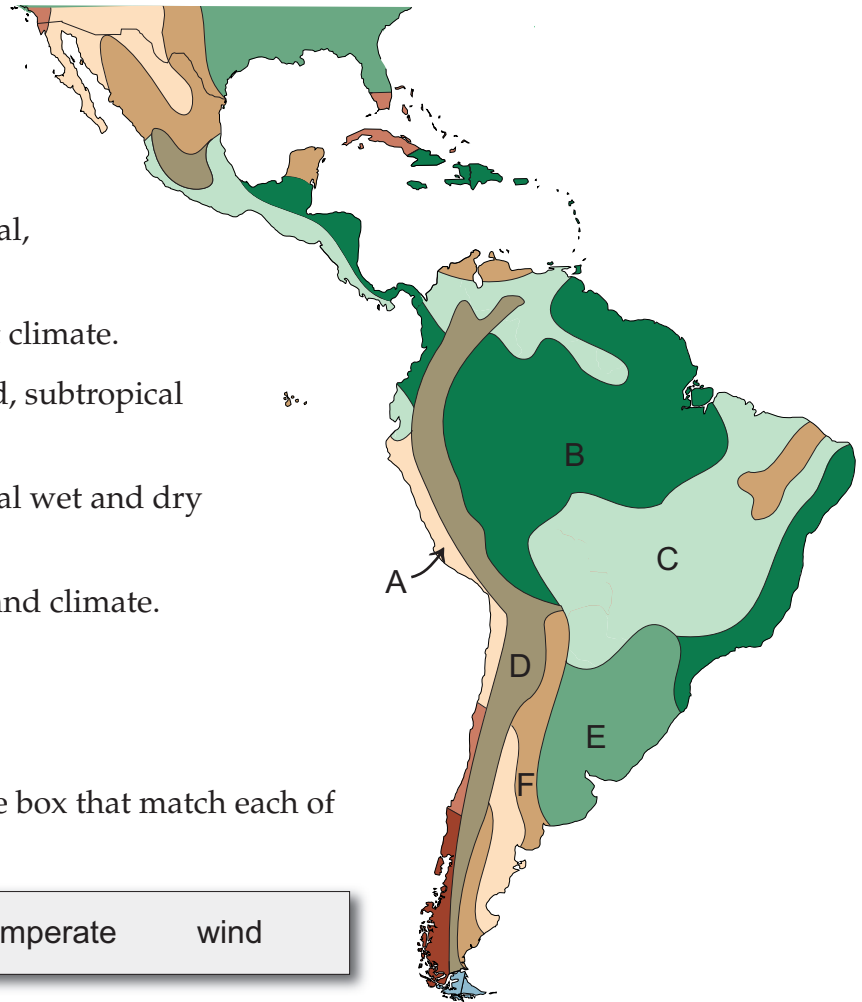
Tropical Lands

Section 4.4
Text pp. 66 – 75

A. Map Exercises

Write the letter of the region on the map that matches the description.

1. B This region has a tropical, wet climate.
2. A This region has a desert climate.
3. E This region has a humid, subtropical climate.
4. C This region has a tropical wet and dry climate.
5. D This region has a highland climate.



B. Word Exercises

Complete the following exercises.

6. Choose English words from the box that match each of the following Spanish words.

cold	hot	land	temperate	wind
------	-----	------	-----------	------

- a. tierra land
 - b. caliente hot
 - c. templada temperate
 - d. fría cold
 - e. huracán wind
7. Write the name of the country that means *depths*. Honduras

C. General Exercises

Complete the following exercises.

8. Beside each climate region write the letter of the best description for its temperatures.

A. warm or hot	B. cool or cold	C. varying
----------------	-----------------	------------

- | | |
|----------------------------------|--|
| a. <u>A</u> tropical humid | d. <u>C</u> humid continental climates |
| b. <u>C</u> dry climates | e. <u>B</u> polar climates |
| c. <u>C</u> humid, mild climates | f. <u>B</u> highland climate |

9. Climate regions differ in vegetation.

- a. Which climate region has no vegetation? polar
- b. Why do you think this region has no vegetation? Most of this region is too cold for plants to grow.

10. What climate factor has the greatest effect on Latin American temperatures? altitude

11. Number the following cities in order from highest altitude to lowest altitude.

- a. 3 Caracas, Venezuela
- b. 1 La Paz, Bolivia
- c. 2 Quito, Ecuador

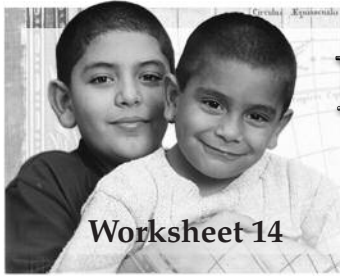
Underline the correct answer.

12. According to page 60, the cities in number 11 are also numbered in order from lowest to highest average (rainfall, temperature, latitude).

D. Kaleidoscope Exercises

Underline the correct answer.

13. Normally winds blow (away from, toward) the Pacific coast of South America.
14. When the El Niño occurs, the winds change direction and warm water flows (away from, toward) the Pacific coast of South America.
15. The El Niño causes (rain in dry areas, drought in wet areas, both rain in dry areas and drought in wet areas).



Neighbors in LATIN AMERICA

Worksheet 14

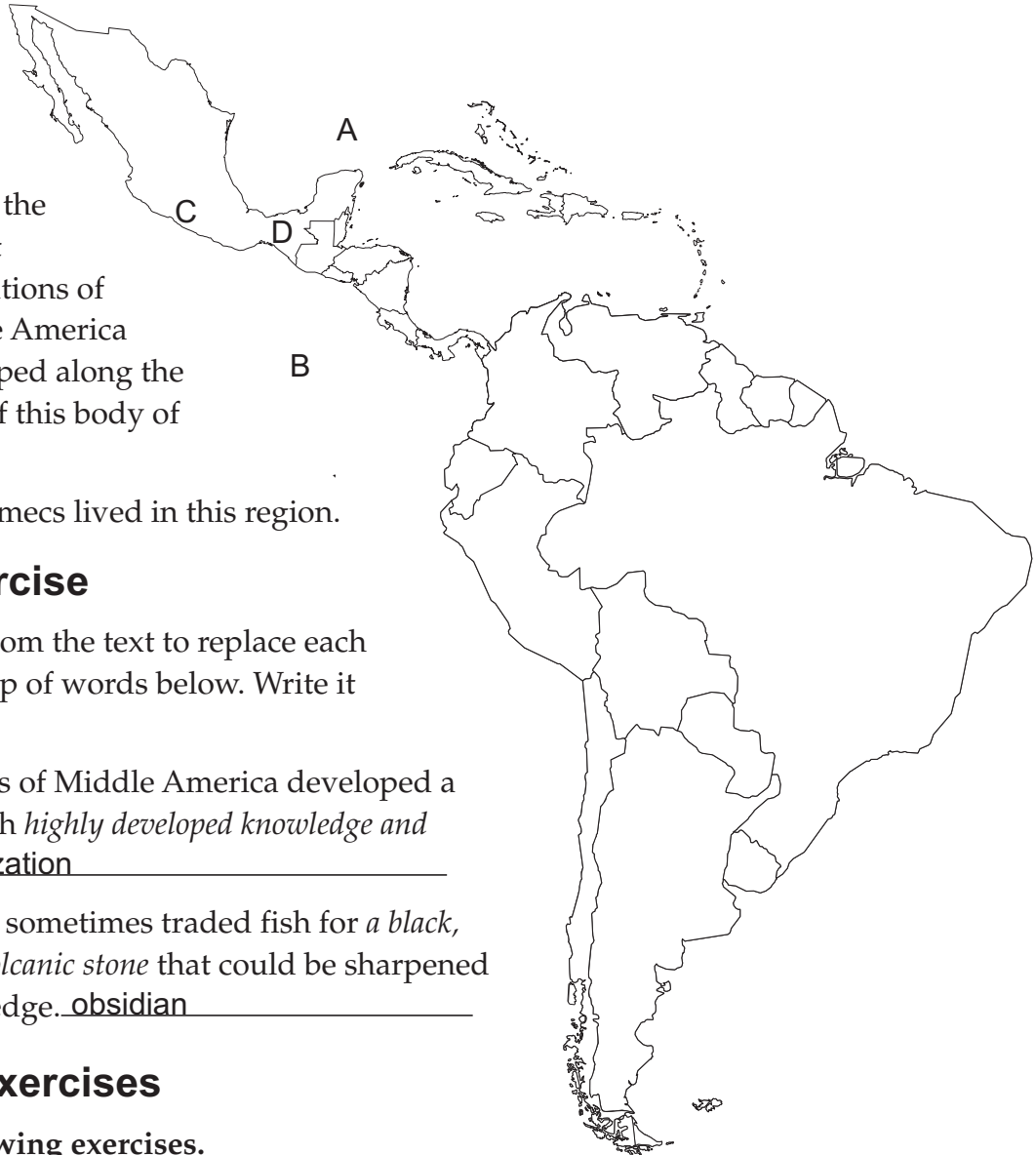
The Earliest Americans

Section 5.1
Text pp. 78 – 80

A. Map Exercises

Write the letter of the country that matches the description.

1. A One of the earliest civilizations of Middle America developed along the coast of this body of water.
2. D The Olmecs lived in this region.



B. Word Exercise

3. Find a word from the text to replace each italicized group of words below. Write it on the blanks.
 - a. The Olmecs of Middle America developed a culture with *highly developed knowledge and skills*. civilization
 - b. The Olmec sometimes traded fish for *a black, glass-like volcanic stone* that could be sharpened to a razor edge. obsidian

C. General Exercises

Complete the following exercises.

4. Historians suggest various ideas about the origin of Native Americans. Circle the letter of the statement we can *know* is true.
 - a. The Native Americans' ancestors came from Asia.
 - b. The Native Americans crossed the Bering Strait from Siberia to Alaska.
 - c. The Native Americans came to America during an ice age.

5. From the last paragraph on page 79, find and copy two words that describe the rate of migration of the people who moved southward across the Americas.
slowly, eventually
6. Number the following events in order as historians think they happened in history.
- a. 3 Christ was born.
 - b. 4 Columbus reached America.
 - c. 2 The Olmec civilization died out.
 - d. 1 Olmecs settled along the coast of the Gulf of Mexico.
7. Circle the letter of the sentence that shows the Olmecs lived in a hot, humid coastal climate.
- a. The Olmecs developed a form of picture writing.
 - b. The Olmecs built large pyramids and stone carvings.
 - c. The Olmecs raised corn, beans, and squash.
 - d. The Olmecs built simple houses of poles, woven walls, and thatched roofs.
 - e. The Olmecs had a large network of roads.

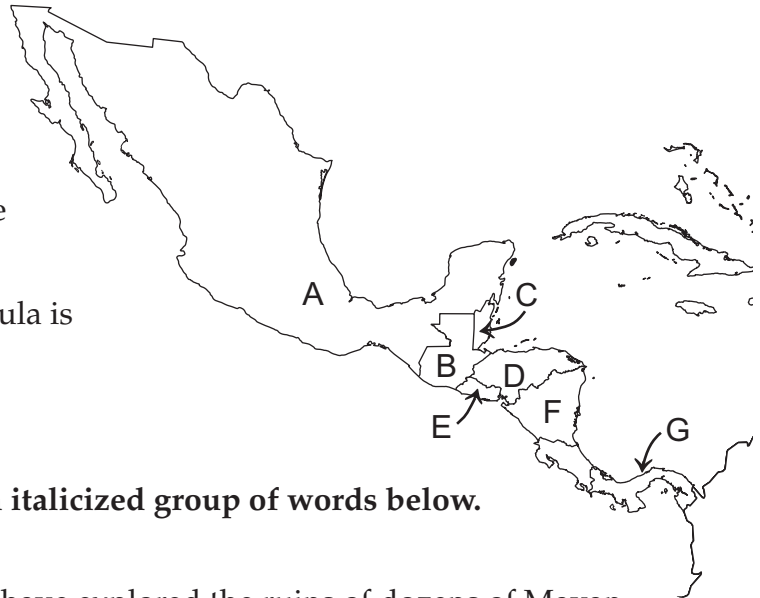
Answer the question.

8. How did the Olmec's writing differ from ours? The Olmecs wrote with pictures rather than using the alphabet with letters to form words.
-

A. Map Exercises

Write the letter of each country that matches the description.

- ABC The Maya lived in the area DE that is covered by these five countries.
- A Most of the Yucatán Peninsula is part of this country today.



B. Word Exercises

Find a word from the text to replace each italicized group of words below. Write it on the blanks.

- Scientists who study people of long ago* have explored the ruins of dozens of Mayan cities. archeologists
- Manmade objects from early people* tell how those people lived. artifacts

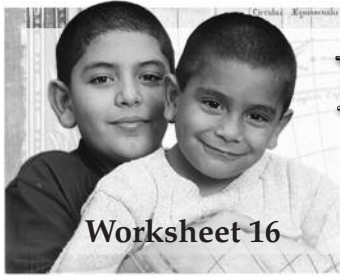
C. General Exercises

Circle the letter of the correct ending for the statement.

- The Maya lived
 - north of the Olmecs.
 - south and east of the Olmecs.
 - before the Olmecs.
- The Mayan ball game was dangerous because
 - they used stone hoops.
 - players could not use their hands.
 - losers were sometimes sacrificed to the gods.

Complete the following exercises.

7. Tell how the Maya were similar to the Olmecs in each of the following:
 - a. homes Both lived in thatched-roof pole houses.
 - b. business Both were farmers.
 - c. architecture Both built large pyramids.
8. Number the following events in order as they happened in history.
 - a. 3 The Maya built large cities.
 - b. 1 The Maya lived in small farming communities.
 - c. 2 The Mayan civilization entered an age of special growth.
9. What similar purpose did the Maya seem to have in their study of the stars, building of pyramids, and playing of games?
It seems that all of these pursuits were linked to their religion.
10. Mayan occupations differed according to their class.
 - a. What was the occupation of the upper class? The upper class Maya were merchants who grew rich from trading goods between major cities.
 - b. What was the occupation of the lower class? The common people were farmers who lived in country villages and gave a large part of their crops to the upper class for taxes.
11. Give at least two reasons why the Mayan building projects are so remarkable.
They built large structures of stone without the help of wheels or animals.
These buildings still stand today.



Neighbors in LATIN AMERICA

Worksheet 16

The Mayan Number System

Section 5.3
Text pp. 83 – 85

A. Map Exercises

Write the letter of the country that matches the description.

1. A This old world country had a calendar as accurate as the one developed by the Maya.
2. B This old world country used hieroglyphics similar to the Maya.



B. Word Exercises

Circle the correct letter.

3. From the text we can tell that a *linguist* is
 - a. a person who writes hieroglyphics.
 - b. a person who studies languages and writing.
 - c. a kind of picture writing.

C. General Exercises

Answer the question.

4. How was the Mayan number system different from ours? The Mayan number system was based on 20 rather than on 10. They used a system of bars and dots rather than individual numerals.

Circle the correct letter.

5. Which is the most likely reason why the Maya had such an accurate calendar?
 - a. The Maya built many massive stone buildings without tools.
 - b. The Maya had observatories where the priests studied the stars and heavenly bodies.
 - c. The Maya were farmers.

Complete the following exercises.

6. The North American Indians call their months *moons* because one month is about the length of one cycle of moon phases. Although we do not know what the Maya called their months, give one reason why they likely did not call them by a name that meant moons. The Mayan month cycle was only twenty days long, which is about nine days shorter than one cycle of moon phases. They had five extra days that did not belong to any month.
7. The first paragraph on page 79 says historians believe there were over 2,000 Native American languages when Spaniards arrived in America. According to this paragraph, how was the Mayan language different from most Native American languages? The Mayan language was a written language. Most of the Native American languages were not written.

Fill in the blanks.

8. The Maya used hieroglyphics.
- Hieroglyphics use pictures to represent words or sounds.
 - According to your text, who among the Maya probably never learned to write? The common people probably never learned to write.
 - Hieroglyphics means "sacred carvings" or "priest carvings." Considering your answer to *b*, why do you think this type of writing was called "priest carvings"? Hieroglyphics were used by the priests of the upper classes.
9. The Mayan religion stands in contrast to the Christian religion.
- The text says, "most Maya had no hope of escaping the Place of Fright for it was ruled by terrifying gods.
 - In contrast, the Christian has a hope of life after death.
(See Titus 3:7.)

Complete the following exercise.

10. Number the following events in order as they most often happen.
- 3 Men worship only false gods and are ignorant of the true God.
 - 1 Men believe in the one true God.
 - 2 Men try to worship the one true God along with many false gods.



A. Map Exercises

Write the letter of the country that matches the description.

1. A,B,C Mayan languages are still spoken in these three countries.
2. C You can find a modern Mayan village in this country today.



B. Word Exercises

Circle the correct letter.

3. The word *slash* in the term *slash-and-burn* means that the Mayan farmers
 a. cut down trees.
b. cut a ring around the trees to kill them.
c. cut up the trees after they burned them.

C. General Exercises

Complete the following exercises.

4. Number the steps of the slash-and-burn method in order.
 - a. 3 Farmers planted crops in the ash-enriched soil.
 - b. 1 Farmers cut down trees.
 - c. 2 Farmers burned the dead trees.
 - d. 5 The land returned to a jungle.
 - e. 4 The soil lost its fertility, and farmers moved to a new area.
 5. Find and copy a sentence from page 87 that tells how events of nature may have caused the Mayan civilization to die out. Some historians think that crop failure may have been one of the reasons that many of the great Mayan cities died out around A.D. 900.
-

- 6. Mayan civilization influenced the people around them.
 - a. List two influences that have mostly disappeared. The Mayan calender and number system.
 - b. List one influence that has not disappeared. The Mayan language is still spoken today.
 - c. Mayan languages are still spoken in Central America. Explain how these languages have changed since early times. The languages are now written with an alphabet instead of using hieroglyphics.

Circle the correct letter.

- 7. The last paragraph on page 88 says you can visit a modern Mayan village in Guatemala. From the paragraph you can tell that modern means that
 - a. the people use only modern farm tools and equipment.
 - b. these villages can still be seen today.
 - c. the people follow modern customs and methods of farming.

Fill in the answers.

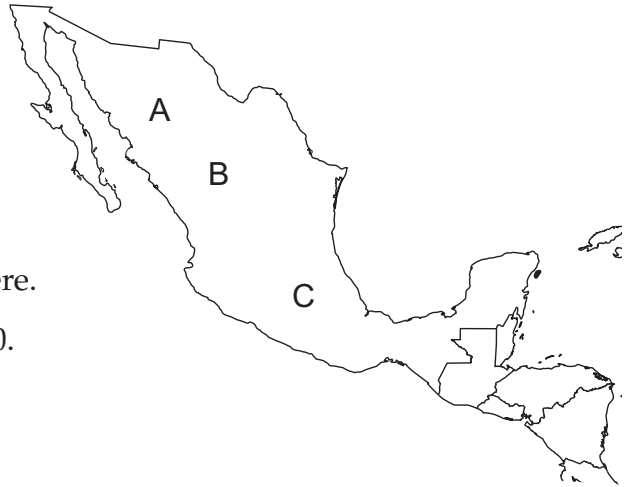
- 8. Many Maya are farmers like their ancestors.
 - a. List two ways that Mayan farming today is the same as in ancient times. Farmers still plant mostly maize. They still use the slash-and-burn farming method.
 - b. List one way that Mayan farming today is different from ancient times. Most Maya use modern hoes and other farming equipment.



A. Map Exercises

Write the letter of the country that matches the description.

1. B The Aztecs lived here from A.D. 1200 to 1300.
2. C The Aztecs built a great civilization here.
3. A The Aztecs lived here before A.D. 1200.
4. C The Aztecs found a large lake here.



B. Word Exercise

5. From the second full paragraph on page 89, copy part of a sentence to finish this definition of a legend.

A legend is a story that is passed from one generation to the next.

C. General Exercises

Do these exercises.

6. Number the following events in order as they happened in history.
 - a. 4 The Aztecs lived in the central highlands of Mexico.
 - b. 1 The Olmecs lived in Middle America.
 - c. 5 The Aztecs lived in the Valley of Mexico.
 - d. 3 The Aztecs lived in northwest Mexico.
 - e. 2 The Maya lived in Middle America.
7. The Aztecs moved twice.
 - a. In A.D. 1200 they migrated from the deserts of northwest Mexico to the central highlands.
 - b. In A.D. 1300 they moved to the fertile valley of Central Mexico.

Circle the letter of the correct ending for the statement.

8. Using the answers of 7a and 7b, we can assume that the Aztecs moved because they
- a. needed a better place to grow crops.
 - b. preferred to live in higher elevations.
 - c. were chased out by other tribes.
9. The Valley of Mexico enjoys spring-like weather year round because it lies
- a. near the equator.
 - b. in a fertile valley.
 - c. at a high altitude.
10. The sentence or clause from the Aztec legend that best explains how Tenochtitlán got its name is
- a. . . an eagle perched on a cactus that grew on a rocky island in the middle of a lake.
 - b. The eagle held a snake in his beak.
 - c. "Settle where you find an eagle perched on a cactus and devouring a snake."

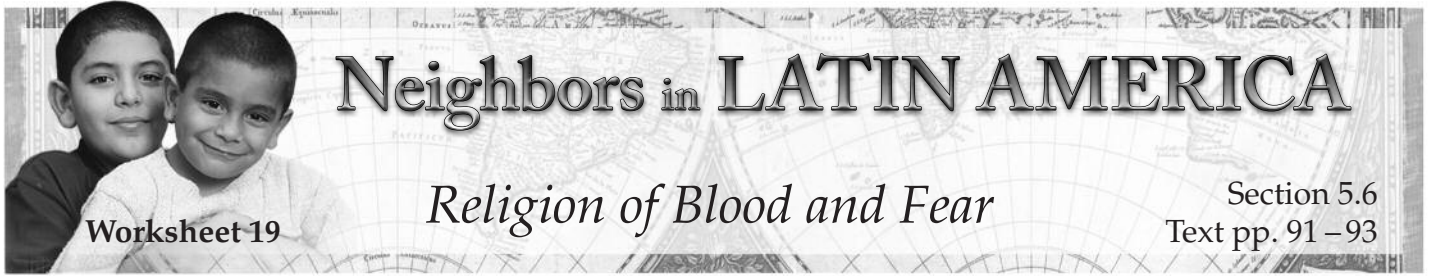
Fill in the blanks.

11. Compare and contrast the Mayan *milpas* with the Aztec *chinampas*.
- a. The Aztecs created their *chinampas* from the lake_____. The Maya created their *milpas* from the forest or jungle_____.
 - b. The Aztecs planted trees_____ which helped to anchor their *chinampas*. The Maya burned down their trees_____ before they could farm their *milpas*.
 - c. The soil of the Aztecs' *chinampas* was rich and produced a surplus_____ of food. The soil of the *milpas* became poor and produced less_____ maize.

Complete the following exercise.

12. Describe a purpose other than food for which the Aztecs used cocoa beans.

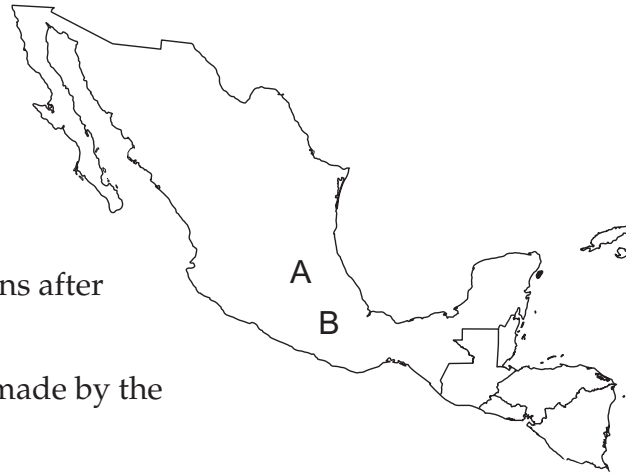
The Aztecs used cocoa beans as money to buy other goods.



A. Map Exercises

Write the letter of the city that matches the description.

1. A Tenochtitlán was the Aztec capital before the Europeans arrived.
2. A Mexico City was built by the Europeans after they destroyed the Aztec capital.
3. B In Xochimilco you can see *chinampas* made by the Aztecs long ago.



B. General Exercises

Complete the following exercises.

4. Number the following events in order as they happened in the Aztec religion.
 - a. 2 Aztecs believed the gods were angry and demanded human sacrifice.
 - b. 3 Aztecs went to war to capture sacrifice victims.
 - c. 1 Drought caused crop failure.
5. Why did the people around Tenochtitlán fear the Aztecs? The Aztecs frequently fought neighboring people and captured them for human sacrifice victims.

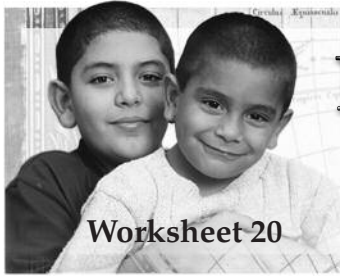
Circle the letters of the correct ending for the statement.

6. Quetzalcoatl was (choose two)
 - a. a Central American bird with emerald-green tail feathers.
 - b. a fair-skinned Aztec god with a long beard.
 - c. a Mayan serpent god with long green tail feathers like the quetzal.

- 7. Mexico is named
 - a. because of an Aztec legend.
 - b. after a war god.
 - c. after a word that the Aztecs used to describe themselves.

Fill in the blanks.

- 8. The Aztecs and Maya had many gods.
 - a. Quetzalcoatl had the body of a _____ and the feathers of a _____ .
 - b. The Aztecs' chief god was the _____ god.
 - c. Romans 1:22 says that such people think they are _____ but they are actually _____ .
- 9. Contrast the Aztec religion with the Christian religion.
 - a. The Aztecs sacrificed many _____ trying to prevent the destruction of the _____ . Jesus sacrificed _____ in order to save the _____ . (See John 3:16, 17.)
 - b. The Aztecs thought their god required that men _____ so that their god could have their _____. God also requires that Christians give their _____ to Him (see Psalm 51:17), but the Christian gives his heart as a sacrifice. (See Romans 12:1.)
 - c. The Aztecs were terrified by _____. Through Christ, the Christian can overcome the fear of _____. (See 1 Corinthians 15:54, 57.)

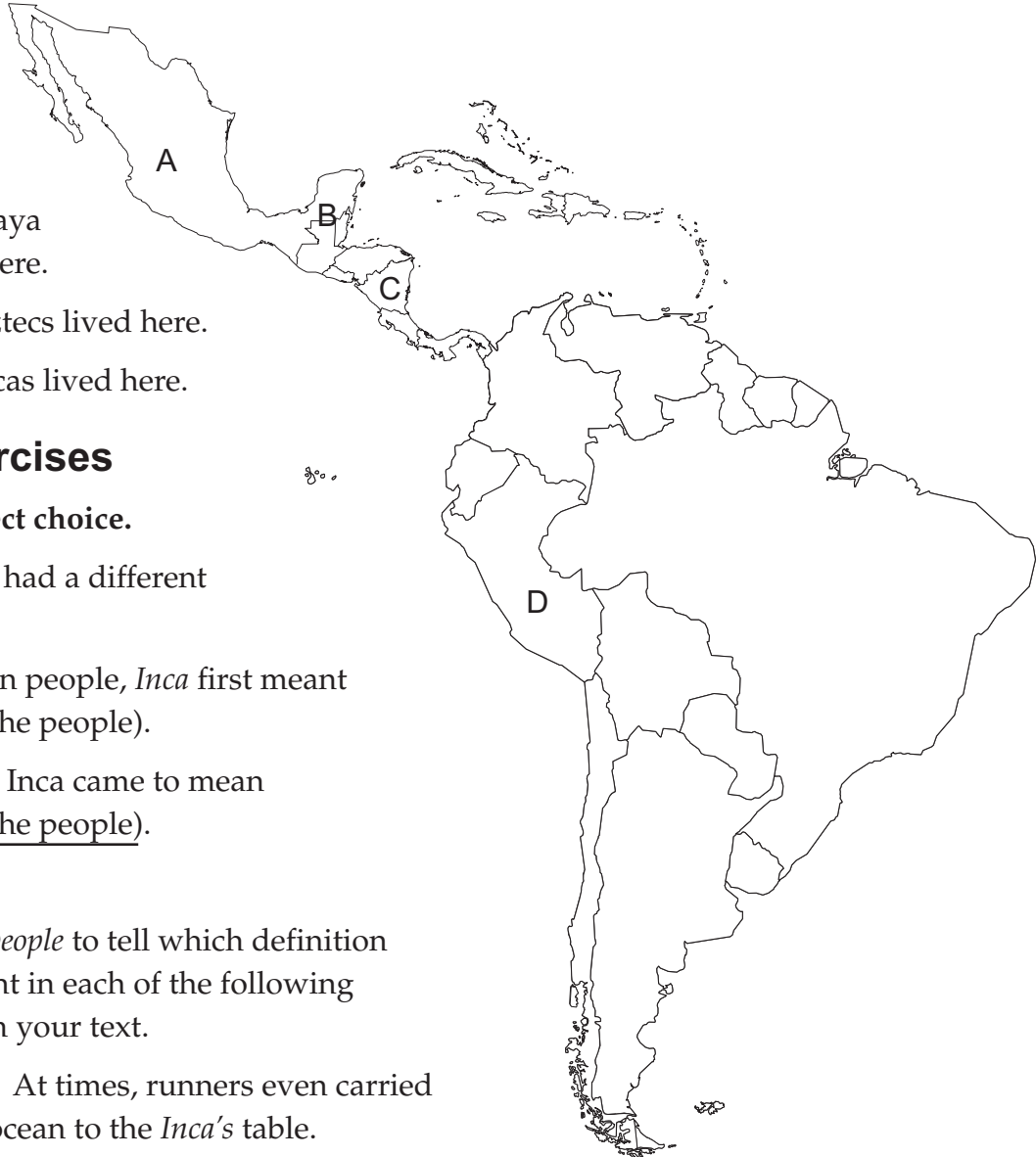


Neighbors in LATIN AMERICA

The Inca – A Great Civilization in South America

A. Map Exercises

Write the letter of the country that matches the description.



1. The Maya lived here.
2. The Aztecs lived here.
3. The Incas lived here.

B. Word Exercises

Underline the correct choice.

4. Years ago *Inca* had a different meaning.
 - a. To the Incan people, *Inca* first meant (the king, the people).
 - b. Eventually *Inca* came to mean (the king, the people).

Fill in the blanks.

5. Write *king* or *people* to tell which definition of *Inca* is meant in each of the following sentences from your text.

At times, runners even carried fish from the ocean to the *Inca's* table.

After the Spanish introduced reading and writing to the *Incas*, the *Incas* no longer needed *quipus*.

6. Find a bold word from the text to replace each italicized group of words below.
 - a. The Incas built *a mighty nation ruled by a powerful leader*.
 - b. Deep, *narrow mountain cuts* run through the Andes Mountains.
 - c. Incan relay runners carried *a knotted rope whose knots stood for numbers and items*.

C. General Exercises

Complete the following exercises.

7. Number the events in order as they happened in Incan history.
 - a. The Incas had developed into a mighty empire.
 - b. The Incas began to conquer other people around them.
 - c. The tribes of western South America had little to do with each other.
8. Give one reason why it may have been easier for men to study and understand Aztec and Mayan culture than Incan culture.
but the Inca did not.
9. Contrast the Incan civilization with the Mayan and Aztec civilizations.
 - a. Name one way that the Incan civilization was less advanced than the Mayan or Aztec civilizations.

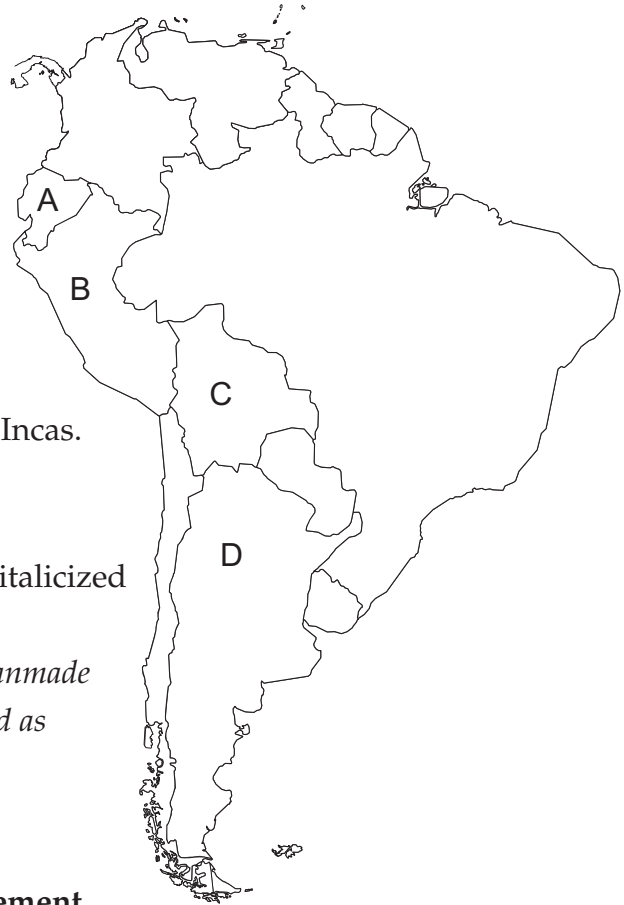
 - b. Name two things that Incan engineers built that show they were as advanced as the Aztecs and Maya.
10. How could the Incas build roads across steep mountains?
on foot, they could travel on steps cut into the mountainsides.
11. Circle the correct statement in each of the steps of the Incan relay system.
 - Step 1—
 - a. Runner 1 ran with a written message to Runner 2.
 - b. Runner 1 memorized a message and ran to Runner 2.
 - Step 2—
 - a. Runner 1 told the message to Runner 2. Then Runner 2 set out to find Runner 3.
 - b. Both runners ran together until Runner 1 had told Runner 2 the message.
 - Step 3—
 - a. Runner 2 ran alone until he met Runner 3.
 - b. Runners 1 and 2 ran until they met Runner 3.



A. Map Exercises

Write the letter of the country that matches the description.

1. The highest archeological dig in the world is found in this country.
2. The Incan Temple of the Sun was in a city in this country.
3. One of the official languages of this country is the language of the ancient Incas.



B. Word Exercise

4. Find a bold word from the text to replace the italicized group of words below.

The Incan religion included belief in *sacred manmade or natural objects that they worshiped and honored as having supernatural power.*

C. General Exercises

Circle the letters of the correct ending for the statement.

5. From the text we can tell that a looter is
 - a. a person who studies the history of ancient civilizations.
 - b. a person who illegally digs up buried items from Incan times and tries to make money by selling them.
 - c. the preserved body of a dead Inca.
6. The story of Pachacuti and Viracocha suggests that
 - a. the Incas' ancestors may have known about the true God.
 - b. people can believe in the true God while they worship other gods.
 - c. all early people believed in many gods.

Number the following.

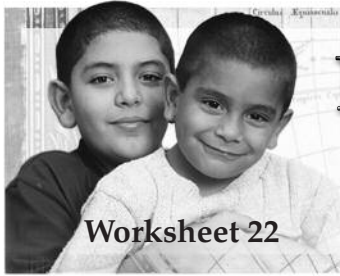
7. Number the following events in order as legend says they happened.
 - a. Pachacuti rebuilt the temple of the sun.
 - b. Pachacuti became an Incan ruler.
 - c. Priests objected to Pachacuti's suggestion that the people pray to Viracochi.
 - d. Pachacuti called a meeting to express his doubt of the sun god, Inti.

Complete the following exercises.

8. Fill in the blanks to tell what Pachacuti concluded about Inti, the sun god, from each of the following facts about the sun.
 - a. The sun rises every day and is moving all the time. Therefore Inti, the sun god, is not _____.
 - b. The sun does not shine everywhere at one time. Some people have day while others have night. Therefore Inti, the sun god, is not _____.
 - c. Sometimes the sun goes behind a cloud. Therefore Inti, the sun god, is not _____.
9. Pachacuti said Viracocha is *ancient, remote, supreme, and uncreated*. Use these words to complete the descriptions of the true God. Use a dictionary if you do not know what these words mean.
 - a. We cannot see God like we can see the sun. God is _____.
 - b. God existed before creation. God is _____ and _____.
 - c. God has power over everything. God is _____.
10. Why were the priests afraid to tell the common people that Inti was no god at all?
They were afraid the people would be upset because they had been made to work very hard to build a magnificent temple to this god. Now their work would seem pointless.

11. The Incans grew many food crops that we enjoy today.
 - a. List three of these food crops that could be grown only in the warmer, wetter lowlands.
lima beans, peanuts, and corn -- Students might also mention chili peppers.

 - b. List one food crop which could be grown in the colder, dryer highlands.



Neighbors in LATIN AMERICA

Worksheet 22

Other South Americans

Section 6.3
Text pp. 101 – 103

A. Map Exercises

Write the letter of the county that matches the description.

1. The Araucanians lived in this area before the Spaniards attacked them.
2. The Araucanians retreated into this area.
3. The Guaraní lived in this area.
4. The Patagonians lived in this area.
5. Portuguese sailors named these islands "Land of Fire."



B. Word Exercises

Complete the following exercises.

6. *Tierra del Fuego* means "Land of Fire."
 - a. Underline the word that *terrace* looks most like. (Tierra, del, Fuego)
 - b. *Tierra* means .
 - c. *Terrace* means steps of .
 - d. Underline the word that *fuel* looks most like. (Tierra, del, Fuego)
 - e. *Fuego* means .
 - f. *Fuel* means a material used to start a .
7. Find a word from the text to replace the italicized group of words below. Write it on the blank.
The southernmost tip of Patagonia consists of *a group of islands*.

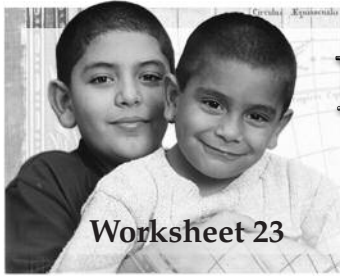
C. General Exercises

Circle the letter of the correct ending for the statement.

8. The Chile pine is called the monkey puzzle tree because
- monkeys like to climb them.
 - difficult puzzles are made from the wood of this tree.
 - monkeys find it difficult to climb these trees.

Complete the following exercises.

9. Number the following events in order as they happened in history.
- The Araucanians withdrew southward and resisted the Spanish.
 - Argentine and Chilean armies defeated the Araucanians.
 - The Spanish conquered the Incas of the northern Andes.
 - The Spanish attacked the Araucanians.
10. On the blanks write the letter of the tribe that matches the description. Use *A* for *Araucanians*, *G* for *Guaraní*, or *P* for *Patagonians*
- lived along the coast and depended on fishing
 - captured horses from the Spanish
 - peace-loving people
 - lived in simple tents or out on the open beach
 - resisted the Spanish for over two hundred years
 - kept bonfires burning constantly
 - gathered food from the forests
 - stopped the Inca Empire from expanding farther south
 - ancestors of many Paraguayans
 - lived on the islands Portuguese sailors named *Tierra del Fuego*
 - spoke the Tupian languages
 - were considered giants
 - expert basket makers
 - hunted with bows and arrows
 - lived in pole buildings with thatched roofs
 - ate corn, squash, beans, and potatoes



Neighbors in LATIN AMERICA

Worksheet 23

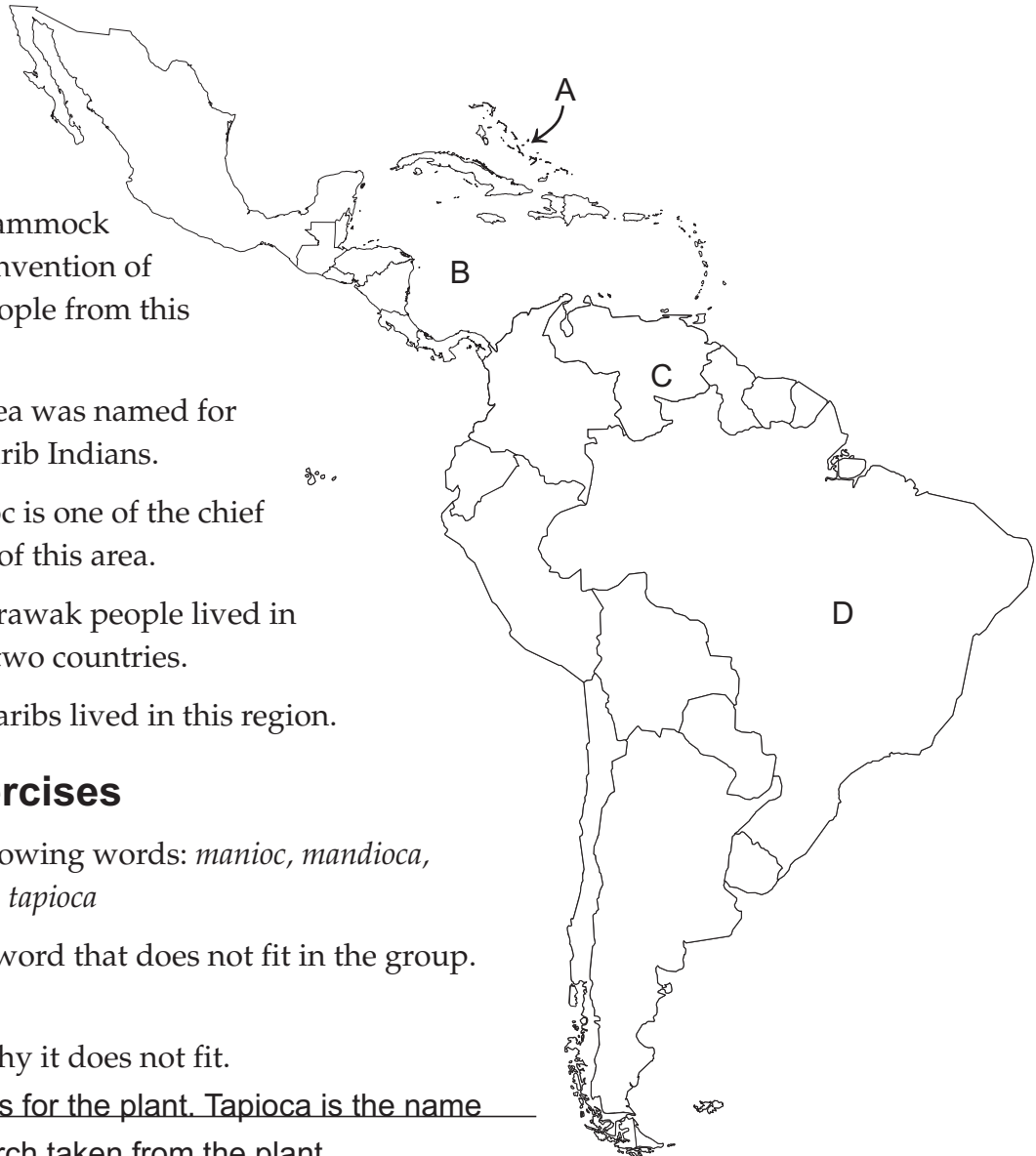
Rain Forest People

Section 6.4
Text pp. 103 – 107

A. Map Exercises

Write the letter of the country that matches the description.

1. The hammock is an invention of the people from this area.
2. This sea was named for the Carib Indians.
3. Manioc is one of the chief foods of this area.
4. The Arawak people lived in these two countries.
5. The Caribs lived in this region.



B. Word Exercises

6. Study the following words: *manioc*, *mandioca*, *cassava*, *yucca*, *tapioca*
 - a. Write the word that does not fit in the group.
 - b. Explain why it does not fit.
are names for the plant. Tapioca is the name
of the starch taken from the plant.
7. Find a word from the text to replace each italicized group of words below.
 - a. The Carib Indians were *men who ate other men*.
 - b. The rain forest people slept in *nets made of cotton, hung in the air*.

C. General Exercises

Complete the following exercises.

8. Give two reasons why the rain forest people lived mostly along the rivers.

They ate fish from the rivers.

9. The rain forest people were different from other Central and South American people in several ways. Finish the following statements to explain these differences.

- a. It was impossible to build roads because of _____ and _____ .
 b. They did not do much farming because _____ .

10. Why do you think the rain forest people had no stone buildings?

manmade tools. It was difficult to clear the land sufficiently to build large buildings.
Perhaps there was less stone available in the rain forest. Perhaps it was difficult to build strong foundations in the rain forest.

11. The rain forest people had few man-made tools. Copy a sentence that shows that the Arawaks likely had man-made tools.

wood and metal workers.

12. Number the following events in order as they happened in history.

- a. Most of the Arawak Indians disappeared.
 b. Carib and Arawak Indians lived on the same islands.
 c. Europeans arrived in America.

13. List three ways the American Indians lived before the Spanish arrived.

Simply and in small groups, large farm villages, strong stone buildings in large cities

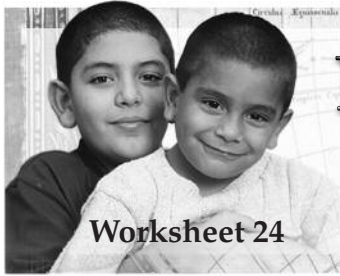
D. Kaleidoscope Exercises

14. Finish each sentence to show how the Aché ways of life have changed.

- a. Now Japegi's family has a small house, but until the 1970s the Aché

- b. Now Japegi's family grows manioc and maize, but until the 1970s the Aché
roamed the forest hunting animals and gathering insects and plants for food.

- c. The women cut down several palm trees with their metal axes, but in earlier days they used _____ .



Neighbors in LATIN AMERICA

Worksheet 24

The Age of Exploration

Section 7.1
Text pp. 110 – 112

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. A Prince Henry established a navigation school here.
2. D Vasco da Gama reached this coast in 1498.
3. C Portuguese ships had explored south to this point by the time Prince Henry died.
4. A The king of this country *refused* to supply money and ships for Columbus's expedition.
5. B The king and queen of this country supplied money and ships for Columbus's expedition.



B. Word Exercises

Find words from the text to complete the sentences below.

6. The Portuguese developed light, narrow sailing ships that could sail in shallow waters called caravels.
7. During the period between 1450 and 1700, Europeans traveled farther and farther from Europe. Because of the exploration that occurred during this period it is often called the Age of Exploration.

C. General Exercises

Circle the letter of the correct ending for the statements.

Goods from the Indies and China had to be carried overland from the distant east, which made them very costly. The kings of Europe wanted to find a direct ocean route to the East.

8. From this we can tell that overland travel was
 - a. more expensive than water travel.
 - b. easier than water travel.
 - c. more direct than water travel.
9. Da Gama's trip took
 - a. a little over one year.
 - b. a little less than one year.
 - c. almost two years.

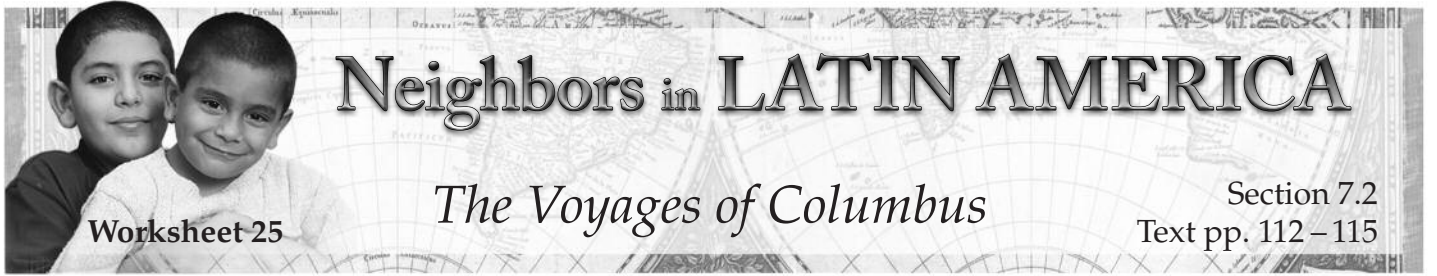
Complete the following exercises.

10. Europeans could travel farther during the Age of Exploration because they designed _____ that could travel farther and designed better _____ to direct their ships.
11. Give the date for each event and then number the events in order as they happened.
 - a. _____ Portuguese began the race to explore unknown parts of the world.
 - b. _____ The Portuguese took the first African slaves to Europe.
 - c. _____ Da Gama reached the western coast of India by water.
 - d. _____ Prince Henry died.

Answer the question.

12. Why was Da Gama's trip important?

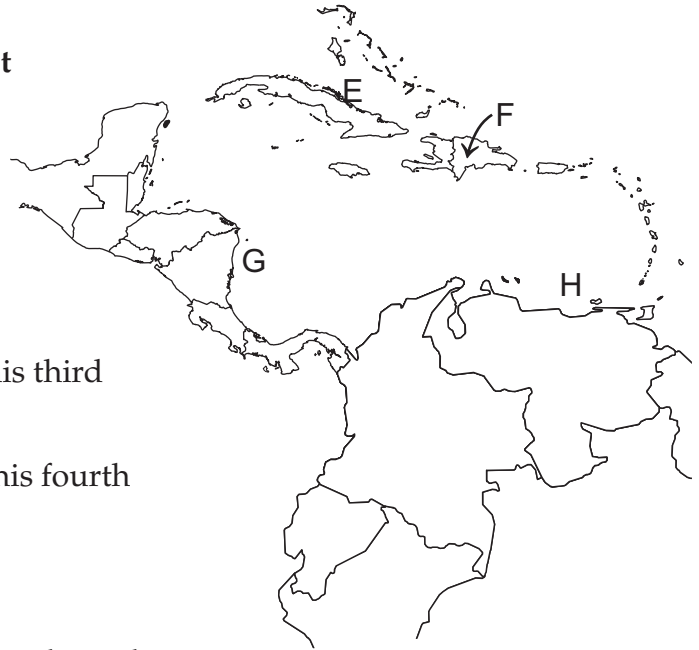
East that made it easier, cheaper, and faster to reach the riches of the East.



A. Map Exercises

Write the letters of the region on the map that matches each description below.

1. Columbus explored these two areas on his first expedition.
2. Columbus established a colony here on his second expedition.
3. Columbus explored this area on his third expedition.
4. Columbus explored this area on his fourth expedition.



B. Word Exercises

Find words from the text to replace the italicized words below.

5. On Hispaniola, Columbus established the first permanent *settlement* of Europeans in America.
6. On his fourth voyage, Columbus visited *a narrow strip of land* that separated the Atlantic Ocean from the Pacific Ocean.

C. General Exercises

Fill in the blanks.

7. Columbus wrongly estimated the distance to Japan.
 - a. He thought that the world was only about _____ miles around.
 - b. He estimated that Japan lay about _____ miles west of the Canary Islands.
 - c. Columbus did not know that two _____ and two _____ lay to the West between Europe and Japan.

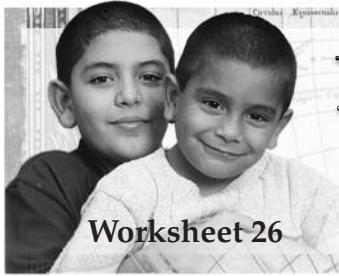
8. Compare Columbus's goals for his four voyages.
 - a. The goal of his first trip was to reach _____.
 - b. The goal of his second trip was to build a _____ and to the Indians.
 - c. On his fourth trip he was again looking for _____.

Underline the correct choices.

9. Underline the event that happened first in each of the following pairs.
 - a. Da Gama reached India.
Columbus made his first expedition.
 - b. Columbus established the first permanent European colony in the Americas.
Columbus realized that he had discovered a new continent.
 - c. Columbus took the first Native Americans to Europe.
Columbus brought the first European missionaries to America.

Answer the question.

10. On Columbus's third voyage, what discovery helped him to realize that South America was not just a large island?
into the ocean.



Neighbors in LATIN AMERICA

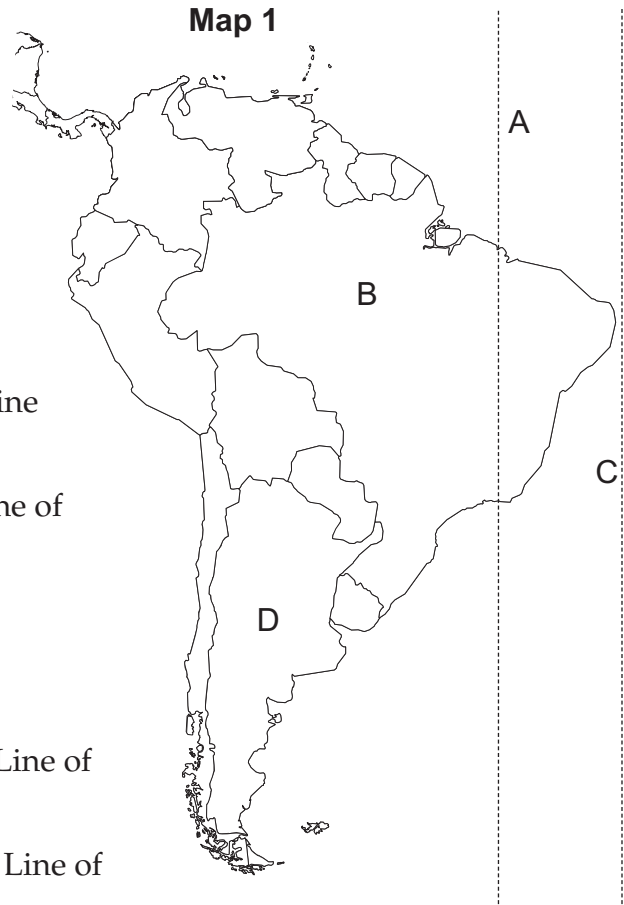
The Effects of Columbus's Discovery

A. Map Exercises

Write the letter of the region on the map that matches each description below.

MAP 1

1. This is the only country in South America that was settled by the Portuguese.
2. This was the original location of the Line of Demarcation.
3. This was the second location of the Line of Demarcation.
4. Cabral claimed this land for Portugal.

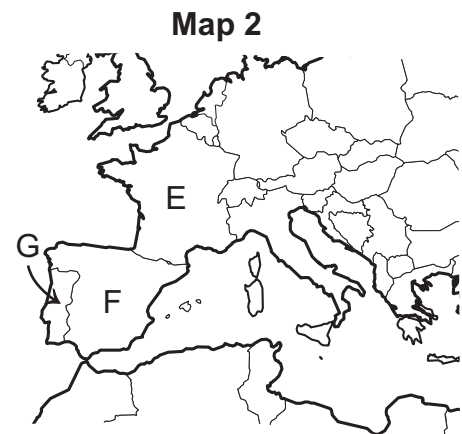


MAP 2

5. This country claimed land east of the Line of Demarcation.
6. This country claimed land west of the Line of Demarcation.

B. Word Exercises

7. In the word *population*, *popul-* means "people."
 - a. The Indians did not keep detailed *population* records. This means that they did not keep careful records of how many _____ lived in an area.
 - b. After Europeans came to America, potatoes became *popular* in Europe. This means that many _____ learned to know about potatoes.



C. General Exercises

Fill in the blanks.

- 8. Europeans introduced numerous things to the New World.
 - a. Copy three diseases that the Europeans introduced to the New World.

 - b. Copy four foods that the Europeans introduced to the New World.

 - c. Copy four animals that the Europeans introduced to the New World.

Complete the following exercises.

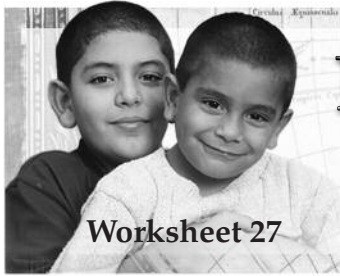
- 9. Give the dates for each event and then number the events in the order they happened.
 - a. Cabral claimed Brazil for Portugal.
 - b. Columbus first landed in America.
 - c. The Pope established the Line of Demarcation.
 - d. Vasco da Gama reached India by sailing around the tip of Africa.

10. Why was the line of Demarcation needed?

Both Spain and Portugal wanted to claim newly discovered lands.

11. Why do you think Spain and Portugal chose the Pope to help them settle their disagreement?

Both Spain and Portugal belonged to the Roman Catholic Church. The pope would not be partial to either of them.



Neighbors in LATIN AMERICA

Worksheet 27

Around the World for Spain

Section 7.4
Text pp. 117 – 120

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Balboa was the first European to see this ocean.
2. Balboa crossed this country which separates two oceans.
3. This strait was named for Magellan.
4. Magellan gave this ocean its present name.



B. Word Exercises

Find words from the text to replace the italicized words below.

5. Magellan and his men sailed through *a narrow passage of water between two bodies of land*.
6. Many of Magellan's men died of *a disease caused by a lack of fresh fruits and vegetables*.
7. The Spanish explorers were called *conquerors* because they conquered Indian villages and forced the natives to work hard.

C. General Exercises

Complete the following exercises.

8. To us it seems like Balboa should have called the sea he found the West Sea, because it lies west of America. Explain why he called it the South Sea.

At the point where Balboa saw the Pacific Ocean, he was looking south. The isthmus of Panama runs east and west with the Pacific Ocean lying south of it.

9. Number the following events in order as they happened in history.
- a. Balboa discovered the South Sea.
 - b. Magellan set sail on his trip around the world.
 - c. Cabral landed on Brazil.

Circle the letter of the correct ending for the statement.

10. The four important facts learned from Magellan’s voyage could best be called
- a. geographical facts.
 - b. historical facts.
 - c. climatic facts.

Underline the correct choice.

11. Which of the following months of the year is likely to be the warmest south of the equator? (June, January, September)

Complete the following exercises.

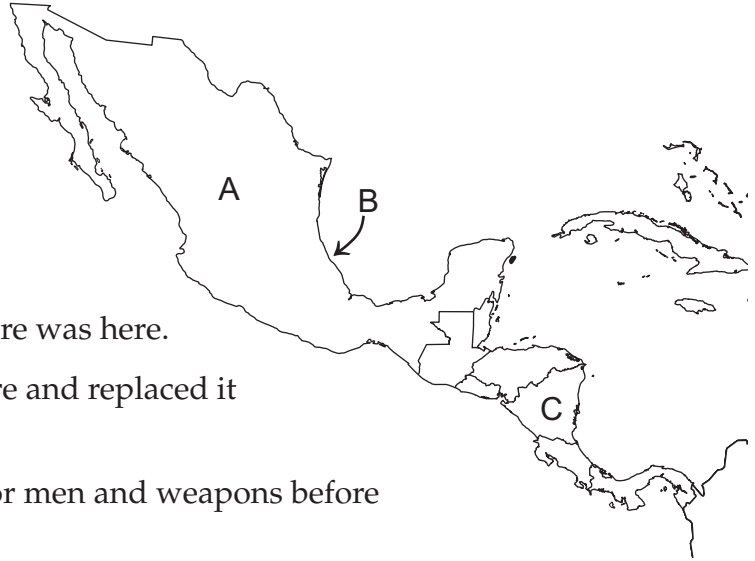
12. The International Date Line is an imaginary line running north and south in the Pacific Ocean.
- a. When traveling west around the world, what must people do when crossing this line?
 - b. When traveling east, what must people do?
back a day.
13. What did Magellan’s secretary, Antonio Pigafetta, do on the trip that helped him discover that a day is gained or lost when traveling around the world?
He kept a daily diary.
14. One explorer said he came to America to serve God and to get rich. Copy a sentence from the last paragraph of this section that tells the result of the Europeans’ explorations in America.
The Europeans’ quest for wealth brought great suffering upon the Indians.
-



A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Cortés established a city here before conquering the Aztec capital.
2. The capital of the Aztec empire was here.
3. Cortés destroyed one city here and replaced it with another.
4. Cortés returned to this city for men and weapons before conquering the Aztecs.



B. Word Exercises

Find words from the text to complete the exercises below.

5. The prefix *ex* means “out.” The word part *ped* means “foot.” Find a word with these word parts that means that Cortés went *out* on *foot* in search of gold. Cortés led a/an _____.
6. The prefix *epi* means “on.” The word part *demi* means “people.” Find a word with these word parts that means that the smallpox disease was *on the people*.

C. General Exercises

Complete the following exercises.

7. Number the following events in order as they happened.
 - a. Cortés destroyed his ships and set out from Veracruz for Tenochtitlán.
 - b. Cortés besieged Tenochtitlán.
 - c. Cortés returned to Veracruz for men and weapons.
 - d. Cortés’s men captured Montezuma.
 - e. The Spaniards destroyed Tenochtitlán and replaced it with Mexico City.

- 8. Answer the following statements *T* (true) or *F* (false).
 - a. The Spaniards killed Montezuma.
 - b. The Aztecs' enemies helped Cortés.
 - c. At first Montezuma was friendly to the Spaniards.
 - d. At first the Spaniards were kind to the Aztec messengers.

Circle the letter of the correct ending for the statement.

- 9. The turning point in the Spaniards' conquest of the Aztecs came when
 - a. the Spaniards besieged Tenochtitlán.
 - b. a smallpox epidemic broke out in Tenochtitlán.
 - c. the Spaniards killed Montezuma's nephew.

Fill in the answer.

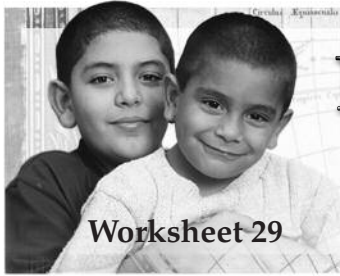
- 10. The Aztecs showed several acts of kindness to the Spaniards.

- a. Describe one of these acts of kindness.

- Montezuma sent gifts to the Spaniards when he first heard of their arrival. OR
Montezuma's messenger returned with a helmet full of gold. OR At first, Montezuma was
friendly, hoping to make peace. He let them stay in the palace.

- b. Tell how the Spaniards responded to this act of kindness.

- The Spaniards were angry with the first gifts, and one of them tore off his helmet and
demanded gold. When the messenger returned with the gold, Cortés and his men set
out to conquer Tenochtitlán.



Neighbors in LATIN AMERICA

Worksheet 29

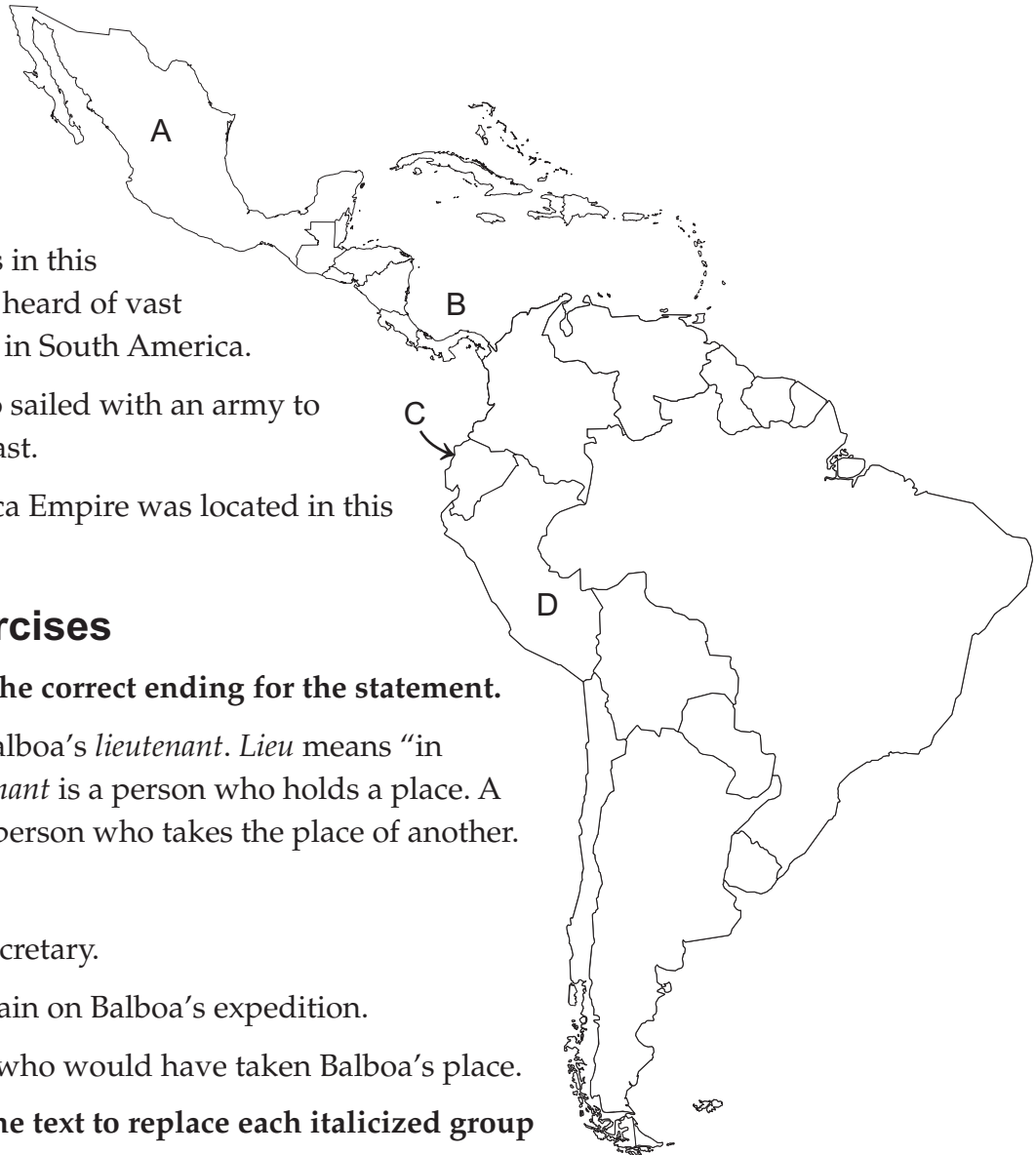
The Conquest of the Inca Empire

Section 7.6
Text pp. 123 – 125

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Settlers in this colony heard of vast wealth in South America.
2. Pizarro sailed with an army to this coast.
3. The Inca Empire was located in this region.



B. Word Exercises

Circle the letter of the correct ending for the statement.

4. Pizarro was Balboa's *lieutenant*. *Lieu* means "in place of." A *tenant* is a person who holds a place. A *lieutenant* is a person who takes the place of another.

Pizarro was

- a. Balboa's secretary.
- b. a ship captain on Balboa's expedition.
- c. the officer who would have taken Balboa's place.

Find a word from the text to replace each italicized group of words below.

5. Pizarro forced upon the Indians *a system that allowed the Spanish to seize the Indians' land and force them to work as slaves.*
6. Today when people want to talk of *a place that is supposed to be rich in gold or opportunities,* they call it .

C. General Exercises

Circle the letter of the correct ending for each statement.

7. Pizarro found it easier to conquer the Inca Empire because it was
 - a. weakened by smallpox.
 - b. weakened by fighting.
 - c. a small empire.
8. Pizarro held Atahualpa for ransom. From the story we can tell that a *ransom* is
 - a. a price demanded for the return of a captive.
 - b. a span of time that a captive is held.
 - c. the act of freeing a captive.
9. Pizarro's treatment of the Incas and their leader could best be described as
 - a. greedy.
 - b. cruel and unfair.
 - c. surprising.

Complete the following exercises.

10. Number the following events in order as they happened in history.
 - a. Pizarro captured Atahualpa and held him for ransom.
 - b. Pizarro was murdered by his own men.
 - c. Pizarro murdered Atahualpa and conquered Cuzco.
 - d. Pizarro marched on the empire of the Incas.
11. Give a happening from the story of Pizarro that proves we will reap what we sow.
Pizarro was cruel and killed Atahualpa.
Later Pizarro was killed by his own men.



Neighbors in LATIN AMERICA

Worksheet 30

The Divisions of Colonial Latin America

Section 8.1
Text pp. 126 – 128

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. This region was the viceroyalty of New Spain.
2. This region was the viceroyalty of New Granada.
3. This region was the viceroyalty of Peru.
4. This region was the viceroyalty of La Plata.
5. This region was the viceroyalty of Brazil.



B. Word Exercises

Complete the following exercises.

6. The text says that viceroys were deputies of the king. From your last lesson find a word that means nearly the same thing as *viceroys* and *deputy*.
7. Find a word from the text to replace each italicized group of words below.
 - a. Colonists *illegally traded goods* between colonies and with European countries other than Spain.
 - b. The riches from the New World formed a time of *plenty and wealth* in Europe.
8. From this section find words that fit in the following blanks.
 - a. Rich Spaniards in Latin America owned large village farms called _____.
 - b. These large farms produced most of what they needed, so that they were almost _____.
 - c. Spanish colonies were divided into large land areas each controlled by a _____.

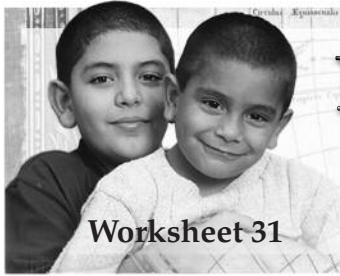
C. General Exercises

Circle the letters of the correct answers.

9. Which Native American people were least likely to have been affected by the coming of the Europeans? Choose two.
- a. Indians of the Amazon rain forest
 - b. Indians of the high rugged mountains of southern Chile
 - c. Indians in the fertile plains of Argentina
 - d. Indians near the gold and silver mines of Peru

Complete the following exercises.

10. Before each of the following trade activities, write *yes* if it was allowed under Spanish law. Write *no* if it was not allowed.
- a. Peru bought goods from Bolivia.
 - b. Colombia bought goods from Spain.
 - c. Mexico bought goods from Great Britain.
 - d. Chile sold goods to Spain.
 - e. Venezuela sold goods to Argentina.
 - f. Cuba sold goods to France.
11. Number the following events in order as they happened in history.
- a. Indians became slaves of the Europeans, working the land for them.
 - b. Europeans took the land from the Indians.
 - c. Indians lived on the land as caretakers rather than owners.
12. In your own words describe the Spaniards' reason for setting up colonies.
The Spaniards were greedy for wealth.
-
-



Neighbors in LATIN AMERICA

Worksheet 31

Defending the Indians

Section 8.2
Text pp. 129 – 130

A. Map Exercises

Write the letter of the region on the map that matches the description below.

1. Las Casas worked among the Indians in this region.



B. General Exercises

Circle the letter of the correct ending for the statement.

2. Las Casas became a champion of Indians' rights. From the description of his work, we can tell that *champion* in this setting means
 - a. a winner in a contest.
 - b. a supporter of another person or situation.
 - c. a very strong soldier.

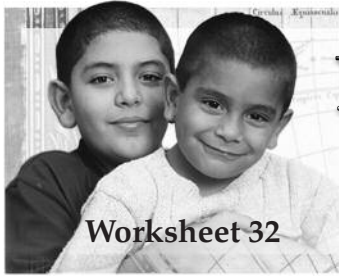
Complete the following exercises.

3. Number the following events in order as they happened in history.
 - a. La Casas gave up his *encomienda* and worked among the Indians.
 - b. Las Casas traveled to America.
 - c. The *encomienda* system became illegal.
 - d. The king gave Las Casas an *encomienda*.
 - e. Las Casas became a Catholic priest in the New World.

4. Complete the statements to tell what Las Casas did during his years of work among the Indians.
 - a. He appealed to the king to make laws to .
 - b. He convinced the warlike Guatemalan Indians not to .
 - c. He converted many Guatemalan Indians to .

Circle the letters of the correct answer.

5. In Las Casas' time, Latin American governments were in the hands of the rich people. The rich people were a small group of society. From this we can conclude that in most of Latin America
 - a. the government was in the hands of many people.
 - b. the government was in the hands of a few people.
 - c. the rich people were controlled by the government.
6. Which of the following best describes the social classes of Latin America today?
 - a. a small group of rich people, a large group of middle class, a large group of poor
 - b. a large group of rich people, a small group of middle class, a large group of poor
 - c. a small group of rich people, a small group of middle class, a large group of poor



Neighbors in LATIN AMERICA

Worksheet 32

African Slaves in the Americas

Section 8.3
Text pp. 131 – 133

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Portuguese brought Africans to this country to work on the sugar plantations.
2. Moravians came to this area to help the African slaves.
3. The British and Danish enslaved Africans in this area.



B. Word Exercises

Find words from the text that complete the sentences below.

4. In Section 8.1 we learn that in the Spanish colonies of Latin America, a large village-plantation was called a _____.
5. In the Portuguese colony, a large sugar plantation was called a _____.

C. General Exercises

Fill in the blanks.

6. Fill in the following blanks with the correct country names. Zinzendorf was a Moravian from the country of _____. In the country of _____ he met a slave from the _____.

Complete the following exercises.

- 7. Give two reasons why Europeans in Brazil began using African slaves.
There were not enough Indians in Brazil.
They thought that the Africans were sturdier and and worked better in the heat than Indians.
- 8. Number the following events in order as they happened in history.
 - a. Zinzendorf and Anthony went to Germany.
 - b. Moravians, who heard Anthony's story, went to the West Indies.
 - c. Anthony traveled to Denmark from the Virgin Islands.
 - d. Anthony met Zinzendorf.

Circle the letter of the correct answer.

- 9. Moravians began to see results from their efforts when they
 - a. began to buy plantations.
 - b. began to work with the slaves on the plantations.
 - c. first moved to the Virgin Islands.
- 10. According to estimates which of the following describes the percent of slaves who went to each section of the Americas?
 - a. Brazil - 20% Carribbean Islands - 40% Other parts - 40%
 - b. Brazil - 40% Carribbean Islands - 40% Other parts - 20%
 - c. Brazil - 40% Carribbean Islands - 20% Other parts - 40%



Neighbors in LATIN AMERICA

Worksheet 33

Latin Americans Seek Independence

Section 8.4
Text pp. 134 – 136

A. Map Exercises

Write the letter of the country on the map that matches each description below.

1. In 1810, revolts broke out in these four countries.
2. Bolívar began a revolt in this country.
3. Bolívar took control of these three countries, calling them Gran Colombia.
4. San Martín came from this country.
5. San Martín crossed the Andes Mountains to free this country.
6. San Martín and Bolívar met in this country.



B. Word Exercises

Find a word from the text to replace each italicized group of words below.

7. *Europeans who had been born in America* were not allowed to hold a high office.
8. Bolívar formed a small army of *men committed to independence*.
9. The patriots fought several battles against the *men who remained loyal to the king of Spain*.

C. General Exercises

Complete the following exercises.

10. Give the date for each event and then number them in the order they happened.

- a. San Martín freed Chile from Spain.
- b. San Martín and Bolívar met in Ecuador.
- c. San Martín returned to Argentina from Spain.
- d. San Martín invaded Peru.

11. Bolívar felt like a failure in several areas.

What was Bolívar's dream?

in a union of free countries.

12. Why do you think the people resisted Bolívar's efforts as president of Gran Colombia?

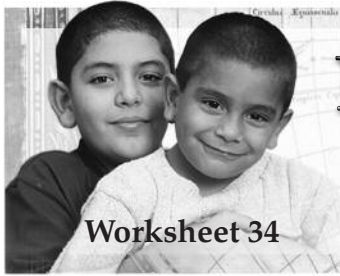
Bolívar wanted to exercise almost total control. They had merely traded one harsh control for another.

Circle the letter of the correct answer.

13. Below is a list of differences that kept the Latin America countries from uniting.

Which of these differences was probably the greatest reason why they did not unite?

- a. The countries had different climates.
- b. The countries had different landforms.
- c. The countries were located far apart.
- d. The countries disagreed on the kind of government they wanted.



Neighbors in LATIN AMERICA

Worksheet 34

Mexico Declares Independence

Section 8.5
Text pp. 137 – 139

A. Map Exercises

Write the letter of each country on the map that matches each description below.

1. This was the first country of New Spain to declare independence.
2. These five countries originally formed the United Provinces of Central America.
3. This country was once a province of Colombia.



B. Word Exercises

4. Write *D* if the statement describes a *dictator* or *P* if it describes a *president*.
 - a. has absolute power in a country
 - b. is elected by the people
 - c. often rules harshly
 - d. shares his power with other men

C. General Exercises

5. Write *HM* if the statement matches *Hidalgo and Morelos* or *I* if the statement matches *Iturbide*.
 - a. raised revolutionary armies
 - b. sent by Spain
 - c. joined forces with the Indians
 - d. supported the Creoles
 - e. captured and executed by Spain
 - f. forced out by the Mexican people
 - g. took the role of emperor

C. General Exercises

Complete the following exercises.

- 6. Explain why the union of Central American countries did not work.
The Indians and Creoles distrusted each other. The other countries were jealous of Guatemala's wealth. They competed with each other for foreign trade.

- 7. How was the way Brazil gained its independence different from the way most Latin American countries gained independence?
Brazil gained its independence without a war.

Circle the letter of the correct answers.

- 8. Which of these was not part of Iturbide's plan?
 - a. independence for Mexico
 - b. more rights for the Indians and the poor
 - c. more rights for the Creoles
 - d. Roman Catholicism as the state religion
- 9. Which statement best describes the population of Brazil during the time that the Portuguese nobles were in exile there?
 - a. one-third were slaves and two-thirds were free.
 - b. one-third were Spanish and two-thirds were Portuguese.
 - c. one-third were free and two-thirds were slaves.

D. Kaleidoscope Exercises

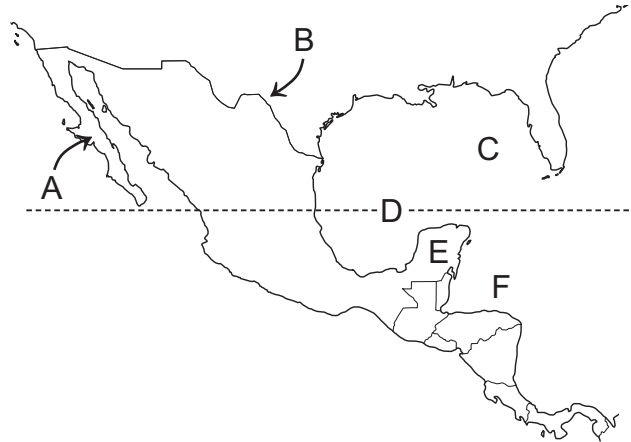
Circle the letter of the correct answer.

- 10. Which graph best shows the number of Roman Catholics in Latin America in comparison to other religions?
 - a.
 - b.
 - c.

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. This is the Yucatán Peninsula.
2. This is the Gulf of Mexico.
3. This is the Caribbean Sea.
4. This is the Rio Grande.
5. This is Baja California.
6. This is the Tropic of Cancer.



B. Word Exercises

7. Match the following words from the text with their English meanings given in the box.
 - a. *indígenas*
 - b. *cordillera*
 - c. *río*
 - d. *tierra*
 - e. *fría*
8. Find words from the text to complete the following statements about the Yucatán Peninsula.
 - a. The Yucatán Peninsula is a large, flat .
 - b. Comparing this description with textbook page 71, we can tell that the Yucatán Peninsula lies in the tierra

C. General Exercises

Complete the following exercises.

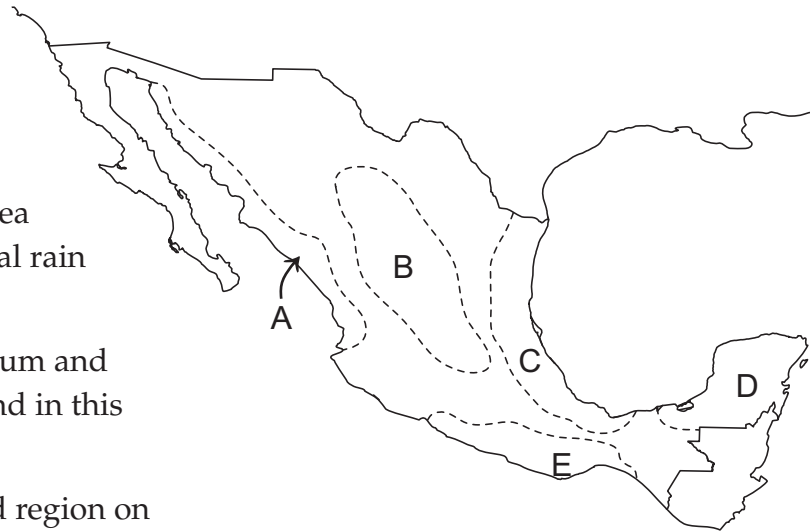
9. Number the following countries in order from largest to smallest land size.
- a. Mexico b. Brazil c. Argentina
10. Which graph best shows the ancestry of Mexico's people?
- a. b. c.
11. Number the following states or districts in order from largest to smallest population.
- a. Mexico State
- b. the Federal District
- c. Baja California Sur
12. Underline the correct terms about Mexico's elevation.
- a. The text says that much of Mexico is (mountainous and hilly, flat lowland).
- b. The higher regions are (cooler, warmer) than the lowlands because temperature in Mexico is determined mostly by (elevation, latitude).
13. Similar geography runs north and south through Mexico. Read the second full paragraph on page 145. Draw a simple cross section of Mexico, showing the general elevation in five stages from west to east. Below is an example of how a cross section of the United States might look.



A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. This is a mountainous area of dry valleys and tropical rain forests.
2. Most of Mexico's petroleum and leading seaports are found in this region.
3. This is a narrow, lowland region on Mexico's Pacific coast.
4. This was the home of the ancient Maya.
5. This is a high area surrounded on three sides by mountain ranges.
6. This is a hot lowland along the Gulf of Mexico.
7. This is a region of few hills or rivers.
8. Most of Mexico's cities are in this area.



B. Word Exercises

9. Match the following names or parts of names with their English meanings. The map in your book can help you.

- a. plateau
- b. oriental
- c. occidental
- d. sierra

C. General Exercises

Circle the letter of the correct answers.

10. The Mexican Plateau is about 3,000 feet above sea level in the far north and around 8,000 feet above sea level near Mexico City. Because of this difference in elevation, temperatures on the plateau are hotter in the north than in the south. From this we can tell that
 - a. lower elevations have higher temperatures.
 - b. higher elevations have higher temperatures.
 - c. lower elevations have lower temperatures.
11. The name of the region with few hill or rivers is
 - a. the Gulf Coastal Plain.
 - b. the Pacific Coastal Region.
 - c. the Southern Highlands.
 - d. the Yucatán Peninsula.

Underline the correct choice.

12. Most of the land regions have dryer and hotter climates in their (northern, southern) parts.
13. The Gulf Coastal Plain is (wider, narrower) than the Pacific Coastal Region.
14. The highest mountains in Mexico are part of (the Sierra Madre Occidental, the Sierra Madre Oriental, both the Sierra Madre Occidental and the Sierra Madre Oriental).
15. The Sierra Madre del Sur is located in (Western, Eastern, Southern) Mexico.

Fill in the answer.

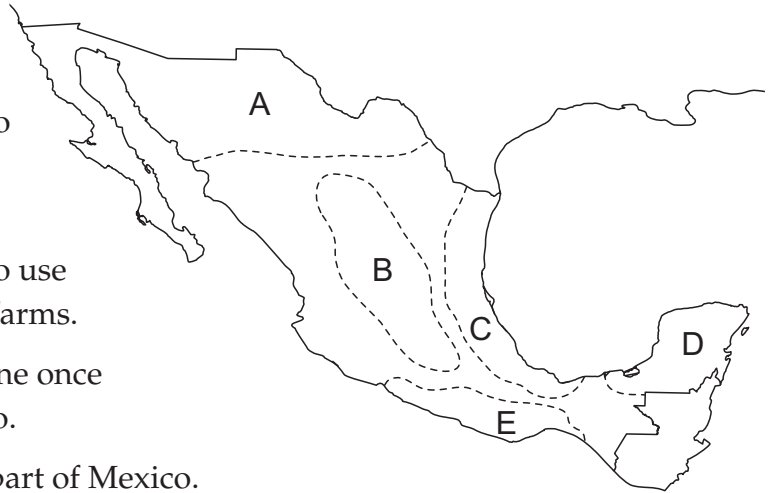
16. Explain why Veracruz was called "City of the Dead."
Visitors to the swampy, lowland city of Veracruz often died of yellow fever
or malaria.



A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Farmers in this part of Mexico use old farming methods on small farms.
2. Farmers in this part of Mexico use modern equipment on large farms.
3. Most of the world's baler twine once came from this part of Mexico.
4. Iron mines are found in this part of Mexico.
5. Oil wells are found in this part of Mexico.



B. Word Exercises

6. Find a word from the text to replace each italicized group of words below.
 - a. In its early history, Mexico's *system of producing and using wealth* was based on farming.
 - b. In the 1940's, Mexico's oil wells were *taken over by the government*.

C. General Exercises

Circle the letter of the correct answer.

7. Which of the following is an example of a subsistence farmer?
 - a. a dairy farmer who ships his milk to a large dairy
 - b. a beef farmer who provides meat for many supermarkets
 - c. a farmer with one cow, a small flock of chickens, and a garden large enough for his own family

Complete the following exercises.

8. Number the following events in order as they happened in history.
 - a. Mexico's government took over the oil wells.
 - b. The first oil well was discovered in Mexico.
 - c. Mexico produced twenty-five percent of the world's oil.
9. Circle the letter of the line graph that best shows how the rise and fall of oil prices affects Mexico's economy and living standards.

oil prices	Mexico's economy	living standard of the poor
a.	b.	c.

10. The two graphs below compare Mexico's oil production to that of the rest of the world.
 - a. Write the letter of the graph that shows the correct comparison in 1921.
 - b. Write the letter of the graph that shows the correct comparison today.

A.	Oil Production of Other Countries	B.	Oil Production of Other Countries
	Mexico's Oil Production		Mexico's Oil Production



A. Map Exercises

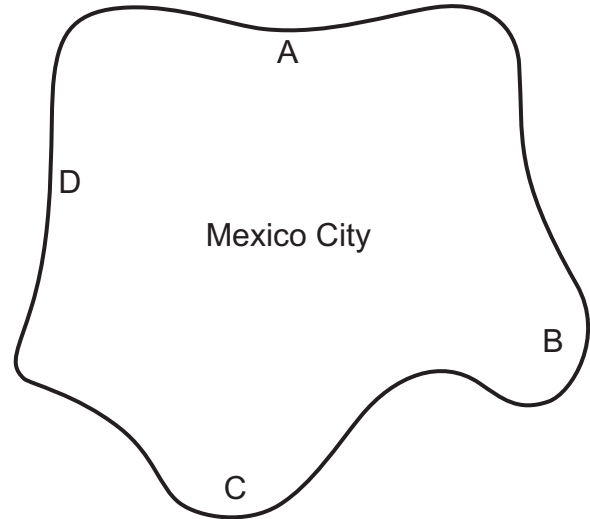
Write the letter of the regions on the map that matches each description below.

1. These sections of Mexico City are called the “lost cities.”

B. Word Exercises

2. *Metropolis* is made of two Greek words—*metro* means “mother,” and *polis* means “city.” Explain how a metropolis is a “mother city.”

A metropolis is a large city with a cluster of _____
towns and cities that surround it just like a _____
family of children around a mother. _____



C. General Exercises

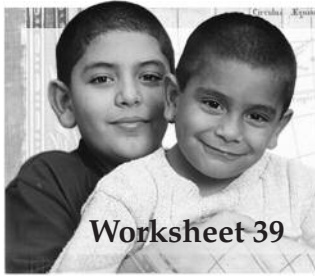
Circle the letter of the correct ending for the statement.

3. According to paragraph three in this section, Mexico City is the heart of the nation both
 - a. economically and culturally.
 - b. in population and in education.
 - c. in historical importance and in geographical location.
4. The poor sections of Mexico City are sometimes called *ciudades perdidas* or “lost cities.” The definition of *lost* that best fits the description of these cities is
 - a. unable to find one’s way.
 - b. no longer in one’s possession.
 - c. unable to make progress.

5. Which of the following graphs correctly shows the population of Mexico City in relation to the rest of Mexico?
- a. b. c.

Complete the following exercises.

6. List three things that Mexicans may mean when they say *Mexico*.
the country of Mexico
the Federal District / Mexico City
the state surrounding the Federal District and Mexico City
7. What event in the history of Mexico City caused its population to drop to one fifth of its earlier population?
The Spanish conquistadors came, killing the Aztecs and introducing diseases.
8. The rise and fall of Mexico City’s population would best be shown by a (circle, line) graph.
9. Number in order the steps that have led to the development of the crime in the lost cities.
- a. People became poorer.
 - b. People began to steal and fight in order to find enough to eat.
 - c. Many poor people moved to Mexico City to find work.
 - d. Mexico City could not supply enough work for the poor people.
10. In each of these pairs of statements about Mexico City, one event caused the other. Label each *cause* or *effect*.
- a. Mexico City sits on a large lake.
The soil under Mexico City is moist and spongy.
 - b. Mexico City sank about 13 feet during the 1900’s.
Water under the city was pumped out to supply the city.
 - c. An earthquake in 1985 was one of the worst in Mexico City’s history.
The soil under Mexico City is moist and spongy.
 - d. As Mexico City grew rapidly, thousands of buildings were built.
Mexico City sank about 13 feet during the 1900’s.



Neighbors in LATIN AMERICA

Worksheet 39

The Stormy Century — 1820-1920

Section 10.1
Text pp. 156 – 158

A. Map Exercise

Write the letter of the region on the map that matches each description below.

1. This country declared its independence from Spain in 1821.
2. This land region broke away from Mexico in 1823.
3. In 1836, people of this land region declared themselves independent from Mexico.
4. The Mayan Indians of this area revolted against Mexico.
5. The United States took this land after fighting a war against Mexico.
6. This region became known as the Lone Star Republic.



B. General Exercises

Circle the letter of the correct ending for the statement.

7. Mexico's first fifty years of independence were a time of
 - a. control by wealthy landowners.
 - b. unrest and rapidly changing rulers.
 - c. control by the poor and the Indians.
 - d. peace and stability.

Fill in the answers.

- 8. In 1846 the United States went into Mexico without invitation.
 - a. From the last sentence on page 157, write a verb that shows this action.
 - b. From the same paragraph on page 158, write a noun that names this action.

- 9. This section describes two wars—the War of Texan Independence and the War of the North American Invasion.
 - a. Name the war that could be considered a revolt.
 - b. Name the war that could be considered a conquest.

War of the North American Invasion

- 10. Contrast the War of Texan Independence and the War of the North American Invasion by filling in the following blanks.
 - a. The War of Texan Independence was fought between _____ and _____. It was won by _____.
 - b. The War of the North American Invasion was fought between _____ and _____. It was won by _____.

Complete the following exercises.

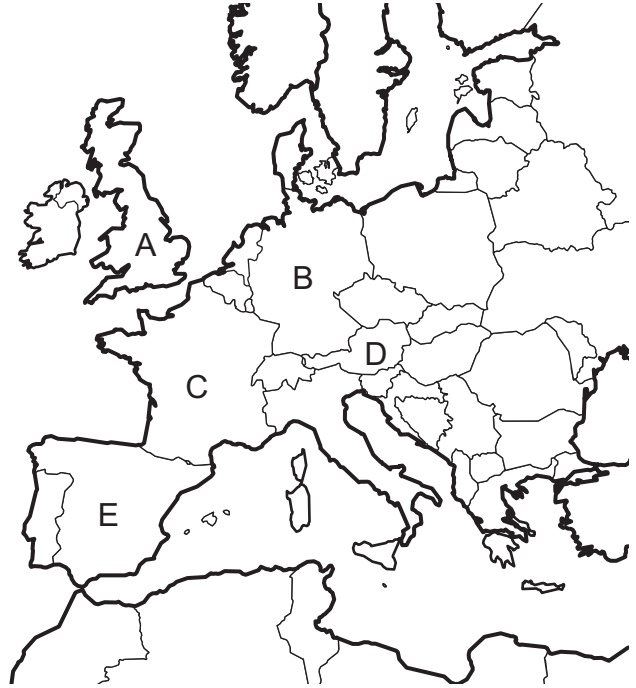
- 11. Number the following events in order as they happened in history.
 - a. _____ The United States invaded Mexico.
 - b. _____ United States offered to buy Texas from Mexico and was refused.
 - c. _____ Mexico declared independence from Spain.
 - d. _____ Mexico lost more than half its land to the United States.
 - e. _____ Texas declared independence from Mexico.

- 12. Fill in the blanks to describe three groups of people who rebelled within Mexico at the same time that the United States captured Mexico City.
 - a. The _____ of the _____ Peninsula revolted in an effort to _____.
 - b. The _____ who worked in the _____ of the _____ region of Mexico rebelled.
 - c. Robbers or _____ destroyed _____ in the _____ region of Mexico.

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. These countries invaded Mexico to recover some of their money.
2. These countries withdrew from the fighting against Mexico.
3. This country set up an empire in Mexico.
4. The emperor of Mexico came from this country.
5. War with this country weakened the foreign army in Mexico.



B. Word Exercises

6. Find a word from the text to replace the italicized group of words below. Juárez and his men attempted *changes to correct wrongs* in Mexico.

C. General Exercises

Circle the letter of the correct answer.

7. Each of the following was true of Juárez's presidency. Which fact made Juárez different from other presidents?
 - a. There was unrest during his presidency.
 - b. The poor people grew poorer during his presidency.
 - c. He was not a Mexican army officer.
8. Trouble brewed under President Díaz probably because
 - a. he removed privileges from the rich.
 - b. he oppressed the poor.
 - c. he maintained a powerful army.

Complete the following exercises.

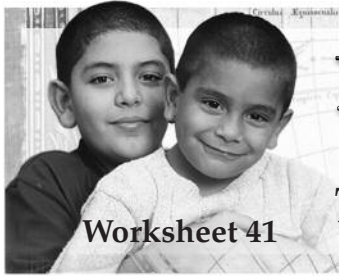
9. If Maximilian was kind to the people, why didn't the people like him?
He was a ruler from a foreign country, and the people wanted their own leader.

10. Page 161, paragraph one, tells how conditions in Mexico improved under Díaz. From this paragraph copy five nouns that name things that grew or improved.
population, railroads, mining, farming, industries, army (optional 6th answer)

11. After each ruler's name, place a check mark under any headings that describe his rule.

12. Give the date for each event and then number in the order they happened.

- a. Juárez took control of Mexico for the first time.
- b. Díaz took control of Mexico.
- c. Maximilian took control of Mexico.
- d. Juárez took control of Mexico for the second time.
- e. Reformers forced Santa Anna out of office.



Neighbors in LATIN AMERICA

Worksheet 41

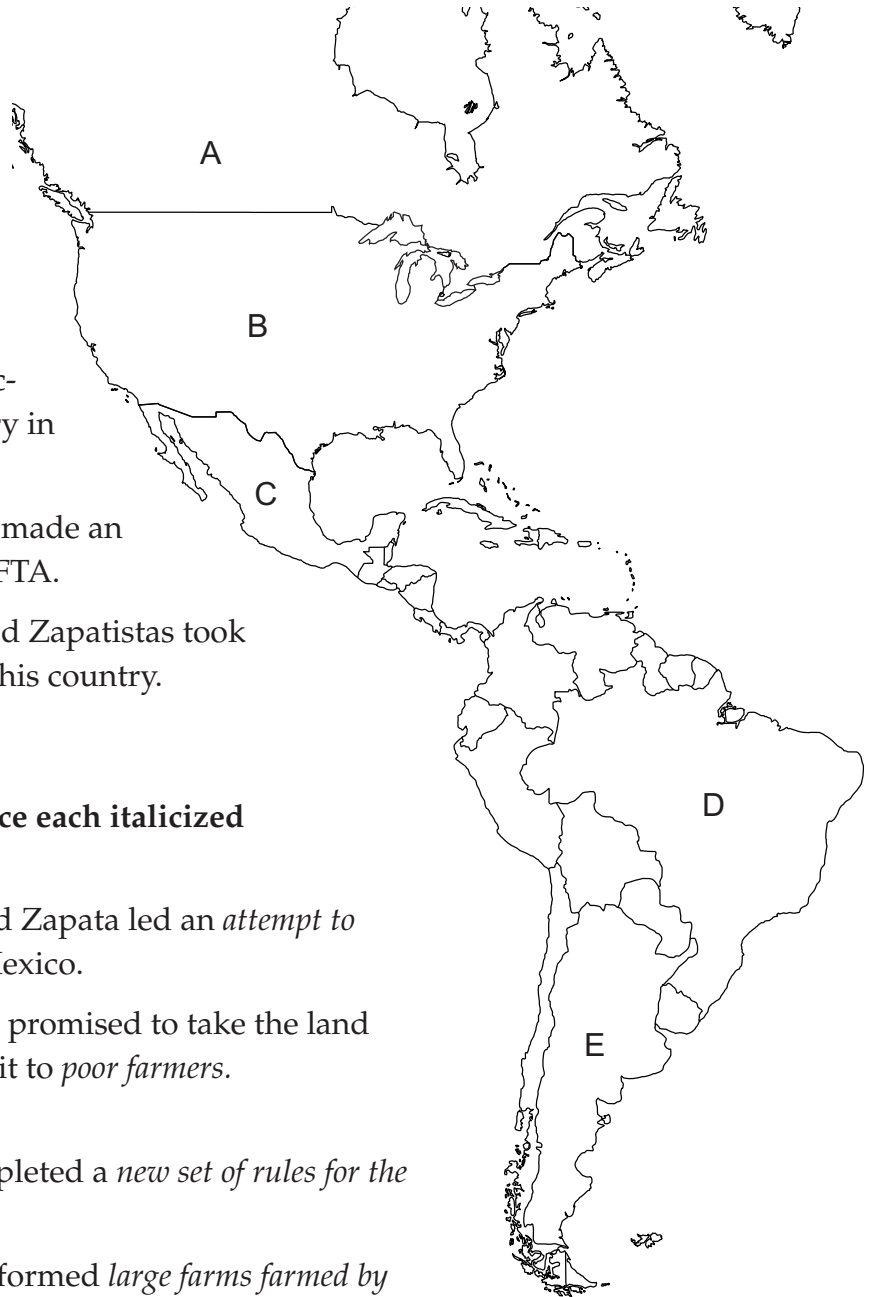
The Mexican Revolution – 1910-1920

Section 10.3
Text pp. 161 – 163

A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. This country is the wealthiest country in Latin America.
2. This country is the second wealthiest country in Latin America.
3. These three countries made an agreement called NAFTA.
4. An armed group called Zapatistas took over several cities in this country.



B. Word Exercises

Find a word from the text to replace each italicized group of words below.

5. From 1910 and 1920, Villa and Zapata led an *attempt to overthrow the government* in Mexico.
6. During this time new leaders promised to take the land from rich owners and return it to *poor farmers*.
7. In 1917 Mexican leaders completed a *new set of rules for the country*.
8. In the 1930s the government formed *large farms farmed by groups of people*.

C. General Exercises

Fill in the answers.

- 9. Between 1910 and 1920 both the rich and the poor revolted. The rich wanted _____, and the poor wanted _____.
- 10. Number the following events in order as they happened in history.
 - a. NAFTA was formed.
 - b. Catholic schools and churches began to close.
 - c. Díaz was forced out of Mexico.
 - d. Haciendas began to be broken up into smaller farms.
 - e. Mexicans wrote a new constitution.

Circle the letter of the correct answers.

- 11. A circle graph shows the relationship of parts to the whole. Which graph best describes the division of Mexican cropland today?
 - a. _____
 - b. _____
 - c. _____
- 12. The forty years of growth and change in Mexico was a time of
 - a. new wealth from NAFTA.
 - b. breaking up of the haciendas.
 - c. change from dependence on agriculture to industry.
 - d. establishing a new constitution.

Answer the question.

- 13. How might NAFTA allow the United States to take advantage of the poor?
NAFTA provides for free trade which means that the United States can trade with
Mexico without paying high taxes. This has encouraged the United States to establish
businesses in Mexico where wages are lower, keeping the wages of the poor low.



Neighbors in LATIN AMERICA

Worksheet 42

Mexico – the Meeting of the Cultures

Section 11.1
Text pp. 164 – 167

A. Map Exercises

Write *A* or *B* to tell whether these food products came from the New World or the Old World.

1. squash
2. corn tortillas
3. pork
4. beef
5. tomatoes
6. wheat



B. Word Exercises

7. *Mestizaje* is the word used to describe the blending of Indian and Spanish traditions.
 - a. List two areas where this mixing is obvious.
 - b. Similar to the word *mestizaje*, is the name given to Mexicans of mixed Indian and Spanish ancestry,

C. General Exercises

Circle the letter of the correct answer.

8. Which circle graph correctly shows that one out of every ten Mexicans speaks an Indian language?
 - a.
 - b.
 - c.

- 9. Mexicans chat awhile before giving their reason for visiting. From this we can assume that they consider it impolite
 - a. to be in a hurry.
 - b. to communicate clearly.
 - c. to fail to introduce oneself.

Complete the following exercises.

- 10. Mexicans speak fondly of one another.
 - a. Find and copy the English meanings for each word of fondness.
madrecita
papito
pobrecito
 - b. From these meanings we can tell that *ito* means .
- 11. Match the expressions in the box with the trait of the Mexican character it illustrates.
 - a. *“Mi casa es su casa.”*
 - b. *“mi hijo”*
 - c. *“mañana”*
- 12. Number in order the steps in preparing corn tortillas.
 - a. drain
 - b. grind
 - c. cook
 - d. fry
 - e. wash
 - f. shape
- 13. The last paragraph in this section says that Mexicans do not worry so much about time. From the section “A Favorite Food of Mexico,” find proof that some Mexicans may be concerned about time.
their tortillas, buy the corn flour already ground.



A. Map Exercises

Write the letter of the region on the map that matches each description below.

1. Most of the Mayan or Aztec languages are found in these two parts of the country.



B. Word Exercises

2. From page 164, find a word that could describe the mixing of Catholic and Indian religions.
3. Find a word from the text to replace the italicized group of words below.
Bible translators taught Indians to read in their *native language*.

C. General Exercises

Circle the letter of the correct answer.

4. Which statement best describes Mexican response toward religion before 1935?
 - a. The Mexican government suppressed the Roman Catholic religion only.
 - b. The Mexican government suppressed numerous religions.
 - c. The Mexican government allowed freedom of religion.

Complete the following exercises.

5. Number in order the following steps which were necessary before Indians could read the Bible in their own languages.
 - a. Bible translators taught Indians to read in their own languages.
 - b. Bible translators developed alphabets for Indian languages.
 - c. Bible translators studied Indian languages.
 - d. Bible translators translated the Bible into the Indian languages.

- 6. The Christian religion is a religion of hope. In contrast, the Indian religions were religions of _____.
- 7. After having the Bible in their own language, what convinced the villagers in Chiapas that they should help on community projects?
understood that they should obey the authorities over them.
- 8. The Mexican festival called _____ is a day of remembering those who have died.

D. Kaleidoscope Exercises

Circle the letter of the correct ending for the statement.

- 9. The main point in the story about the quinceañera is that Mexican people
 - a. sometimes have trouble finding jobs.
 - b. place great importance on being part of a family.
 - c. enjoy fancy parties.

Complete the following exercises.

- 10. From the second paragraph on page 173, list two ways that Mexican families are changing.
Mexican families have fewer children.
Mexican women are taking up their own professions.
- 11. The government-sponsored television commercial says, "Small families live better." According to the third paragraph on page 173, who will live worse as a result of smaller families?
