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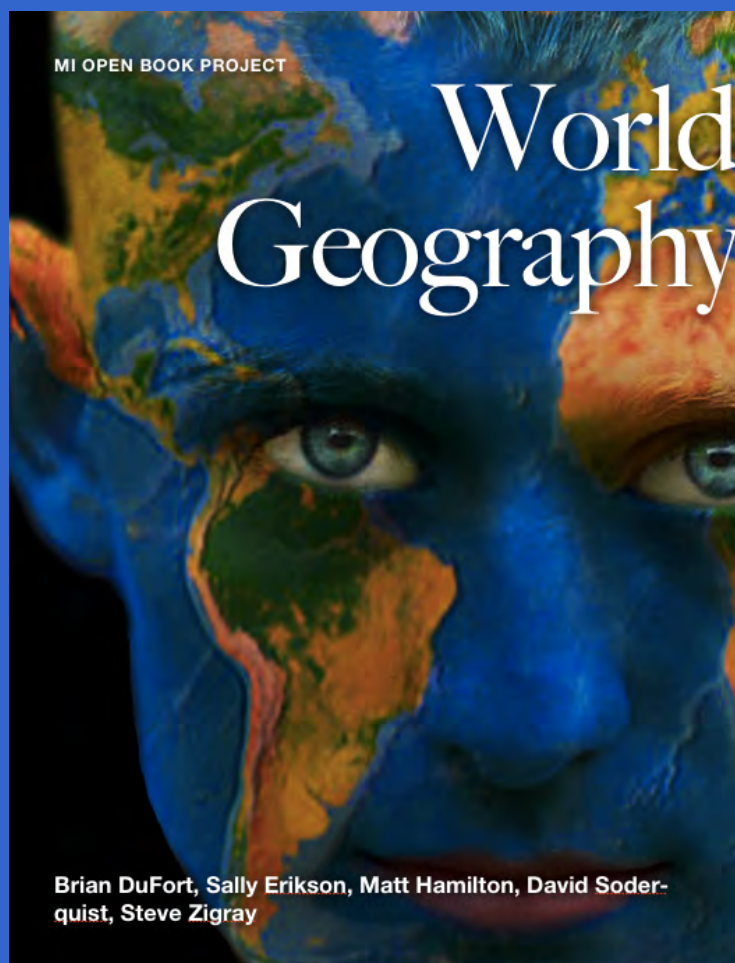
World Geography

Brian Dufort, Sally Erickson, Matt Hamilton,
David Soderquist, Steve Zigray

World Geography



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This is version 1.4.4 of this resource, released in August 2018.

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Shepherd Public Schools

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Brian is originally from Midland, MI and is a graduate of Northern Michigan University. He has spent his entire teaching career at Odyssey Middle/High School, an alternative education program in the Shepherd Public School system. In 2001, his environmental studies class was one of seven programs from the United States and Canada to be chosen as a winner of the Sea World/Busch Gardens Environmental Excellence Award. Brian is also the Northern Conference director of the Michigan Alternative Ath-

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Sally has taught grades 3-6, as well as special education. She has served as a district literacy leader for many years and participated in the Galileo Leadership Academy in 2001-03. She is proud to be a teacher.

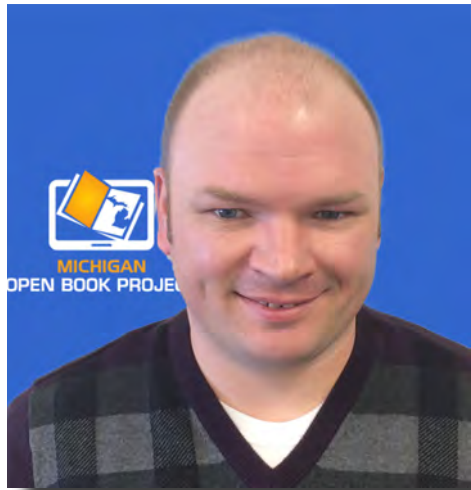


Matt Hamilton

East Jordan Public Schools

East Jordan Middle School

Matt grew up in Cadillac, MI. He holds a bachelor and masters degree from Michigan State University. He currently teaches middle school History and Geography. Matt started and advises a club at his school called the Shoe Club to inspire his students to Dream Big. His wife and two daughters enjoy traveling and spending time in the outdoors.



David Soderquist

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Three Rivers Middle School

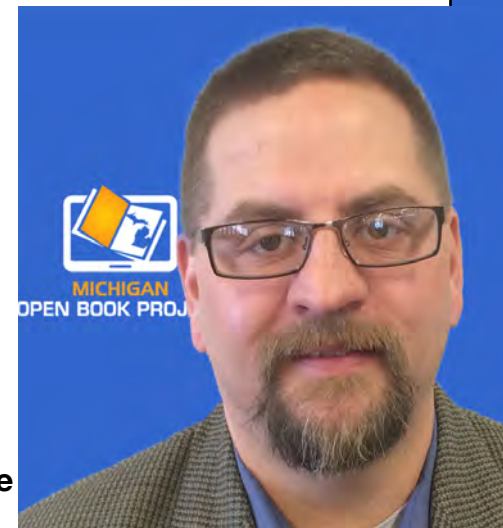
For the Past 11 years David has taught 6-8 grade Social Studies for Three Rivers Middle School. He serves as Department Head, School Improvement Member and Social Studies Rep for his area. Over the past few years he has completed his Masters Degree in Curriculum and Instruction and become a state recognized Instructional Coach.

Steve Zigray

Concord Community Schools

Concord Middle School

Steve Zigray is a 6th grade teacher. He holds a Bachelor's Degree from Central Michigan University and a Masters Degree in K-12 Administration from Eastern Michigan University. Honors Steve has been awarded are the 2001 Junior Achievement Educator of the Year and he was nominated for Jackson Magazine's, Educator of the year in 2014. He has also coached high school and middle school sports, worked on various school improvement committees, wrote the 6th grade Common Assessment tests for Jackson County ISD and is an active member in the community as well as the PTO. He lives in southeast Jackson County with his beautiful wife and three fantastic daughters.



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Chapter 2

North America

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. How do people, goods and ideas move?
4. Why do people, goods and ideas move?

Image source: <https://www.flickr.com/photos/walkingsf/5912385701>

Introduction - Movement and North America

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. How do people, goods and ideas move?
4. Why do people, goods and ideas move?

Movement

How do we move from place to place?
How do ideas move from place to place?
How do products move from place to place?



Regions

What region do we live in?
What are a region's characteristics?
What type of region is it?
What makes a region?



Human/Environment Interaction

How have we adapted to or changed our landscape?



Location

Where are we?
Where is a place?



Place

What kind of place is it?
What is it like there?



The movement of people, the import and export of goods, and mass communication have all played major roles in shaping our world. People everywhere interact through movement. They travel from place to place and they communicate. We live in a global village and global economy.

What is movement?

What factors push or pull people?

People interact with each other through movement. Because we are social beings, we interact with each other through travel, trade, information and political events.

Interactive 2.1 Movement



Learn more about this theme of geography in this video (requires internet connection)

What is an example of an idea that moves?

How do we depend on people in other places?

How do they depend on us?

What resources are where you live?

Who uses the resources?

How could people around the world use these resources?

The Geography of North America

The landmass of North America lies in the Western Hemisphere. It is bordered by the Arctic to the north, the continent of South America and the Caribbean Sea to the south, the Atlantic Ocean to the east, and the Pacific Ocean to the west. The land is rich in resources like coal, natural gas, oil, timber products, freshwater, and an abundance of plant and animal species. Renewable resources such as wind, water, biomass, geothermal and solar are widely used as well.



Image source: http://upload.wikimedia.org/wikipedia/commons/2/29/North_America_satellite_orthographic.jpg

Climate Zones of the Continental United States

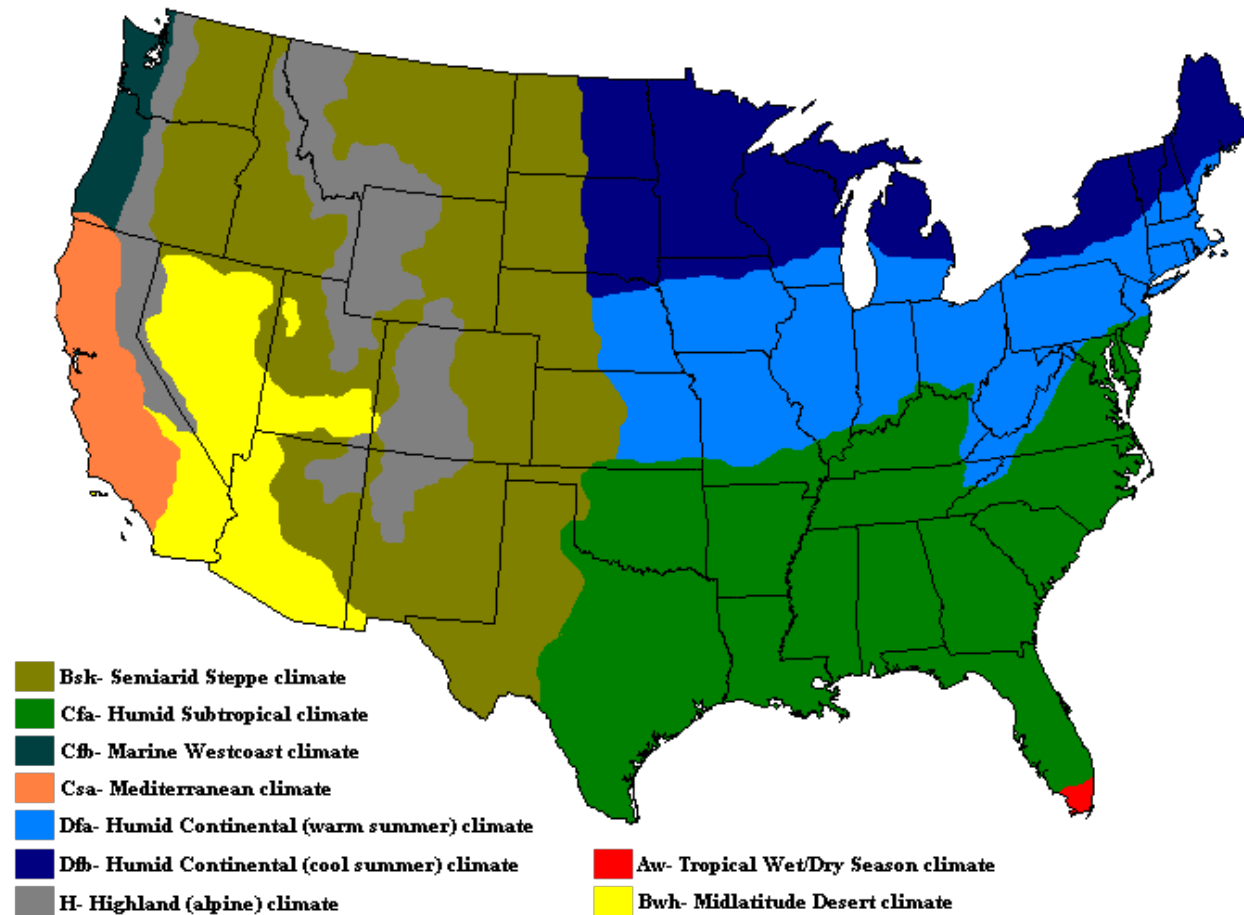


Image source: <http://upload.wikimedia.org/wikipedia/commons/5/57/Climatemapusa2.PNG>

The land is very diverse with a variety of climates, vegetation zones and various other geographical features. Due to its latitude and longitude, the climates range greatly. Around the Arctic Circle, the climate is cold and is home to the Tundra region and very barren land masses covered in snow and ice. Move closer to the equator and the climate and vegetation change. Although the elevation varies due to the Rocky Mountains, this region contains the Great Plains, forested and desert regions. In other

places, the land narrows and contains a wide variety of climates and vegetation zones for such a small area.

With an abundance of fresh water, North America is truly blessed. The Mississippi River is one of the world's major river systems in size, habitat diversity and biological productivity. It is the third longest river in North America, flowing 2,350 miles from its source at Lake Itasca through the center of the continental United States to the Gulf of Mexico.

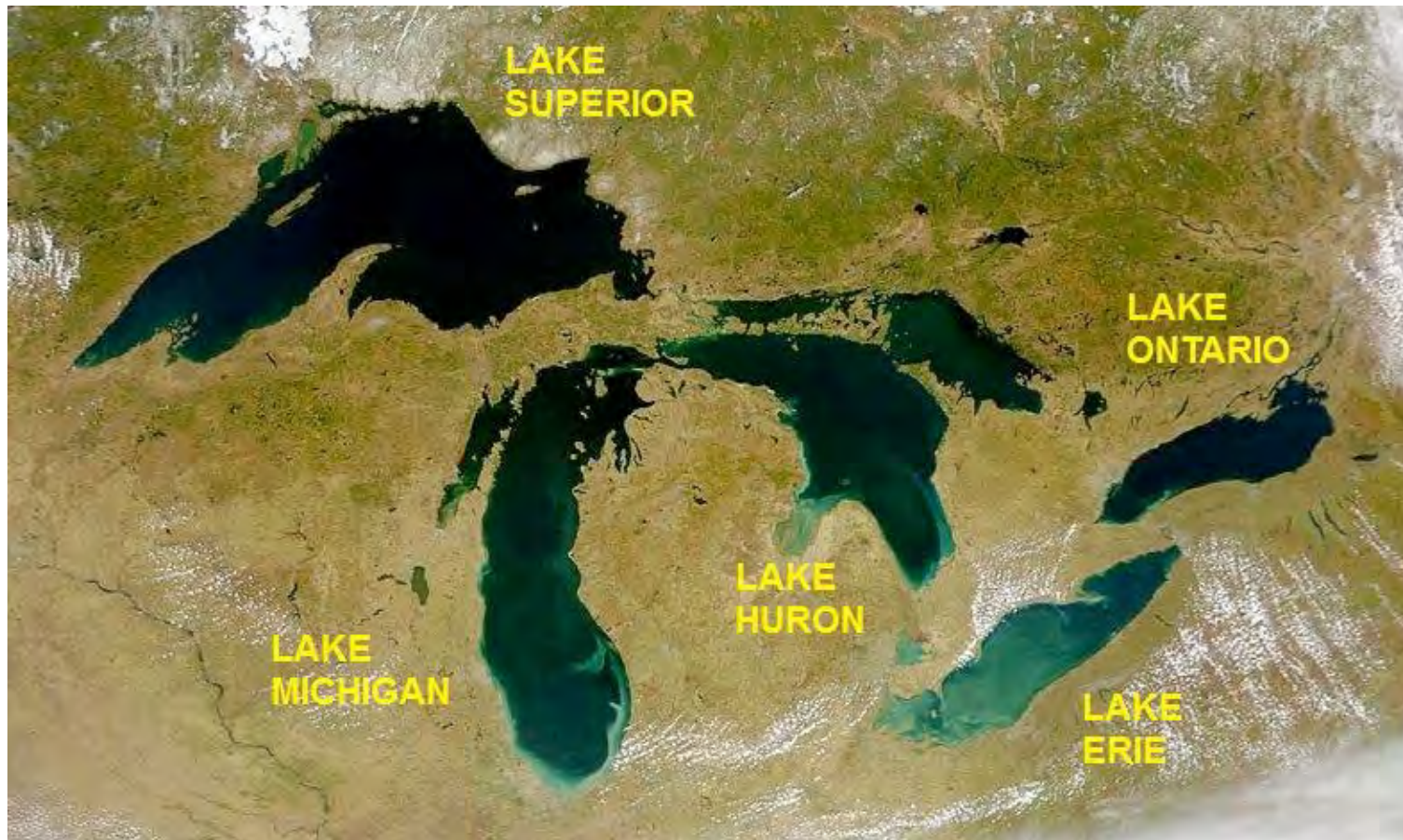


Image source: http://upload.wikimedia.org/wikipedia/commons/5/57/Great_Lakes_from_space_crop_labeled.jpg

The Great Lakes - Superior, Michigan, Huron, Erie and Ontario - are a dominant part of the physical and cultural heritage of North America. Shared with Canada and spanning more than 750 miles from west to east, these vast inland freshwater seas provide water for consumption, transportation, power, recreation and a host of other uses. The Great Lakes are the largest surface freshwater system on the earth. Only the polar ice caps contain more fresh water.

The First Americans

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. What's worth moving to and from?

As you read this section, think about the following questions.

How do we know these people moved?

What evidence do we have that they traveled and settled?

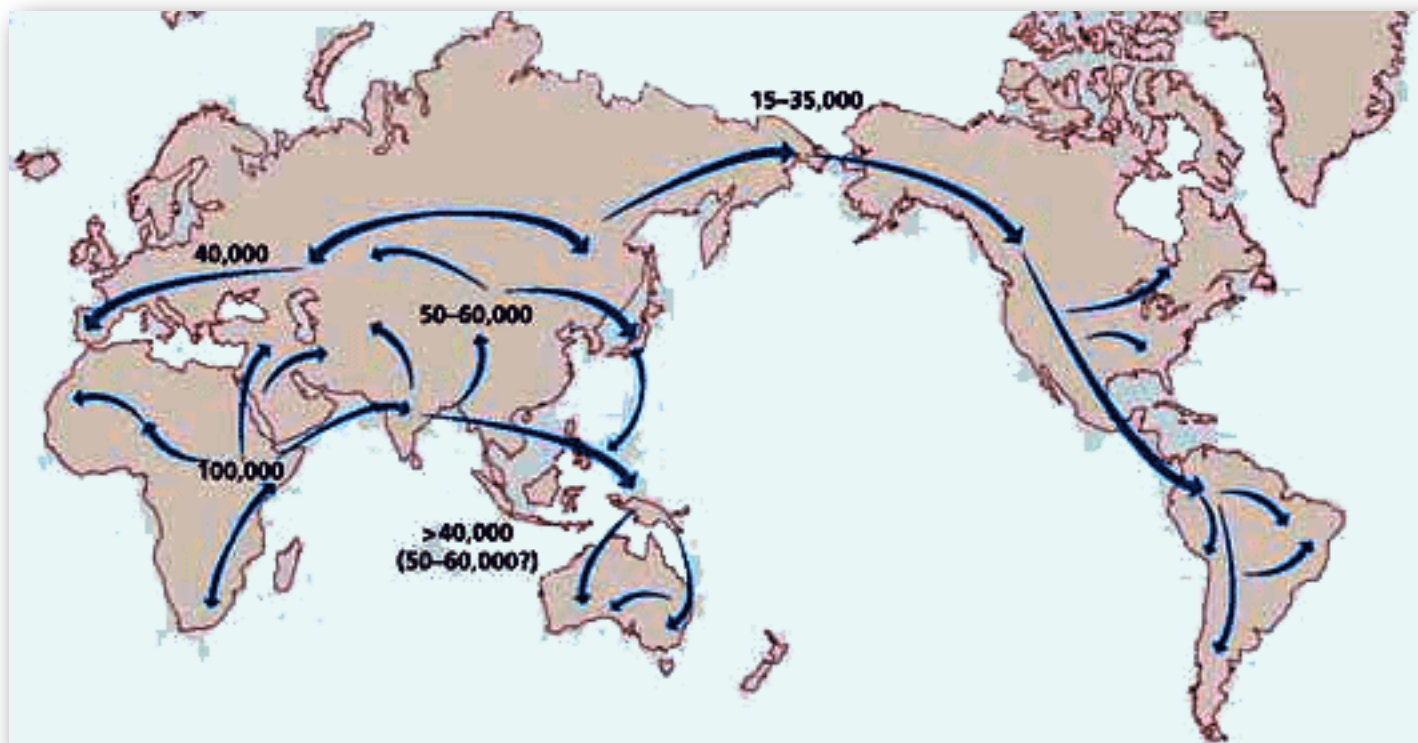


Image source: http://upload.wikimedia.org/wikipedia/en/c/c8/Human_migration.png

Over 15,000 years ago, a land bridge was exposed in the Bering Sea. During this time groups of hunters and gatherers crossed this barren wasteland to follow migrating animals. Many scientists believe that this land bridge was the gateway to early settlement in North and South America. The area is still known today as Beringia.

This was perhaps the first great movement to the Americas by any group of people. Beringia became a key migration route for

humans, plants and animals. Today, it is a preserve that lies 42 miles from the Bering Strait. This area of Northeast Alaska and Eastern Russia is still home to the ancestors of people today.

This heritage lives on in the culture of these people and can easily be seen in their language, traditions and way of living.

The following section is a little controversial. After reading and discussing in class, you can form your own opinion. Is it fact or false? Why?

Other scientists believe there were people who crossed the Atlantic prior to the Clovis period. These people are thought to have been outcasts or lost seal hunters from south western Europe. Whether a result of shelf ice detachment or lost hunters traveling by foot or kayaks, there is evidence that suggests these people moved and settled in what is now present day Nova Scotia, Canada.

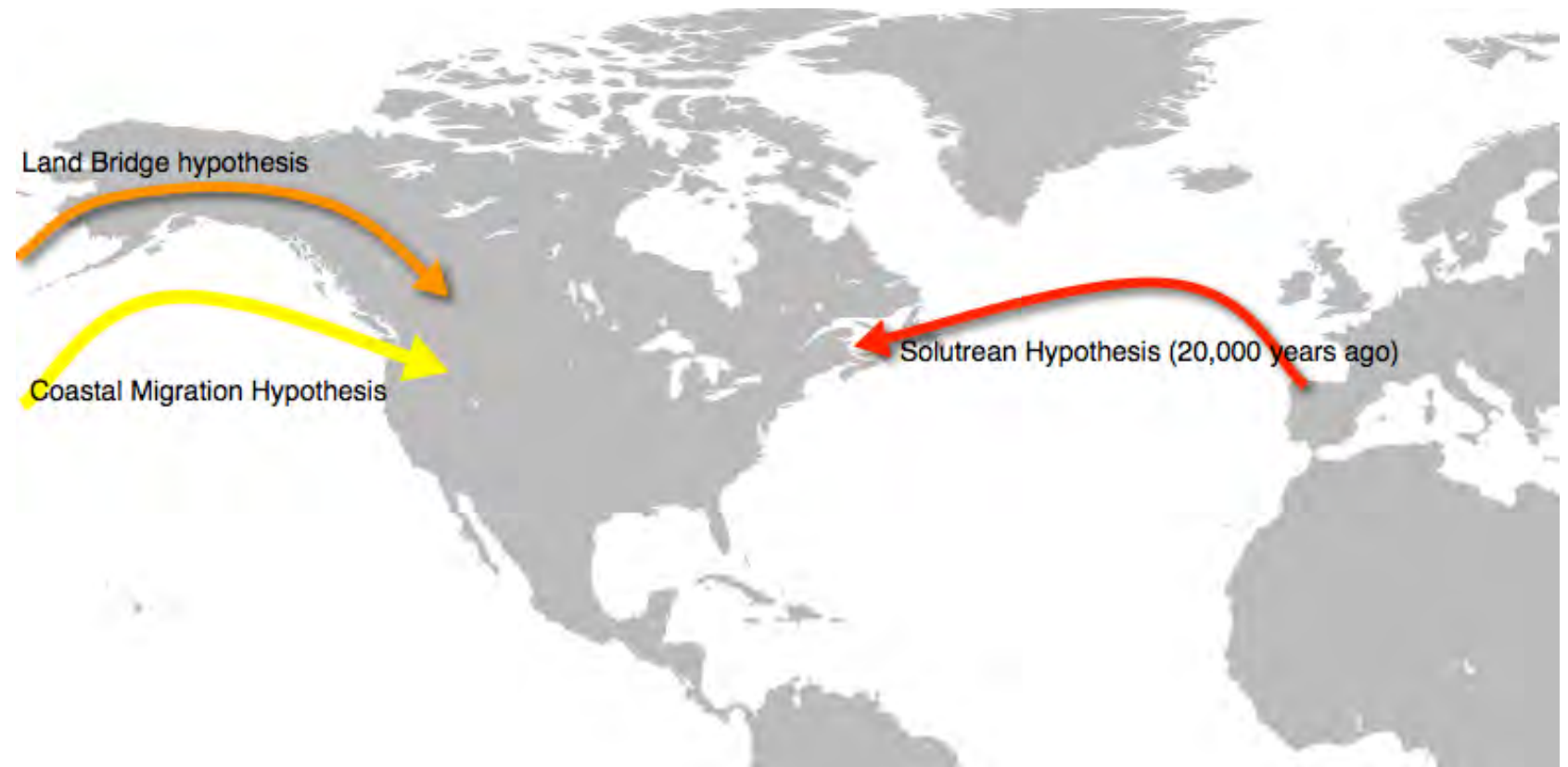
Like the land bridge people, grasses and animals could have enticed these ancient travelers to migrate west and then south along the Atlantic coast of America. These people were the Solutreans.

The Solutreans theory began when tools found in Virginia were the same as tools found in Western Europe during the Solutrean period. This relatively new information is highly debated due to cultural characteristics like language and other artifacts found in Europe.

Archaeologists have unearthed bones and tools resembling that of ancient Europe and are believed to be older than the Bering crossing. These tools and remains are much older because the move would have been from east to west. These people would have moved the shorter distance.

These theories explain the two movements from early humans. Over time, these first Americans spread out all over North and South America. They developed their own way of living in the environment they chose.

No matter what theory is ultimately deemed possible, these people moved.



Map of the three migration hypotheses

Questions:

Why do people move?

Put yourself in their shoes, what would cause you to move?

The Vikings

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. What's worth moving to and from?
4. What factors push or pull people?

Think about this:

How different would North America be if Eriksson had started a settlement in Vinland?

How would the settlement affect future explorers such as Columbus, Cortez and others?

The Vikings

Hope is both the earliest and the most indispensable virtue inherent in the state of being alive. - Leif Erickson

Leif Eriksson was the son of Erik the Red, founder of the first European settlement on what is now called Greenland. Around A.D. 1000, Eriksson sailed to Norway, where King Olaf I converted him to Christianity. According to one school of thought, Eriksson sailed off course on his way back to Greenland and landed on the North American continent where he explored a region he called Vinland. He may also have sought out Vinland based on stories of an earlier voyage by an Icelandic trader. After spending the winter in Vinland, Leif sailed back to Greenland, and never returned to the North American shores. He is generally believed to be the first European to reach the North American continent, nearly four centuries before Christopher Columbus arrived in 1492.

Interactive 2.3 The Vikings



Learn more about the Vikings exploration of North America with this YouTube video (requires internet connection)

The Europeans

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. What's worth moving to and from?
4. What factors push or pull people?

Where are you located?

What crops and animals are grown and raised?

Did they originate there?

Who brought them to your area?

The Columbian Exchange refers to the widespread movement of animals, plants, culture, human populations, communicable diseases, technology and ideas between the American and Afro-Eurasian hemispheres in the 15th and 16th centuries. This occurrence is related to European colonization and trade, including the atlantic slave trade, following Christopher Columbus' 1492 voyage.

This process between the two regions moved a large variety of fruits, vegetables and domesticated animals between the continents. Side effects included a population boom in both places and an increase of disease particularly amongst Native Americans in the Americas. Traders returned to Europe with maize, potatoes, and tomatoes, which became very important crops in Europe. Similarly, Europeans introduced manioc and peanut to tropical Asia and West Africa, where they flourished in soils that otherwise would not produce large yields.

The Spanish

Christopher Columbus, in the year 1492, sailed to the new world. He was searching for an easier path to the East Indies for trade. The lives for millions of indigenous people would be forever changed by this event. This event opened a



Research:

Choose any fruit to spend a little time researching. Where did it come from?

How have domesticated animals changed your region?

flood

gate of migration from Europe. Along with the Spanish, Great Britain and France became key players in the migration of millions of people to the Americas.

The Atlantic Slave Trade

Africans were forced onto slave ships, by European countries for over 300 years. These people were transported across the Atlantic Ocean in horrible conditions. Captain John Hawkins, led the way for the British in the Transatlantic Slave Trade.

Starting in the late 1400s, Hawkins captured over 1300 Africans and sold them in the Americas. The willing buyers were the Spanish and Portuguese colonists. As the new world was settled and thus more populated, these slave traders supplied British colonies as well. The estimated number of transported slaves

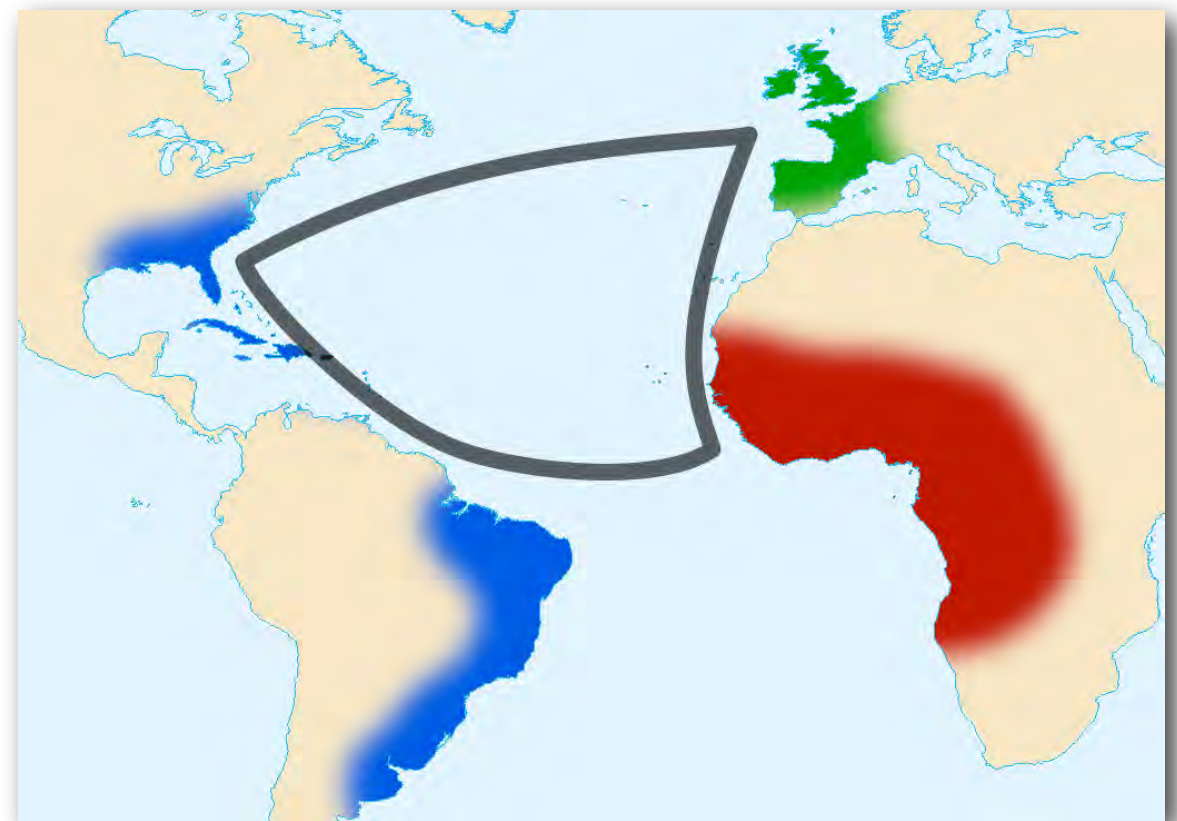


Image source: http://commons.wikimedia.org/wiki/File:Triangular_trade.png

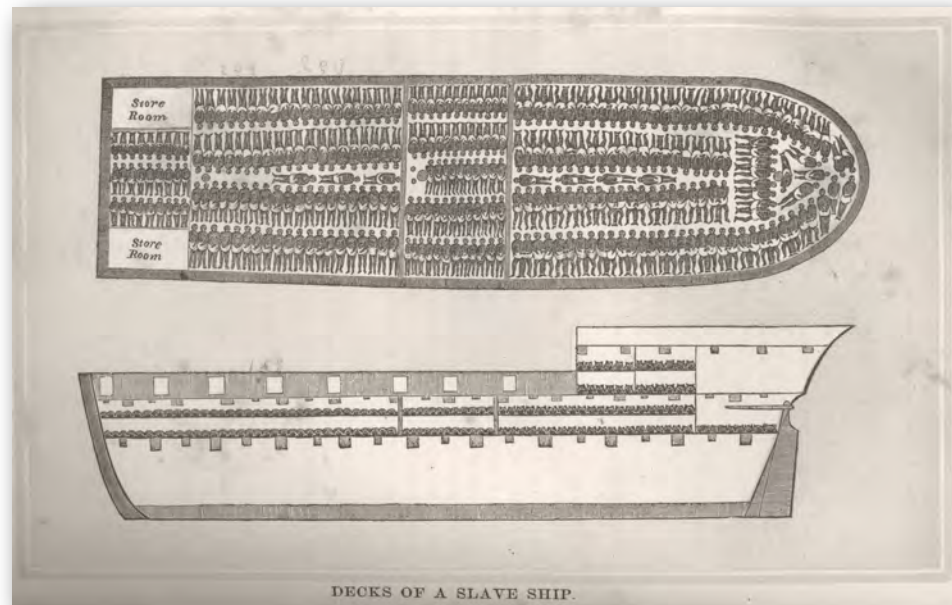


Image source: <http://www.tablespace.net/maps2/lowres/HumanCargo.jpg>

runs around 3.4 million.

The willing buyers used these slaves to work on farms and plantations.

Laws were passed

restricting the rights of the slaves. Originally, Great Britain set up ports on the coast of West Africa and created a monopoly in the slave trade. Only British ships could dock there and transport slaves from these ports. Policies like this created interlopers.

Interlopers were illegal slave transporters who traded Africans at discounted prices. This caused a loss of profits, created less populated ports and lowered prices for the British crown.

In March of 1807, The United States and the British signed acts that prohibited the transportation of slaves. This did not abolish slavery by any means; it just restricted the transportation of Africans as slaves. Over the next couple hundred years the movement of people by illegal means posed serious international problems. The abolition of the slave trade was not internationally recognized until 2001.

Movement in North America Today:

People, ideas, and products move about Earth. Over the years, people moved by foot, animal, ship and automobile. Their products moved the same way. Their ideas moved faster and faster. Each move connected people from place to place. All these moves made us who we are today. From the first humans to come to North America by land bridge to the colonists who braved stormy seas. These people moved. Their products moved. Their ideas moved.

Multiple factors play into why they moved. Were they pulled by desire, food or just the curiosity as to what is on the other side of the horizon?

Were they pushed like the slaves on the slave ships? Slaves were physically forced to move

Interactive 2.4 Slavery Today



*Does slavery still exist today?
Learn more with this article from
the Washington Post*

Movement in North America Today

QUESTIONS TO GUIDE INQUIRY

1. Why do people move?
2. Why would you move?
3. What's worth moving to and from?
4. What factors push or pull people?

Moving People

Historically speaking there are many reasons why people move TO North America, but what does movement IN North America look like today?

People move. You've already learned about push/pull factors. Sometimes people and families move because of jobs and opportunities elsewhere. This kind of movement could be across a town, a state, a region, a country, or in between countries.

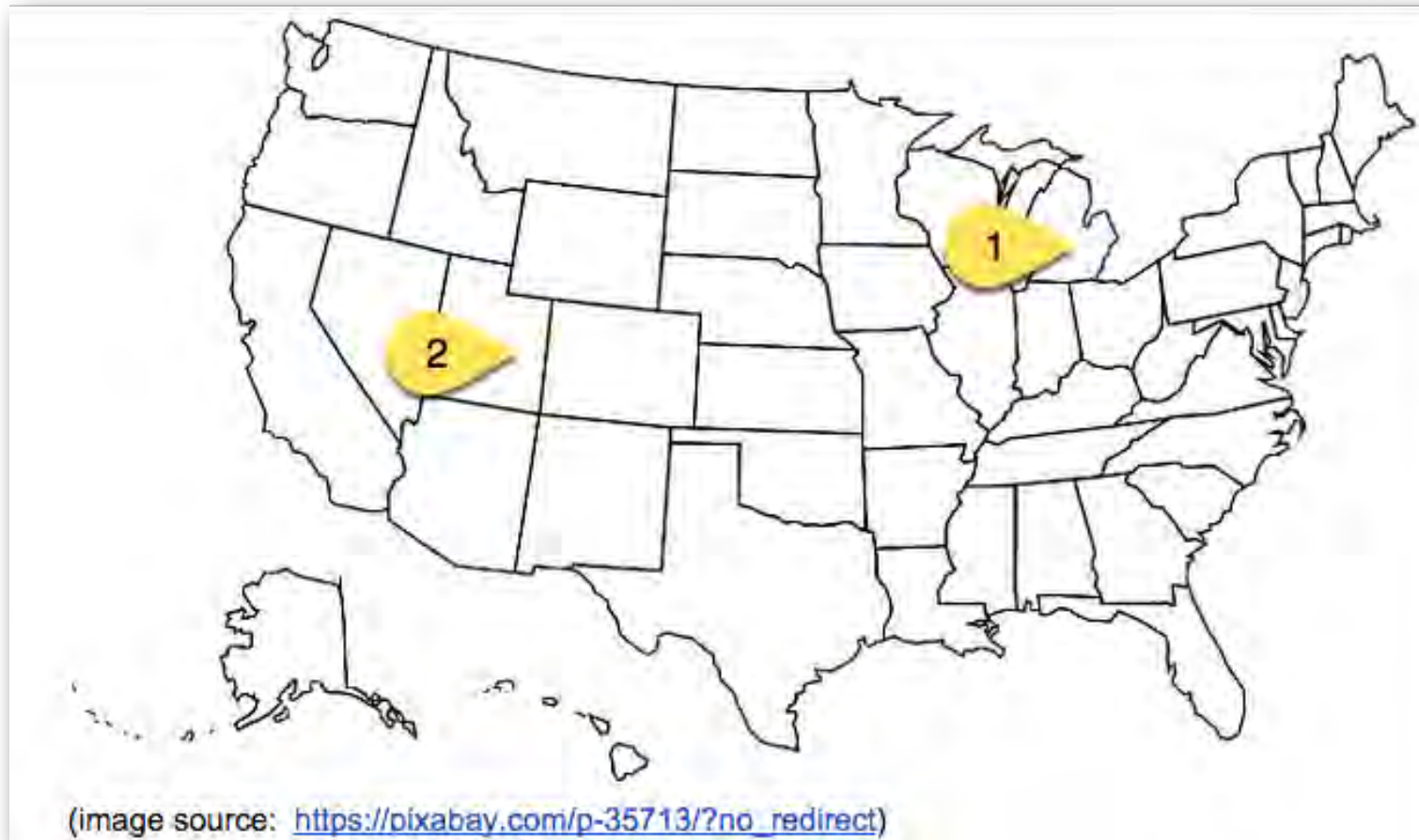
Movement of people can take place in a variety of ways. You've already read a little bit about historical methods of bringing people from place to place. Early migrations took place on foot. European migrations began on ships. Today people move in many ways. They can still travel on foot and on ship, though cars, busses, trains, and planes have all made the speed at which people can travel much faster.

Take a moment to look at the map below.

Let's pretend you live at point 1 on the map and you and your family are moving to point 2.

Based just off of this map, trace your finger over the route you might take to get there.

Do you draw a direct line connecting the two points? Do you travel south first and then move west? What method of travel is best?



It is difficult to answer some of those questions without some more information. Therefore, in practicing the skills of a geographer, here is a second map.

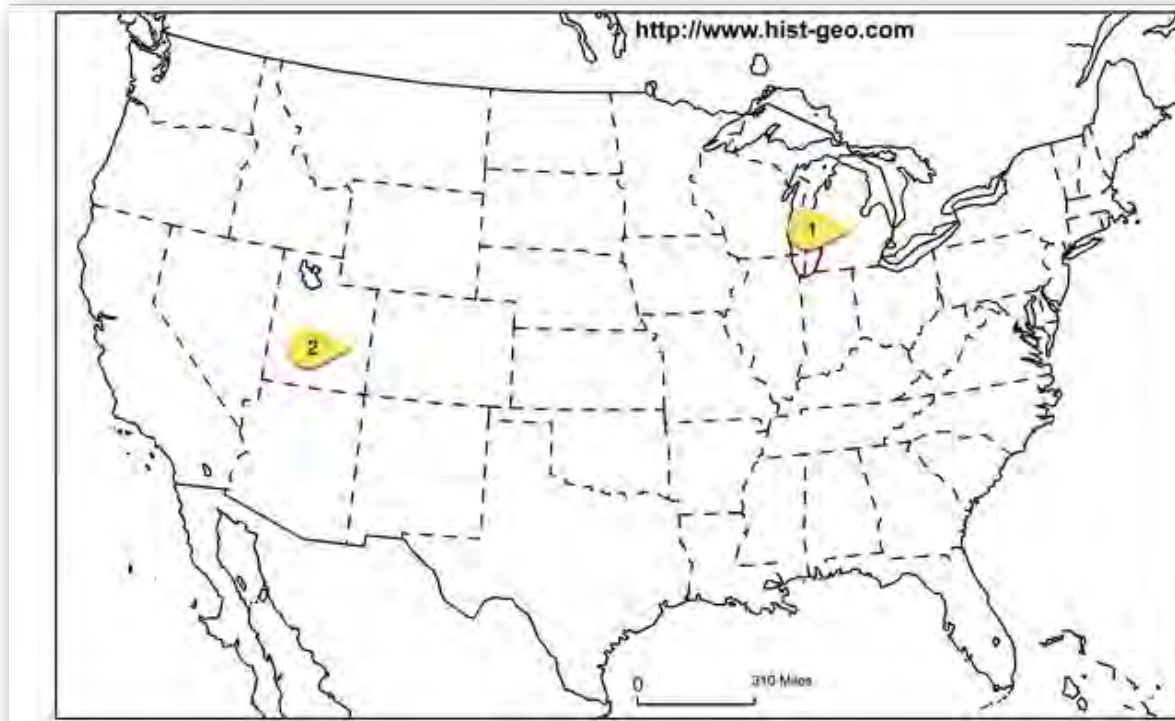


Image source: <http://st.hist-geo.co.uk/img/usa-48/USA-48-Etats-1.png>

You can see now that with a map scale added you can tell the distance between the two locations. Using a ruler or other measuring device, do the following:

1. **Determine the distance of the route you decided to travel on the previous map.**
2. **Calculate the number of hours this trip would take by car by dividing by 60**
3. **Will this change how you move from Point 1 to Point 2? Why?**

You may choose to drive to this location still, but doing so will probably require that you drive anywhere between 18-24 hours depending on the route you chose, and assuming of course that there are actually roads that lead to this location on the route you traced with your finger.

To make certain you can actually travel this route by car, you need to make certain that there are actually roads that get you there.

The fastest way will be to utilize the major United States highway system map. Using this map, are you still able to make the trip along your original route?



Image source: https://upload.wikimedia.org/wikipedia/commons/2/27/Interstate_Highway_System_Map.jpg

What are some reasons there might be fewer highways in certain places?

How does your answer to the previous question possibly relate to movement?

There is still one other thing to consider in this simulation. Even with the highway system in place, might movement from Point 1 to Point 2 be difficult at times? To get one answer to that question, you might want to take a look at yet another map.

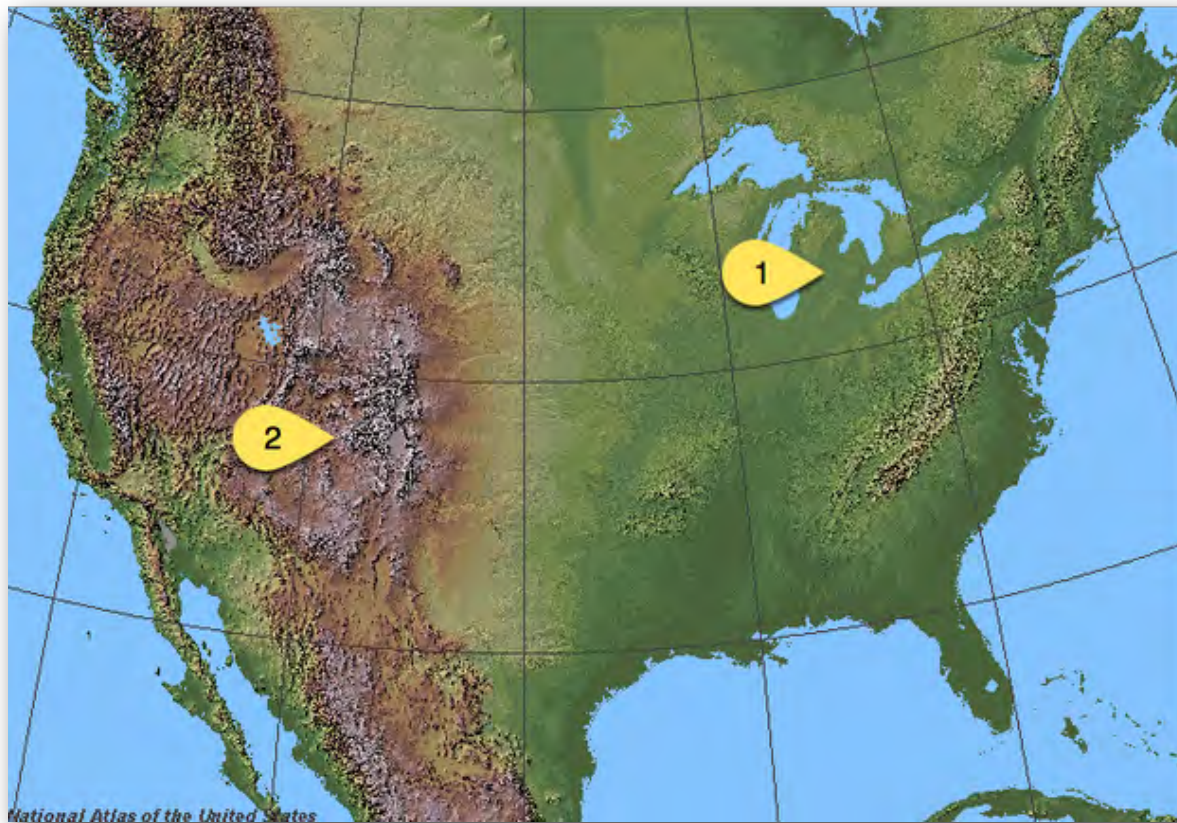


Image source: https://upload.wikimedia.org/wikipedia/commons/c/c8/ReliefUSA_map.gif

This map is a map that depicts the major mountain ranges of the United States. You can see from this map that Point 2 requires travel through mountains. If you're driving in an old car without enough power (and carrying your belongings in the back seat!) your trip might end up being a little difficult in certain places.

That isn't to say that you couldn't fly there. That trip would be much shorter and probably less expensive. You might also see if

there were train or bus routes that could get you there, though that method of travel would add length to your time.

Looking back at the maps, could you take a boat from Point 1 to Point 2?

Depending on where and how a person wants to move, the trip could be easy or difficult. Right now a person in North America could move almost anywhere on the continent and to places in Latin America by car with varying degrees of ease. If someone wanted to drive from New York to London England however, they would be unable to do so right now. Learn more about how the country of Russia would like to solve that problem in the future at this website.

Interactive 2.5 Road from US To Europe



Moving Products



Image source: https://upload.wikimedia.org/wikipedia/commons/a/a3/Froot_loops_in_a_bowl.jpg

What did you have for breakfast this morning?

How did that breakfast make its way to your kitchen?

The short answer to the questions you were asked above might be “food” and “my parents bought it.”

That food however came from somewhere. Sometimes it came from multiple places. While it is true that people travel to a store and purchase groceries, the movement of that product from the store to their home is only one step in a longer journey.

If you had cereal for breakfast, it’s possible you used a brand that was created in Michigan by Kelloggs, which made \$14.8 billion in revenue in 2014. Kelloggs foods has their headquarters in Battle Creek Michigan, and their cereals are manufactured and sold world wide. The factory in Battle Creek, as well as others around the country and world produces many kinds of cereal which you may have eaten this morning.

Some might be tempted to say that the journey of the product from the store to a home begins at the factory, but that is still not the case. All of the parts of a product, such as ingredients for making cereal, come from places outside of the factory. It could come from local sources, or much farther away - across a state, the country, or even the world.

Activity - Use the internet to find the ingredients in one breakfast cereal of your choice. Then, pick any three ingredients (such as rice, sugar, or salt) to find out where in the United States these materials might come from. If it does not come from the United States, where else might it come from? How might those ingredients “move” to the factory in which they are processed and turned into cereal?

The journey of an ingredient for cereal could begin hundreds or thousands of miles away from your house. If you live in Michigan however, it is quite possible that they made their way to Battle Creek to be made into your breakfast this morning.



(image source: [https://upload.wikimedia.org/wikipedia/commons/2/20/Warehouse_of_Grupo_Martins_in_Cama%C3%A7ari_\(Brazil\).jpg](https://upload.wikimedia.org/wikipedia/commons/2/20/Warehouse_of_Grupo_Martins_in_Cama%C3%A7ari_(Brazil).jpg))

It doesn't necessarily matter where your cereal was created.

Often times after production it is taken to centralized warehouses which deliver the products to many regional stores. The goods travel over land and by air depending on the distance they must travel.

All goods and products move in this way. If your family goes to a local farmers market and purchases apples, the journey from the farm to you may have been a relatively short one, but the product

still moved. If your family purchases an American made car from Ford, GM, or Chrysler, the parts came from all over the world, and it's possible that it wasn't even assembled in the state that you live in.

From apples to cars, to the breakfast you ate this morning, the theme of movement is taking place all across your town, your state, the country, and the world.

Moving Ideas

People and products move constantly, but a third major type of movement also exists. The third type of movement is the movement of ideas. Prior to the 1830s, movement of ideas could be very slow. To communicate across vast distances people either had to travel to a place themselves or send a letter which could take days, weeks, or months to arrive at their final destination.

While you will learn more about the major religions of the world in a later chapter, the spread of religion around the world can be traced to an idea called **cultural diffusion**, the spread of beliefs and activities from one group to another. In ancient times religions such as Christianity, and Islam spread along trade routes, with places in the world adopting the incoming religion, and others taking pieces of it which mixed with local customs.

When people moved from one region to another to trade goods, their customs came with them and often times spread. This was not a process that happened overnight, rather, it took a great deal of time. The fastest methods of communication generally involved people traveling long distances over long periods of time.

Fast forward a thousand years and communication became faster. The telegraph was invented in the 1830s. People could now send a message to someone across a large distance much faster, though it still required people to both send and receive the transmission, decode it, and deliver it to a recipient. The telegraph did however make the spread of information and ideas much faster.

Just forty years later, the telephone was invented. For the first time people could communicate with their voice over large distances. This also helped ideas and information spread faster.

As faster methods of travel became available, this also led to a faster spread of information.

Today however, many people carry a phone in their pocket which allows them to communicate with people all over the world instantaneously. That phone isn't just used to send your voice. Many phones come equipped with cameras allowing easy face to face communication. You can text a message, a picture, or a video to friends almost anywhere in the world and they can receive it within seconds.

People today can even communicate with people they have never, and will never meet. Social media - things like Twitter, Facebook, and YouTube allow you to broadcast yourself to the world.

An aspiring musician might make a video on their phone of them playing an original song in their basement or bedroom. They upload that song to a place like YouTube and some of their friends and family might view it and share it with their wider circle.

A few weeks later it might have been viewed in all fifty states. A few months later, if the song was popular enough, it might make its way outside of the country. Some musicians have been discovered by record labels this way and offered recording contracts. What begins as a song recorded in a basement in Roscommon Michigan could become a hit in Tokyo Japan if the conditions are right.

The movement of people, goods, and ideas is constantly taking place. You'll learn more about how people, goods, and ideas move in later chapters of this book.

Use the infographic at this website to research a method of communication through the ages. Explain how the method you

chose connects/connected people during that time period.

Describe how a “tweet” on Twitter, or a Facebook status update represents movement of an idea.

Return to your interactive journal and describe three important things you have learned about movement in this chapter.