

## Essential Question Preview

### Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Tell students that people from Southeast Asia gradually settled the Pacific Islands, including Australia and New Zealand, over thousands of years. Have students examine a physical map of the Pacific Islands. Point out that many of the islands lay a great distance from Southeast Asia and from each other. Ask students to draw conclusions about how early people may have been able to settle these islands.
- Tell students that people from Europe—Great Britain, Spain, France—began to explore and settle the islands of the Pacific in the 1500s. Lead a discussion about how this might have affected the culture in these places.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*Why was Oceania settled later than other areas of Earth?*

*What are some of the ways that isolation has hindered the economic development of Oceania?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## Explore the Online Video

### ANALYZE VIDEOS

#### Great Barrier Reef, Part 1: A Reef in Danger

Invite students to watch the video to learn about the Great Barrier Reef and the challenges it faces today.

**Geography** Why is bleaching so harmful to coral?

*Possible answer: Bleaching is the loss of algae that coral needs.*



**Module 32**  
**Oceania and Antarctica**

**Essential Question**

Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?

**Explore ONLINE!**

**HISTORY**

- VIDEOS, including ...
  - Giants of Easter Island: Settling the Pacific Islands
  - Moai Stone Heads of Easter Island
- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Great Barrier Reef, Part 1: A Reef in Danger
- Image with Hotspots: Maori Culture
- Process Steps: The Formation of an Atoll
- Channel One News Video: Penguins and Climate Change
- Geographic Feature: Antarctica's Ice Shelves

**1000 Module 32**

In this module, you will learn about the geography and history of Oceania and Antarctica. You will also learn how parts of this region have been shaped by a mixture of native cultures and Western influence.

**What You Will Learn**

**Lesson 1: Australia and New Zealand . . . . . 1003**  
The Big Idea Australia and New Zealand share a similar history and culture but have unique natural environments.

**Lesson 2: The Pacific Islands . . . . . 1010**  
The Big Idea The Pacific Islands have tropical climates, rich cultures, and unique challenges.

**Lesson 3: Antarctica . . . . . 1016**  
The Big Idea Antarctica's unique environment has made it an important site for research.

### Lesson 1 Big Idea

Australia and New Zealand share a similar history and culture but have unique natural environments.

#### Main Ideas

- The physical geography of Australia and New Zealand is diverse and unusual.
- Native peoples and British settlers shaped the history of Australia and New Zealand.
- Australia and New Zealand today are wealthy and culturally diverse countries.

### Lesson 2 Big Idea

The Pacific Islands have tropical climates, rich cultures, and unique challenges.

#### Main Ideas

- Unique physical features, tropical climates, and limited resources shape the physical geography of the Pacific Islands.
- Native customs and contact with the Western world have influenced the history and culture of the Pacific Islands.
- Pacific Islanders today are working to improve their economies and protect the environment.



**Geography** From Uluru in the dry Australian Outback to freezing Antarctica, the Pacific realm is a land of great geographic variety.

**History** The famous *moai* statues on Easter Island reflect the rich history of Oceania.



**Culture** Sydney's Opera House is one example of the vibrant culture that exists throughout Oceania.

## Explore the Map and Images

### Oceania and Antarctica: Political

This map highlights Australia, New Zealand, the Pacific Islands, and Antarctica. To orient students to the location of the Pacific world, point out Southeast Asia on the left side of the map and the coastline of the Americas on the upper right side. Make certain students understand the wide area that the Pacific Islands encompass. Also note the insert of Antarctica. If possible, locate Antarctica on a classroom map of the world.

**Geography** Uluru, also known as Ayers Rock, is a monolithic rock formation that is sacred to the local Aborigines.

**History** There are more than 600 *moai* statues on Easter Island, and they weigh 14 tons on average.

**Culture** The Sydney Opera House, located in Sydney, Australia, is considered one of the great architectural wonders of the world.

### Analyze Visuals

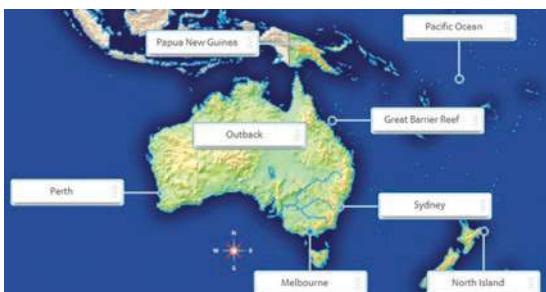
What physical features do you notice in the photo of Uluru? *Possible answers: large rock formation, small shrubs and brush, reddish sand*

### ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

### ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



## Lesson 3 Big Idea

Antarctica's unique environment has made it an important site for research.

### Main Ideas

- Freezing temperatures, ice, and snow dominate Antarctica's physical geography.
- Explorations in the 1800s and 1900s led to Antarctica's use for scientific research.
- Research and protecting the environment are key issues in Antarctica today.

# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Determine Author's Purpose

Discuss with students that it is impossible to get somewhere if you do not know where you are going. Likewise, being able to recognize an author's purpose helps the reader understand what is being said. Organize the class into pairs, and assign each pair one of the following purposes: inform, entertain, express thoughts or feelings, and persuade. Instruct each pair to find an example of their type of writing. Ask for volunteers to share their examples with the class.

#### You Try It!

Answers will vary, but students should use a graphic organizer to list words or phrases that show that the author's purpose is to inform. Some clues might be "Australia has desert and steppe climates," "temperatures are warm and rainfall is limited," "New Zealand is mild and wet," or "marine climate brings plentiful rainfall and mild temperatures."

## Determine Author's Purpose

### READING FOCUS

An author's purpose is the writer's main reason for writing a text. When you read, look for clues that reveal the possible purposes an author might have for writing. For example, is it to inform, entertain, express thoughts or feelings, or persuade? Notice how the paragraph below contains many facts. It starts with a broad view, then, supplies more detailed information. The verbs, nouns, and adjectives are factual and neutral in tone. The author's purpose is to inform.

European explorers first sighted Australia and New Zealand in the 1600s. It wasn't until later, however, that Europeans began to explore the region. In 1769 British explorer James Cook explored the main islands of New Zealand. The following year, Cook landed on the east coast of Australia and claimed the land for Britain.

Word Clues	Tone
European explorers first sighted Australia and New Zealand in the 1600s.	neutral, factual
In 1769 British explorer James Cook explored the main islands of New Zealand.	neutral, factual
The following year, Cook landed on the east coast of Australia and claimed the land for Britain.	neutral, factual

#### YOU TRY IT!

Read the following paragraph. Then, use a graphic organizer like the one on this page to list verbs, nouns, or adjectives that reveal the author's purpose.

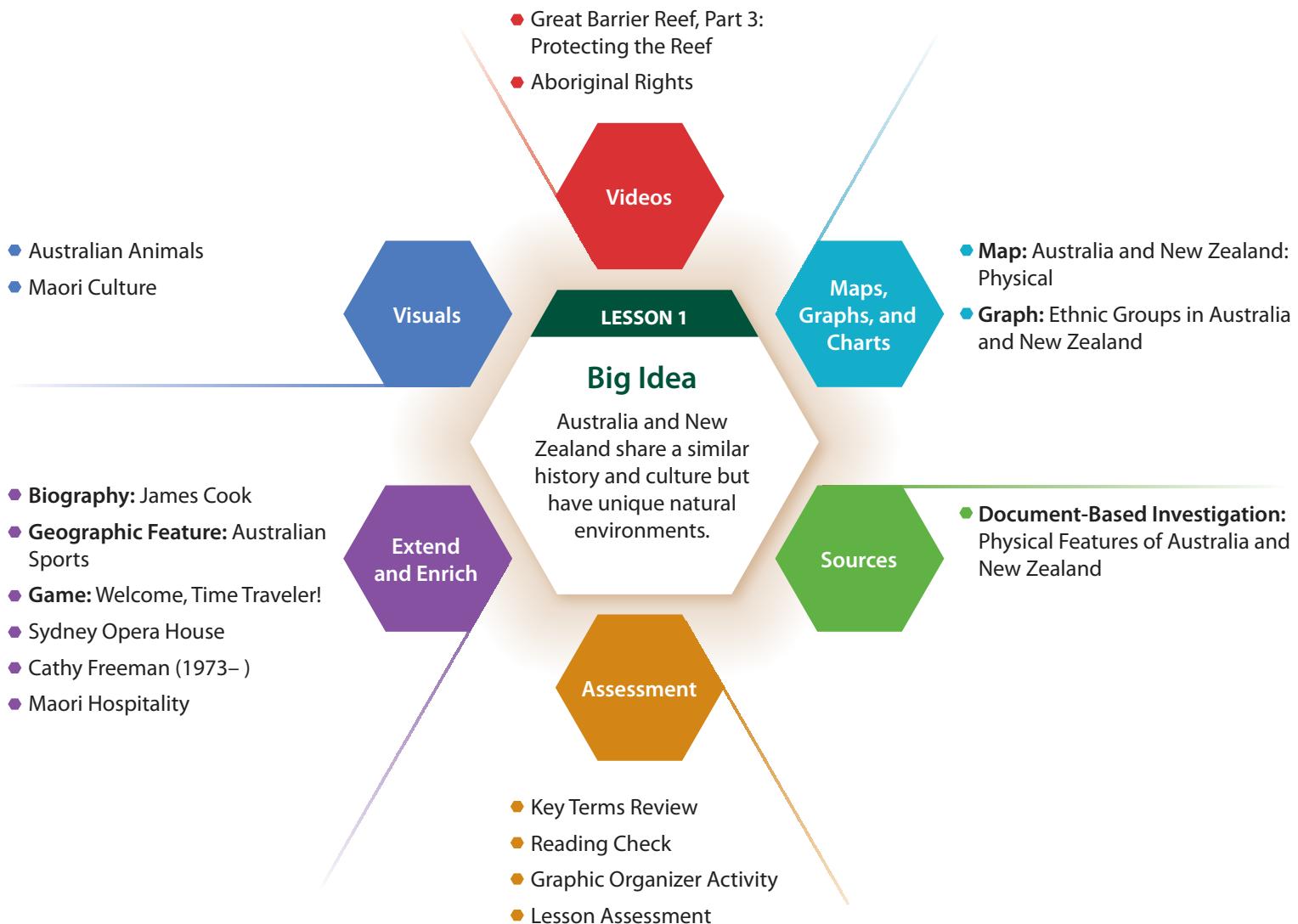
The climates of Australia and New Zealand differ greatly. Because much of Australia has desert and steppe climates, temperatures are warm and rainfall is limited. However, along the coasts the climate is more temperate. Unlike Australia, New Zealand is mild and wet. A marine climate brings plentiful rainfall and mild temperatures to much of the country.

As you read this module, look for words that tell about the author's purpose.

1002 Module 32



# Australia and New Zealand



## ► Online Lesson 1 Enrichment Activities

### Sydney Opera House

**Video** Students view a video to learn more about the Sydney Opera House, one of the most famous buildings in the world. Then they write a journal entry describing the emotions they experience in response to the building.

#### Watch Channel One News



### Maori Hospitality

**Article** Students learn about the Maori ritual that is performed when visitors come to a meetinghouse. Students then conduct research to learn more about Maori customs and write a brief outline sharing their findings.

### Cathy Freeman (1973–)

**Article** Students read about Cathy Freeman, the first Aboriginal athlete to represent Australia in the Olympic Games. Then they create a motivational poster using a quote from Freeman.



# Australia and New Zealand

## The Big Idea

Australia and New Zealand share a similar history and culture but have unique natural environments.

## Main Ideas

- The physical geography of Australia and New Zealand is diverse and unusual.
- Native peoples and British settlers shaped the history of Australia and New Zealand.
- Australia and New Zealand today are wealthy and culturally diverse countries.

## Key Terms and Places

Great Barrier Reef  
coral reef  
Aborigines  
Maori  
Outback

## If YOU lived there ...

You have just taken a summer job working at a sheep station, or ranch, in Australia's Outback. You knew the Outback would be hot, but you did not realize how hot it could get! During the day, temperatures climb to over 100°F (40°C), and it hardly ever rains. In addition, you have learned that there are no towns nearby. Your only communication with home is by radio.

## How will you adapt to living in the Outback?

## Physical Geography

Australia and New Zealand are quite unlike most places on Earth. The physical features, variety of climates, unusual wildlife, and plentiful resources make the region truly unique.

**Physical Features** The physical features of the region differ widely. Australia is home to wide, flat stretches of dry land. On the other hand, New Zealand features beautiful green hills and tall mountains.

**Australia** Similar to an island, Australia is surrounded by water. However, due to its immense size—almost 3 million square miles (7.8 million square km)—geographers consider Australia a continent.

A huge plateau covers the western half of Australia. Mostly flat and dry, this plateau is home to Uluru, a rock formation also known as Ayers Rock. Uluru is one of Australia's best-known landforms. Low mountains, valleys, and a major river system cover much of eastern Australia. Fertile plains lie along the coasts. Most Australians live in this area because of the more favorable environment. Off Australia's northeastern coast is the **Great Barrier Reef**, the world's largest coral reef. A **coral reef** is a collection of rocky material found in shallow, tropical waters. The Great Barrier Reef is home to an incredible variety of marine animals.

Oceania and Antarctica 1003

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### How will you adapt to living in the Outback?

Review the scenario about working in the Outback with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider what you already KNOW:** how to dress for the weather; to always carry water; to take rest breaks in the shade

**Consider how you CAN LEARN from others:** observing what experienced coworkers do; asking questions; listening to supervisor's advice

**2. Direct Teach** Introduce the Big Idea: *Australia and New Zealand share a similar history and culture but have unique natural environments.* Ask students why they think two regions can have different physical geographies and climates and still have similar cultures and values. For example, why are their governments similar?

**3. Practice/Assess/Inquire** Have students work in pairs to create a two-column chart, labeling the columns *Australia* and *New Zealand*. Allow pairs class time to fill in their charts with information from Lesson 1 about both countries. Members of each pair can share ideas about information to include.

**4. Explore (Collaborative Exploration)** Discuss the information students put in their charts, adding details as needed.

**5. Whole Group Close/Reflect** Ask students to write two sentences about a fact they learned about either country and to share this fact with their families.

\*Alternative Assessment Handbook, Rubrics 7: Charts; 14: Group Activity; and 37: Writing Assignments

## ONLINE ANALYZE VIDEOS

### Great Barrier Reef, Part 3: Protecting the Reef

Have students watch the video individually or as a class to learn more about how the Great Barrier Reef can be protected. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** According to experts, what is the best way to save the Great Barrier Reef? *reduce greenhouse gas emissions*

## ONLINE DOCUMENT-BASED INVESTIGATION

### Oceania and Antarctica

Physical Features of Australia and New Zealand is the first of three document-based investigations that students will analyze in Oceania and Antarctica. Students will explore images using the interactive slider to contrast physical features of Australia and New Zealand.

## Teach the Main Idea

The physical geography of Australia and New Zealand is diverse and unusual.

**Describe** What are some characteristics of Australia's Outback? *hot, dry, flat*

**Compare and Contrast** How are the physical features of Australia and New Zealand alike and different? *alike—Both are surrounded by water; different—Most of Australia is hot, flat, and dry; New Zealand has fertile plains, green hills, tall mountains, dense forests, and deep lakes.*

**Evaluate** Which country is better suited to agriculture? *New Zealand* Why? *It has plenty of fertile soil. Much of Australia has dry land.*

For additional instruction, go to end of lesson.

## ONLINE GRAPHIC ORGANIZER

### Australia and New Zealand

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify** Which country has strongly influenced the governments of Australia and New Zealand? *Britain*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Great Barrier Reef, coral reef, Aborigines, Maori, Outback.**

## ONLINE DOCUMENT-BASED INVESTIGATION

### Image Compare: Physical Features of Australia and New Zealand

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Sources** Study the photos and their captions. Which country is better suited to agriculture? Why? *New Zealand is better suited to agriculture because it has plenty of fertile soil. Much of Australia is hot and dry.*

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

#### Physical Features of Australia and New Zealand

The region offers a broad range of physical characteristics.

**Australia** Hot and dry, much of the western portion of Australia is covered in low trees and shrubs.



## ONLINE INTERACTIVE MAPS

### Australia and New Zealand: Physical

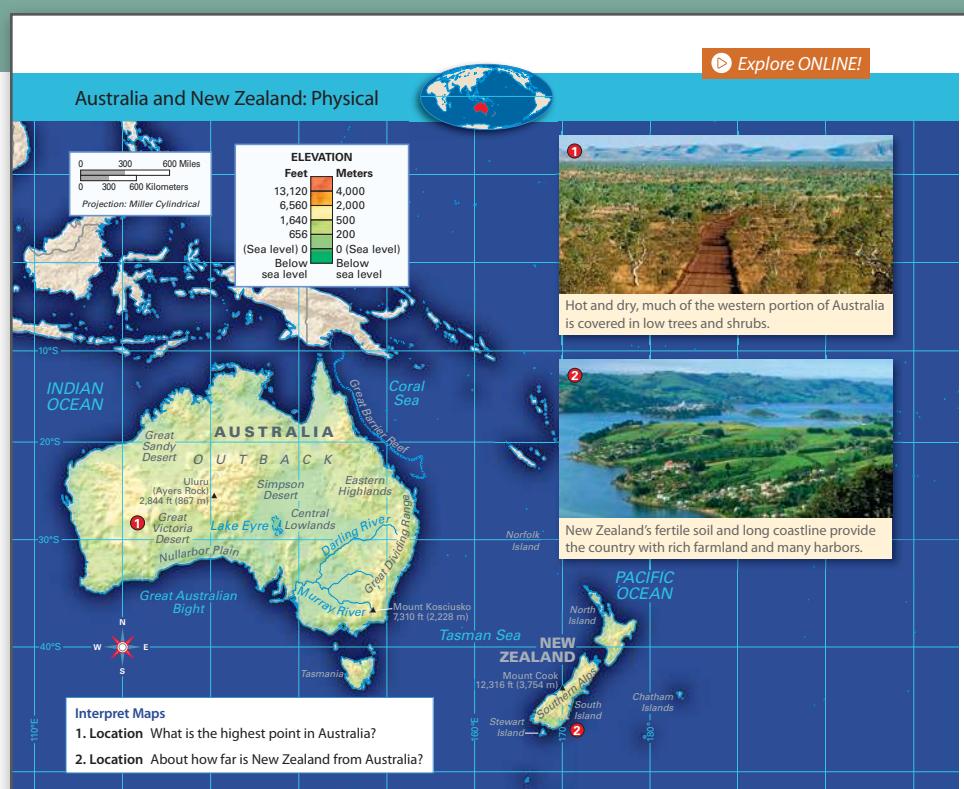
Have students explore the map using the interactive features and answer the associated questions.

**Location** About how far is New Zealand from Australia? *about 1,200 miles*

In print edition, see map of same title.

**1. Location** What is the highest point in Australia? *Mount Kosciusko*

**2. Location** About how far is New Zealand from Australia? *about 1,200 miles*



**New Zealand** New Zealand, located about 1,200 miles (1,931 km) southeast of Australia, includes two main islands, North Island and South Island. North Island is covered by hills and coastal plains. It is also home to volcanoes, geysers, and hot springs. One of the key features on South Island is a large mountain range called the Southern Alps. Thick forests, deep lakes, and even glaciers are found in the Southern Alps. The rest of the island is covered by fertile hills and rich plains. Fjords, or narrow inlets of the sea, create many natural harbors along the coasts of both islands.

**Climates** The climates of Australia and New Zealand differ greatly. Because much of Australia has desert and steppe climates, temperatures are warm and rainfall is limited. However, along the coasts the climate is more temperate. The majority of Australians live here because they have summers that are not too hot and winters that are not too cold. Unlike Australia, New Zealand is mild and wet. A marine climate brings plentiful rainfall and mild temperatures to much of the country.

1004 Module 32

## INTERPRET MAPS

- Focus students' attention on the physical map of Australia and New Zealand. Have students study the key, noting the colors that represent different elevations. Make sure students understand the relationship between the colors in the key and the colors on the map.
- Have students locate physical features mentioned in Lesson 1 including the Outback, the Great Barrier Reef, New Zealand's North and South Islands, and the Southern Alps.
- Ask: In what sea is the Great Barrier Reef situated? *Coral* Into what body of water do the Murray and Darling Rivers empty? *Great Australian Bight* How can you tell from the map that much of Australia is flat? *Light green covers most of it.*
- Have students work individually to write a question about the map. Gather the questions and ask them of the class.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 21: Map Reading

**Wildlife and Resources** Both Australia and New Zealand are home to many unique animals. Some of the region's most famous native animals are Australia's kangaroo and koala and New Zealand's kiwi, a flightless bird.

Only 6 percent of Australia's land is arable. The desert environment is too hot and dry for agricultural activities. Despite poor soil across much of the continent, coastal farms and ranches are able to raise wheat, cotton, and sheep.

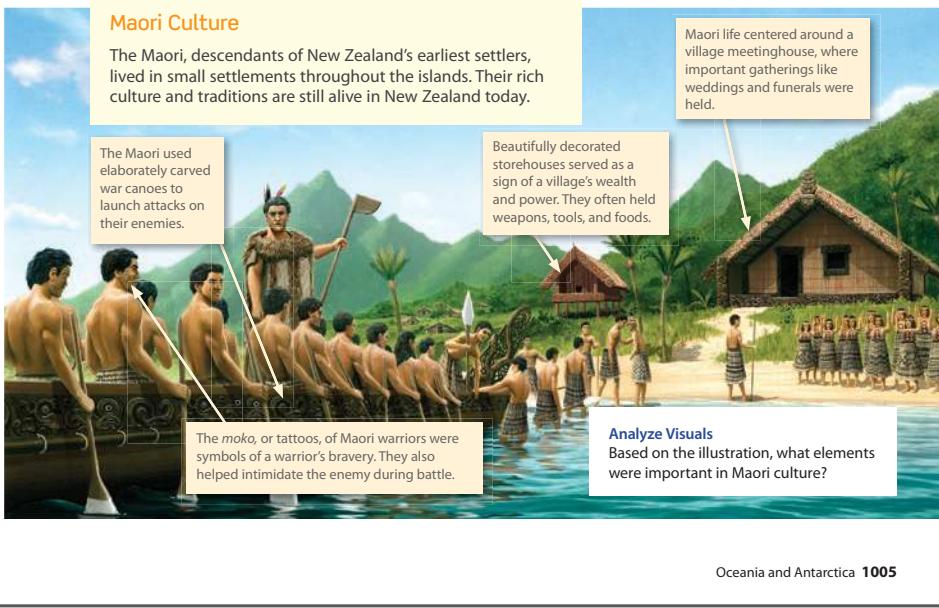
While the interior of Australia is barren and not ideal for farming, it is rich in resources. This has provided Australia with an opportunity for specialization. Australia is the world's top producer of bauxite and opals and is a leading producer of diamonds and lead. Australia is also home to energy resources like coal, natural gas, and oil. Mining is a valuable industry for the continent. People employed in the mining industry established "mining towns" close to resources. The export of natural resources has been a great contributor to economic growth.

Unlike Australia, New Zealand has a great deal of fertile land but few mineral resources. New Zealand's main resources are wool, timber, and gold.

**Reading Check**  
**Contrast** How does the physical geography of the two countries differ?

## History

Despite their many geographic differences, Australia and New Zealand have both been influenced by similar waves of human migration. Both countries were originally inhabited by settlers who migrated from other parts of the Pacific. Later, both Australia and New Zealand were colonized by the British.



## Teach the Main Idea

Native peoples and British settlers shaped the history of Australia and New Zealand.

**Identify** Who were the first humans in Australia and New Zealand? *Australia—Aborigines; New Zealand—Maori*

**Compare** How are the histories of Australia and New Zealand similar? *British settlers displaced the natives; Britain ruled both; both gained independence in the early 1900s; both are now members of the British Commonwealth.*

**Make Judgments** How do you think the early Aborigines and Maori felt about the arrival of British settlers? *They may have welcomed the British initially but would have become bitter and resentful after the British took over their territories.*

## More About . . .

### Australian Aborigines

- More than 4,000 Aborigines live in Arnhem Land, an area set aside for them along the northeast coast of Australia. Some of them pursue traditional lifestyles.
- Until 1967 the Australian Constitution made it illegal for the government to offer Aborigines direct aid.
- Bark painting is a unique Aboriginal art form. Artists use flattened bark from gum trees and paints made from natural pigments mixed with plant juices to depict traditional Aboriginal myths.

**Maori Tattooing** Maori tattooing, or *moko*, is worn by both men and women. The tattoos are not only created for their beauty, they also are a sign of belonging to the group. Tattoos may indicate a person's status and often mark important events in people's lives. Various vegetable dyes were used to color the inks, and traditionally animal bones were used to carve the design into the skin. The colors of the dyes vary by tribal region, making it possible to identify individuals' home areas by their tattoos.

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Australian Animals

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Which native Australian animal do you find most intriguing? Why? *Answers will vary. Students should provide an explanation for their choice.*

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Maori Culture

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Based on the illustration, what elements were important in Maori culture? *Possible answers: hunting and warring trips; decorated buildings and vessels; weddings, funerals, and welcoming ceremonies*

### READING CHECK

**Contrast** How does the physical geography of the two countries differ? *Most of Australia is hot, dry, and flat; however, fertile plains lie along the coasts where the climate is more temperate. New Zealand has a mild, wet climate; fertile plains; tall mountains; dense forests; and deep lakes.*

## BIOGRAPHY

### James Cook (1728–1779)

Have students read the biography of James Cook, who was born in England. In 1768 he led an expedition to the Pacific, and in 1772 he sailed to Australia.

## GEOGRAPHIC FEATURE

### Australian Sports

Have students read the feature about Australian sports. Watersports, such as swimming and surfing, cricket, and Australian rules football are popular.

**Draw Conclusions** Why do you think outdoor sports are so popular in Australia? *The mild climate near the coasts (where most of the population lives) is favorable to outdoor activities. The nearby ocean probably accounts for the popularity of water sports.*

In print edition, see visual feature of same title.

## GEOGRAPHY AND CULTURE

### Australian Sports

Outdoor sports are tremendously popular in sunny Australia. Some of Australia's most popular activities include watersports, such as swimming, surfing, and water polo. In recent years, many Australians have dominated the swimming competition at the summer Olympic Games.

Australia's national sport is cricket, a game played with a bat and ball. Cricket was first introduced to Australia by British settlers. Other popular sports with British roots are rugby and Australian rules football. These two sports allow players to kick, carry, or pass the ball with their hands or feet. Every year, hundreds of thousands of Australians attend professional rugby matches, like the one in the photo.



### Australian Sports

Outdoor sports are tremendously popular in sunny Australia. Some of Australia's most popular activities include watersports, such as swimming, surfing, and water polo. In recent years, many Australians have dominated the swimming competitions at the summer Olympic Games.

Australia's national sport is cricket, a game played with a bat and ball. Cricket was first introduced to Australia by British settlers. Other popular sports with British roots are rugby and Australian rules football. These two sports allow players to kick, carry, or pass the ball with their hands or feet. Every year, hundreds of thousands of Australians attend professional rugby matches, like the one in the photo.



#### Draw Conclusions

Why do you think outdoor sports are so popular in Australia?

1006 Module 32

## STRUGGLING READERS

### Settling Australia and New Zealand

- To help struggling readers develop background knowledge of the histories of Australia and New Zealand, copy the chart shown here on the board. Omit the italicized answers.
- Ask the following questions, and fill in the blanks in the chart as students answer each question. Who were the first

inhabitants of Australia? Of New Zealand? From where did they come? When did the British begin settling these countries? When did each country gain independence?

- Direct students to copy the completed chart and refer to it as they read the text.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 9: Comparing and Contrasting

Facts	Australia	New Zealand
First inhabitants	<i>Aborigines</i>	<i>Maori</i>
Came from	<i>Southeast Asia</i>	<i>Pacific Islands</i>
British settled	<i>Late 1700s</i>	<i>Early 1800s</i>
Independence	<i>Early 1900s</i>	<i>Early 1900s</i>

**Reading Check**  
Find Main Ideas  
How did early settlers influence the region?

In New Zealand, large numbers of British settlers started to arrive in the early 1800s. After the British signed a treaty with the Maori in 1840, New Zealand became a part of the British Empire. However, tensions between the Maori and British settlers led to a series of wars over land.

Australia and New Zealand both gained their independence in the early 1900s. Today, the two countries are members of the British Commonwealth of Nations and are close allies of the United Kingdom.

## Australia and New Zealand Today

Despite their isolation from other nations, Australia and New Zealand today are rich and well developed. Their governments, economies, and people make them among the world's most successful countries.

**Government** As former British colonies, the British style of government has influenced both Australia and New Zealand. As a result, both countries have similar governments. For example, the British monarch is the head of state in both Australia and New Zealand. Both countries are parliamentary democracies, a type of government in which citizens elect members to represent them in a parliament. Each country has a prime minister. The prime minister, along with Parliament, runs the government.

The governments of Australia and New Zealand have many features in common with the U.S. government. For example, Australia has a federal system like that of the United States. In this system, a central government shares power with the states. Australia's Parliament, similar to the U.S. Congress, consists of two houses—a House of Representatives and a Senate. A Bill of Rights also protects the individual rights of New Zealand's citizens.

**Economy** Australia and New Zealand are both rich, economically developed countries. Agriculture is a major part of their economies. The two countries are among the world's top producers of wool. In fact, Australia regularly supplies about one-fourth of the wool used in clothing. Both countries also export meat and dairy products.

Australia and New Zealand also have other important industries. Mining is one of Australia's main industries. Companies mine bauxite, gold, and uranium throughout the **Outback**, Australia's interior. Other industries include steel, heavy machines, and computers. The Australian government has recognized that innovation is key to maintaining economic growth. The National Innovation and Science Agenda is one initiative that has helped support this transformation. For example, the agenda has provided entrepreneurs with funding to start new businesses. New Zealand has also become more industrialized in recent years. Factories turn out processed food, clothing, and paper products. Banking, insurance, and tourism are also important industries.

Australia is considered one of the most open economies in the world. It is a member of the World Trade Organization (WTO). The Australian government works with the WTO to reduce or eliminate tariffs and to allow more foreign products to be sold in Australia. Australia's low or lack of tariffs allows most foreign products to be freely imported and more

Oceania and Antarctica 1007

## SPECIAL NEEDS STUDENTS

### Strong Economies

1. Read aloud the section on the economies of Australia and New Zealand. As you do so, create a list for all to see of the major components of the economies of both countries. Include each item or category listed in the text.
2. Have students copy the list and then work with a partner to create an image representing one particular category or item. Students may wish to use the

Internet or print resources to find and copy images. Make assignments so that every item is covered.

3. Have students create a class collage with their images. Superimpose the images over a map of the region or connect images with lines or string to the parts of the country best known for that economic component.

\*Alternative Assessment Handbook, Rubric 8:  
Collages

## Teach the Main Idea

Australia and New Zealand today are wealthy and culturally diverse countries.

**Identify** What country has strongly influenced the governments of Australia and New Zealand?  
*Britain*

**Compare and Contrast** How are these countries' economies alike and different? **alike—Both are rich; agriculture is important; both produce wool and export meat and dairy products.** **different—Australia mines bauxite, gold, and uranium; industries include steel, heavy machinery, and computers. New Zealand's important industries include manufacturing, banking, insurance, and tourism.**

**Evaluate** What can these countries do to improve the lives of their native populations?  
*Possible answers: offer financial aid; institute literacy programs; offer job training; support the maintenance of native cultural traditions*

## More About . . .

**Tasmania** The island of Tasmania is the smallest of Australia's six states. Its beautiful landscape, including rugged mountains, large forests, rivers, lakes, and a coastline dotted with capes and bays, make it a popular vacation spot for Australians. Despite its rugged terrain, Tasmania has fertile soil. In addition to food products, farmers grow poppies used in making medicines. Tasmania is the home of the famous Tasmanian devil, a bear-like marsupial that hunts small animals at night and stays in caves or other sheltered places.

## GAME

### Welcome, Time Traveler!

Have students play the game to test their knowledge of Australia and New Zealand by answering the questions.

## READING CHECK

**Find Main Ideas** How did early settlers influence the region? *Early Aborigines preserved the land; the descendants of early Maori settled throughout New Zealand.*



## ONLINE INTERACTIVE GRAPHS

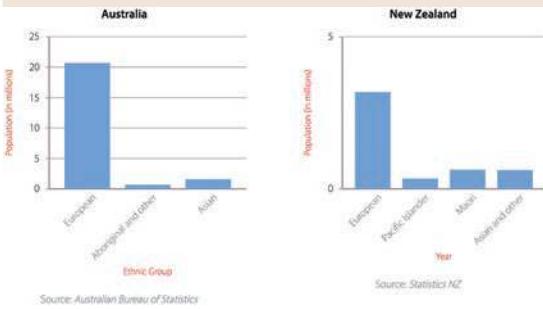
### Ethnic Groups in Australia and New Zealand

Have students explore the graphs showing ethnic groups in Australia and New Zealand and answer the associated question.

**Interpret Graphs** Which of the following is a true statement about the data? *Australia has a larger Asian population than New Zealand.*

In print edition, see graph feature titled *Diversity in Populations*.

**Analyze Graphs** In what ways are the ethnic populations of Australia and New Zealand similar and different? *Both populations are mostly of European descent. Both have Asian minorities. The Maori population in New Zealand is slightly less than the Aboriginal population in Australia.*



## ONLINE ANALYZE VIDEOS

### Aboriginal Rights

Have students watch the video individually or as a class to learn more about how the Aborigines are working to preserve their culture.

**Analyze Videos** Why are the Aborigines still fighting for their land? *Possible answer: The land represents the beginnings of their people and culture.*



foreign products to be sold. The Australian government helps Australian businesses compete by using quotas to limit the supply of these foreign products coming into Australia to be sold. This helps Australian businesses remain competitive by keeping prices for foreign products at the same level as those for Australian products.

Australia's location makes it particularly well situated for trading with its Asian neighbors to the north. For example, China is Australia's biggest export market. Australia supplies a good percentage of raw materials for manufacturing to China. Subsequently, nearly a fourth of Australia's manufactured imports come from China.

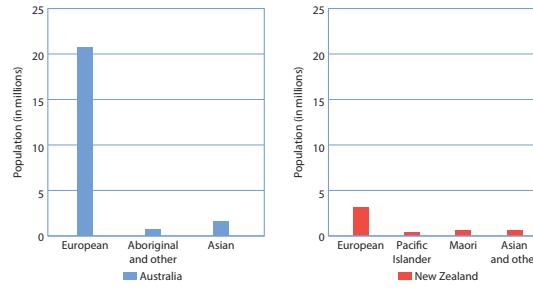
Even though Australia has many successful trade relationships, the challenge of trade barriers does exist. For political reasons, Australia has embargoes in place for some nations such as North Korea and Syria. In return, nations with certain interests in the embargoed countries have imposed similar restrictions on Australia.

**People** Today, Australia and New Zealand have diverse populations. Most Australians and New Zealanders are of British ancestry. In recent years, however, peoples from around the world have migrated to the region. For example, since the 1970s Asians and Pacific Islanders have settled in Australia and New Zealand in growing numbers.

Native Maori and Aborigines make up only a small percentage of New Zealand's and Australia's populations. One challenge facing both countries today is improving the economic and political status of those populations. Many of the region's Maori and Aborigines trail the rest of the population in terms of employment, land ownership, and education. In fact, the indigenous people of Australia and New Zealand have much lower literacy rates than non-indigenous people.

### Diversity in Populations

#### Ethnic Groups in Australia and New Zealand



#### Analyze Graphs

In what ways are the ethnic populations of Australia and New Zealand similar and different?

1008 Module 32

## ADVANCED/GIFTED

### From the Outback to the City

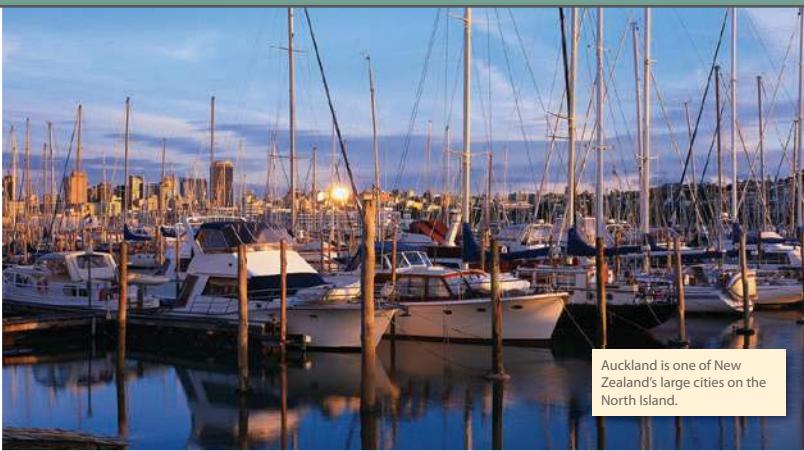
- Ask students to think about what it would be like to work on a remote sheep ranch or as a marine biologist at the Great Barrier Reef. Encourage students to conduct research to learn more about some of the large sheep stations in Australia and the conservation efforts underway at the coral reef.
- Have students use their own ideas and information gathered from their research

to create a short graphic novel describing and depicting life either on a sheep station or at the reef.

- Allow class time for students to share their graphic novels with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 42: Writing to Inform

For additional instruction, go to end of lesson.



Auckland is one of New Zealand's large cities on the North Island.

**Reading Check**  
Summarize What are the economic strengths of these countries?

Most Australians and New Zealanders live in urban areas. About 90 percent of Australia's population lives in large cities along the coasts. Some people are concerned that overpopulation of coastal regions will threaten species preservation and damage the natural environment. Sydney and Melbourne, Australia's two largest cities, are home to just over 8.5 million people. Rural areas like the Outback, on the other hand, comprise only about 10 percent of the population. In New Zealand, a majority of the population lives on the North Island. There, large cities like Auckland are common.

**Summary and Preview** Despite their geographical differences, Australia and New Zealand have much in common. The two countries share a similar history, culture, and economy. In the next lesson you will learn about another region—the Pacific Islands.

#### Lesson 1 Assessment

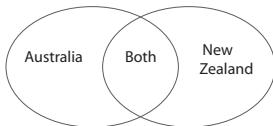
##### Review Ideas, Terms, and Places

1. a. **Identify** What is the Great Barrier Reef? Where is it located?  
b. **Elaborate** Given its harsh climate, why do you think so many people have settled in Australia?
2. a. **Describe** Who are the Maori? From where did they originate?  
b. **Draw Conclusions** How does religion shape the Aborigines' relationship with nature? How might this differ from other people's?  
c. **Evaluate** How might a lower literacy rate impact the economy of the region's indigenous populations?
3. a. **Explain** How have Australia and New Zealand been influenced by the migration of different people?

- b. **Compare and Contrast** How are the governments of Australia and New Zealand similar to and different from that of the United States?

##### Critical Thinking

4. **Compare and Contrast** Use your notes and a Venn diagram to compare and contrast the geography, history, and culture of Australia and New Zealand.



Oceania and Antarctica 1009

#### READING CHECK

**Summarize** What are the economic strengths of these countries? *Agriculture, wool, meat, dairy products, steel, heavy machinery, and computers are important in Australia. Manufacturing, banking, insurance, and tourism are important in New Zealand.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** What is the Great Barrier Reef? Where is it located? *the largest coral reef in the world; off Australia's northeastern coast*  
b. **Elaborate** Given its harsh climate, why do you think so many people have settled in Australia? *mild climate near the coasts; some think of Australia as a new frontier full of opportunities*
2. a. **Describe** Who are the Maori? From where did they originate? *the native population of New Zealand; from other Pacific islands about 1,200 years ago*  
b. **Draw Conclusions** How does religion shape the Aborigines' relationship with nature? How might this differ from other people's? *Aborigines believe in preserving nature. Others might view nature as there to be used and controlled.*
- c. **Evaluate** How might a lower literacy rate impact the economy of the region's indigenous populations? *A lower literacy rate may limit the type of employment people can obtain. This can limit the overall standard of living, economic opportunities, and growth for a group.*
3. a. **Explain** How have Australia and New Zealand been influenced by the migration of different people? *Possible answer: Each new group brought their own culture, traditions, and ways of life, which influenced the culture.*  
b. **Compare and Contrast** How are the governments of Australia and New Zealand similar to and different from that of the United States? *similar—They are democracies with federal systems; Australia has a House of Representatives and a Senate; New Zealand has a Bill of Rights. different—British monarch is head of both Australia and New Zealand; both have prime ministers who run the country.*

### Critical Thinking

4. **Compare and Contrast** Use your notes and a Venn diagram to compare and contrast the geography, history, and culture of Australia and New Zealand. *Students' Venn diagrams should list the major similarities and differences between geography, history, and culture of Australia and New Zealand covered in Lesson 1.*

## ► Online Assessment

1. Why has Australia been able to achieve economic specialization?
  - It has an abundance of fertile land.
  - It has an abundance of thick forests.
  - It has an abundance of native sheep.
  - It has an abundance of mineral resources.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Australia has been able to achieve economic specialization because its *desert interior is* rich in mineral resources.

2. Which statement accurately describes the difference between the Maori and the Aborigines?
  - Only the Aborigines settled in villages.
  - Only the Maori used farming to survive.
  - Only the Aborigines signed a treaty with the British.
  - Only the Maori migrated from other parts of the Pacific.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Unlike the Aborigines, the Maori used *farming* to survive.

3. How have Australia and New Zealand begun to change in recent years?
  - Their populations have become more diverse.
  - Their urban areas have become less crowded.
  - Their economies have become less industrialized.
  - Their governments have become more democratic.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In recent years, the populations of Australia and New Zealand have become more diverse as *Asians* and Pacific Islanders have settled in these countries in growing numbers.

4. **Summarize** How are the climates of Australia and New Zealand different?

*Although the coasts of Australia have temperate climates, much of the country has desert and steppe climates, with warm temperatures and limited rainfall. New Zealand, however, is mild and wet.*

5. **Summarize** Why were the British able to take over the Aborigines' lands? Describe two reasons.

*The British were able to take over the Aborigines' lands because the British had firearms and the Aborigines did not. Also, many Aborigines died of diseases introduced by the British.*

6. **Make Generalizations** How are the governments of Australia and New Zealand similar to the U.S. government?

*Australia's Parliament, like the U.S. Congress, has two houses. New Zealand, like the United States, has a Bill of Rights that protects individual rights.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 1003

### More About . . .

**Ayers Rock** The Aboriginal name of Ayers Rock is *Uluru*, which means “great pebble.” It was named Ayers Rock in 1878 to honor Sir Henry Ayers, the premier of South Australia at that time. The rock is more than one and a half miles long, one mile wide, and 1,100 feet high. It is made of sandstone enriched with feldspar minerals. The rock contains caves that the Aborigines decorated with wall paintings. The land surrounding the rock—Uluru-Kata Tjuta National Park—is owned by the Aborigines and managed by the Australian government.

**Connect to Today** Maori settlers in New Zealand belonged to individual tribes and controlled specific territories. Tribes often fought one another. Today, most Maori live in cities, but many still maintain their tribal affiliations and gather at tribal meetinghouses to celebrate events such as weddings and funerals. Since the 1840s, Maori tribes have petitioned the government many times to reclaim territories taken from them. Since 1995 the New Zealand government has settled claims with a number of tribes, but protests and negotiations continue. In 2000 some Maori groups, unhappy with the government’s proposals, engaged in a variety of acts of civil disobedience to draw attention to their concerns.

**Connect to the Arts: Whale Rider** The film *Whale Rider*, based on a novel by Maori author Witi Himaera, portrays the struggles of a contemporary 12-year-old Maori girl (Pai) trying to gain the respect of her grandfather and assume her position as rightful heir to the leadership of her tribe. A winner of numerous film awards, *Whale Rider* depicts both the reality of Maori life today and aspects of its proud history. Students may find some parts of the film slow but will probably be captivated by the stirring conclusion: Pai’s dramatic rescue of a group of beached whales.

continued from page 1005

### ENGLISH LANGUAGE LEARNERS

#### Compare and Contrast Two Nations

1. To help students understand the similarities and differences between the physical geography of Australia and New Zealand, organize them into small groups of two to five.
2. Have students create a chart with two columns titled *Australia* and *New Zealand* and title the rows *Physical Features*, *Climates*, and *Wildlife and Resources*. Ask students to work in groups to complete the charts.
3. When the charts are complete, have students identify two or three similarities and two or three differences between the two countries.
4. Have students write one sentence about each similarity or difference. Have volunteers read one of their sentences aloud for the class.

\*Alternative Assessment Handbook, Rubrics 7: Charts; 9: Comparing and Contrasting; 14: Group Activity; and 37: Writing Assignments

### DRAW CONCLUSIONS

#### Analyzing an Illustration

1. Allow students time to study the *Maori Culture* feature. Then, as a class, have students draw conclusions about the scene depicted.
2. Use these questions to structure the discussion: What are the men in the boat doing? *returning to their village* Who is standing in the center of the boat? *the chief or lead warrior* How do you know? *His clothes and the feathers in his hair indicate he is special.* Who is standing on shore, and what are they doing? *the women of the village; they are welcoming the men; one person, possibly an elder, greets each man individually* What have the men been doing? *They are returning from an expedition, perhaps hunting or fighting. The spear and the hatchet-like object might be fishing tools or weapons.*

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 12: Drawing Conclusions

continued from page 1007

**Kangaroo Crashes** Kangaroos, or “roos” as they are affectionately known, cause more car crashes than any other animal in Australia. In addition, the number appears to be growing, probably because more humans are moving into areas where kangaroos live. These accidents are similar to accidents involving deer in many parts of the United States. Because the kangaroos are most active at dawn or dusk, drivers must be especially alert at these times. Accidents often occur when drivers swerve to avoid hitting the animals.

continued from page 1008

### COLLABORATIVE LEARNING

#### Acquiring Information

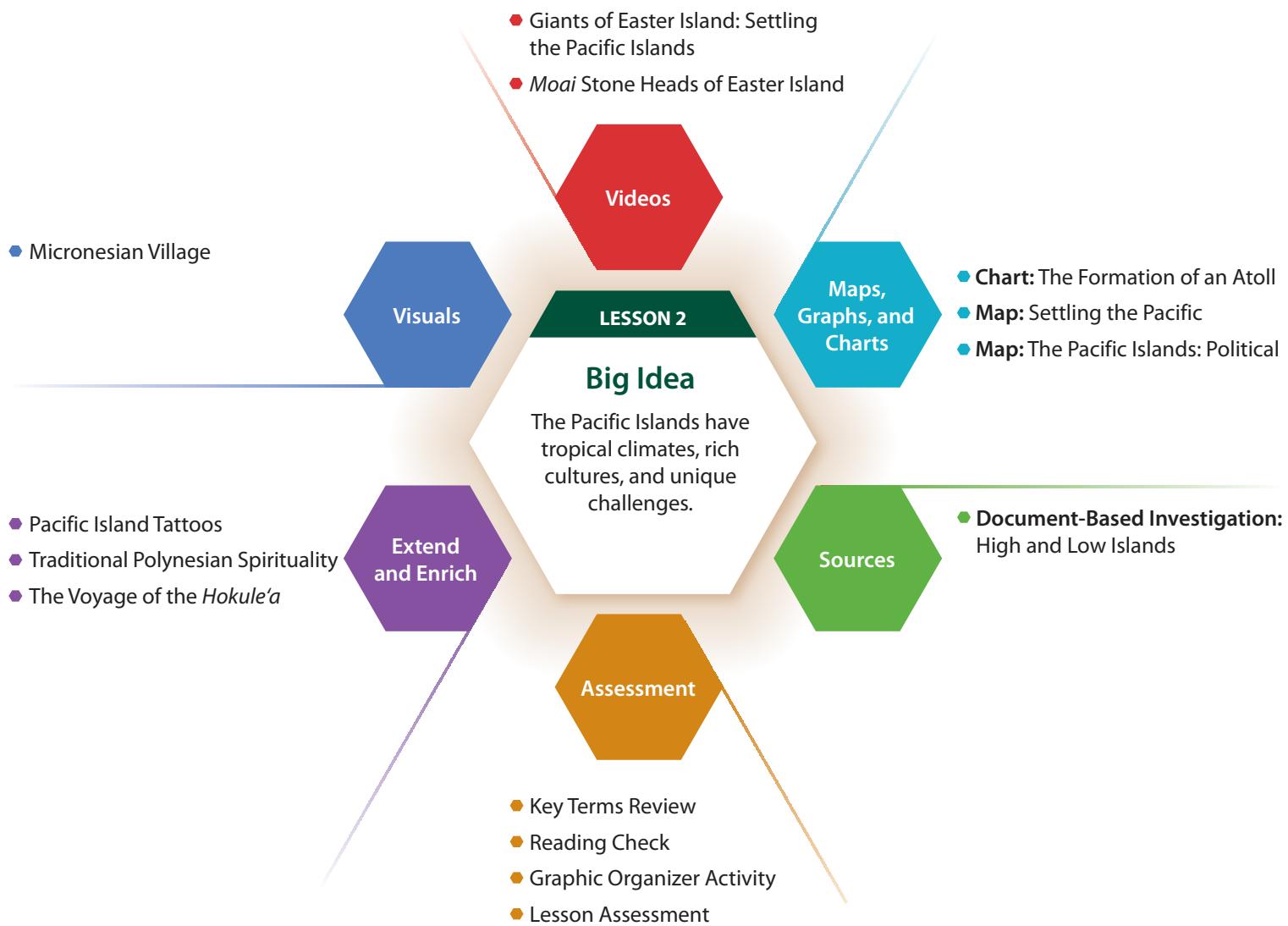
1. Divide the class into three groups of mixed-ability levels. Assign one the subsection *Government*, another *Economy*, and the third *People*.
2. Instruct the groups to summarize the information presented in their assigned subsection. If time allows, encourage students to conduct research to learn more about their assigned topic. Remind students to use only credible sources in their research.
3. Allow time for group members to share ideas as they create their summaries. Then have each group present its summary to the class.
4. As a class, discuss the details covered in each group’s summary. Add or amend information as needed. If time permits, list important details on the board for students to copy. Close the discussion by asking students the third question in the Main Idea box on this page.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 11: Discussions; and 14: Group Activity

## Lesson 2 Planner



# The Pacific Islands



## ► Online Lesson 2 Enrichment Activities

### Pacific Island Tattoos

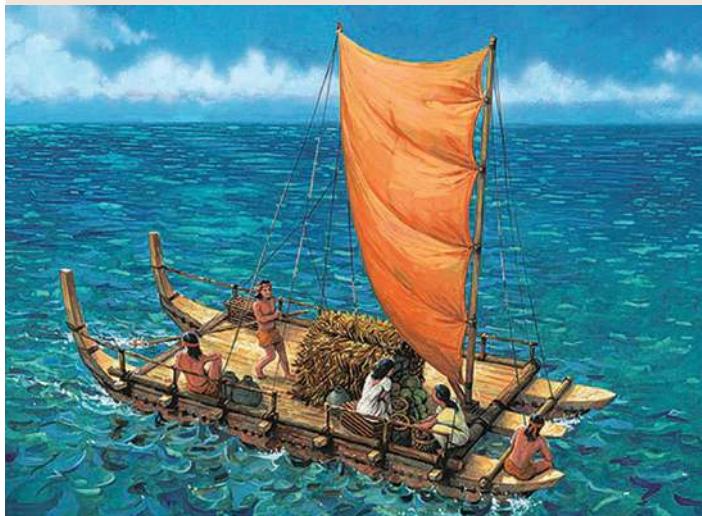
**Article** Students learn more about a traditional Pacific Island custom—tattooing. Students then conduct research to locate a traditional tattoo style and recreate it on paper.

### Traditional Polynesian Spirituality

**Article** Students learn that traditional Polynesian culture states that all things and people possess a special spiritual power called *mana*. They then compare their customs with Polynesian customs related to *mana*.

### The Voyage of the *Hokule'a*

**Article** Students read how a reconstruction of a typical Polynesian canoe sailed from Hawaii to Easter Island in 1999. Students then research routes taken by the original Polynesian settlers and plot these routes on a map.



## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

**Will you give them permission? Why or why not?**

Review the scenario about the possible tourist development with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider reasons to **GIVE** permission:

- could create more jobs
- could create more tax money
- might be easier work than fishing

#### Consider reasons NOT TO **GIVE** permission:

- natural habitats could be damaged
- traditions could be lost
- cost of living could increase

**2. Direct Teach** Introduce the Big Idea: *The Pacific Islands have tropical climates, rich cultures, and unique challenges.* Point out the locations of Micronesia, Melanesia, and Polynesia on a map. Ask students what they think might be some of the “unique challenges” these islanders might face. For example, what might be some of the challenges when trading? Ask them to consider how island trading might be different from trading within Europe.

**3. Practice/Assess/Inquire** Have students work in pairs to list the important ideas in this lesson. Tell them to list facts under three headings: *Physical Geography, History and Culture, and The Pacific Islands Today*. Allow time for pairs to share ideas. One student can look for facts, while the other writes them down.

**4. Explore (Collaborative Exploration)** Call on pairs to answer questions that highlight the main ideas presented in the three subsections. Encourage other students to add to or change information as appropriate.

**5. Whole Group Close/Reflect** Ask students to write a few sentences describing the differences between high islands and low islands. Students can share their sentences with their families.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 40: Writing to Describe

## The Pacific Islands

If **YOU** lived there . . .

You live on a small island in the South Pacific. For many years, the people on your island have made their living by fishing. Now, however, a European company has expressed interest in building an airport and a luxury hotel on your island. It hopes that tourists will be drawn by the island’s dazzling beaches and tropical climate. The company’s leaders want your permission before they build.

**Will you give them permission?  
Why or why not?**

### Physical Geography

The Pacific Ocean covers more than one-third of Earth’s surface. Scattered throughout this ocean are thousands of islands with similar physical features, climates, and resources.

**Island Regions** We divide the Pacific Islands into three regions—Micronesia, Melanesia, and Polynesia—based on their culture and geography. **Micronesia**, which means “tiny islands,” is located just east of the Philippines. Some 2,000 small islands make up this region. South of Micronesia is **Melanesia**, which stretches from New Guinea in the west to Fiji in the east. Melanesia is the most heavily populated Pacific Island region. The largest region is **Polynesia**, which means “many islands.” Among Polynesia’s many islands are Tonga, Samoa, and the Hawaiian Islands.

**Physical Features** The Pacific Islands differ greatly. Some islands, like New Guinea (Gee-nee), cover thousands of square miles. Other islands are tiny. For example, Nauru covers only 8 square miles (21 square km).

Geographers classify the islands of the Pacific as either high islands or low islands. High islands tend to be mountainous and rocky. Most high islands are volcanic islands. They were formed when volcanic mountains grew from the ocean floor and reached the surface. The islands of Tahiti and Hawaii in

1010 Module 32

### ONLINE GRAPHIC ORGANIZER

#### The Pacific Islands

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Recall** Who explored the Pacific Islands in the 1700s? James Cook

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson’s key terms and places: **Micronesia, Melanesia, Polynesia, atoll, territory**.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Oceania and Antarctica

High and Low Islands is the second of three document-based investigations that students will analyze in Oceania and Antarctica. Using the interactive slider, students will contrast the characteristics of islands.

### High and Low Islands



Many high islands, like the island of Hawaii, often have mountainous terrain, rich soils, and dense rain forests. Many low islands, like this small island in the Society Islands chain, are formed from coral reefs. Because most low islands have poor soils, agriculture is limited.

Polynesia are examples of high islands. Other high islands, such as New Guinea, are formed from continental rock rather than volcanoes. For example, the country of Papua (PA-pyoooh-wuh) New Guinea, located on the eastern half of the island of New Guinea, has rocky mountains that rise above 13,000 feet (3,960 m).

Low islands are typically much smaller than high islands. Most barely rise above sea level. Many low islands are atolls. An **atoll** is a small, ring-shaped coral island that surrounds a lagoon. Wake Island, west of the Hawaiian Islands, is an example of an atoll. Wake Island rises only 21 feet (6.4 m) above sea level and covers only 2.5 square miles (6.5 square km).

**Climate and Resources** All but two of the Pacific Island countries lie in the tropics. As a result, most islands have a humid tropical climate. Rain falls all year and temperatures are warm. Tropical savanna climates with rainy and dry seasons exist in a few places, such as New Caledonia. The mountains of New Guinea are home to a cool highland climate.

Resources in the Pacific Islands vary widely. Most low islands have thin soils and little vegetation. They have few trees other than the coconut palm. In addition, low islands have few mineral or energy resources. Partly because of these conditions, low islands have small populations.

In contrast to low islands, the Pacific's high islands have many natural resources. Volcanic soils provide fertile farmland and dense forests. Farms produce crops such as coffee, cocoa, bananas, and sugarcane. Some high islands also have many mineral resources. Papua New Guinea, for example, exports gold, copper, and oil.

**Reading Check**  
**Contrast**  
How do the Pacific's low islands differ from its high islands?

Oceania and Antarctica 1011

### STRUGGLING READERS

#### Adding Prefixes

1. Draw students' attention to the prefixes *micro-* and *poly-*. Remind students of the meanings of each: *tiny* and *many*.
2. Have students use their own vocabulary or outside resources to create a list of other words that begin with these prefixes. Then have students work in small groups to define and quiz each other on the vocabulary terms on their lists.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

### Teach the Main Idea

Unique physical features, tropical climates, and limited resources shape the physical geography of the Pacific Islands.

**Identify** Name the three regions of the Pacific Islands. *Micronesia, Melanesia, Polynesia*

**Recall** In what two ways are high islands formed? *from volcanic mountains rising from the ocean; from continental rock*

**Compare and Contrast** How are the resources found on low islands different from the resources of high islands? *Low islands have thin soil so cannot be used for farming. They have coconut palms but few mineral or energy resources. High islands often have fertile volcanic soils that can grow crops such as coffee, cocoa, and bananas. Some have mineral resources, such as copper and oil.*

#### More About . . .

**Studying Pacific Island Coral Reefs** The Khaled bin Sultan Living Oceans Foundation carries out research on South Pacific coral reefs. For example, they track the ratio of living to dead coral, an important measure of a coral reef's health. They also study the rising level of acidity in ocean water. In recent times, an increasing amount of carbon dioxide has been released into the air. Some of this carbon dioxide is absorbed into the oceans, causing them to become more acidic. As a result, animals such as corals, shrimp, and lobster have a difficult time forming good-quality shells.

#### ONLINE DOCUMENT-BASED INVESTIGATION

#### High and Low Islands

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Sources** Would you rather live on a high island or a low island? Why? *Possible answers: high island, because of better resources and more people; low island, because there are fewer people*

In print edition, see visual feature of same title.

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

High and Low Islands  
Geographers classify the islands of the Pacific as either high islands or low islands.

#### READING CHECK

**Contrast** How do the Pacific's low islands differ from its high islands? *Low islands have thin soil, little vegetation, few minerals and other resources, low elevations, and are much smaller. Many are formed from coral and some are atolls, small ring-shaped coral islands surrounding a lagoon.*

## Teach the Main Idea

Native customs and contact with the Western world have influenced the history and culture of the Pacific Islands.

**Recall** Who explored the Pacific Islands in the 1700s? *James Cook, a captain in the British navy*

**Identify** What European countries controlled most of the Pacific Islands by the late 1800s? *Great Britain, France, Spain*

**Make Inferences** Why did the United Nations place some islands under the control of the United States and other Allies after World War II? *Possible answer: to protect them from being occupied by other countries*

**Draw Conclusions** How might today's large Indian population in Fiji be explained? *Many of their ancestors may have been brought to Fiji to work on plantations.*

### More About . . .

**Ferdinand Magellan** This Portuguese explorer visited the Pacific Island area in the 1500s. He led the first sea expedition to circumnavigate the world, proving for the first time that Earth is round. Magellan died on the island of Mactan before completing the journey, but it was his inspiration and leadership that fueled the expedition—an event regarded by many as the single greatest navigational accomplishment of all time.

### ONLINE INTERACTIVE CHARTS

#### The Formation of an Atoll

Have students expand the steps to learn how atolls are formed over time.

**Interpret Charts** Describe the process by which atolls form. *First, a coral reef forms around the edges of a volcanic island. As the island sinks, the coral reef grows upward, forming a ring offshore. Then sand collects on the reef, allowing grasses and shrubs to grow. When the island is submerged, all that remains is an atoll—a ring of coral islands surrounding a lagoon.*

In print edition, see Link to Science of same title.

Coral Reef Formation

Barrier Reef Formation

Final Formation of Atoll

### Link to Science

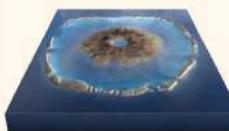
#### The Formation of an Atoll

The Pacific Islands are home to many atolls, or small coral islands that surround shallow lagoons. Coral reefs are formed from the skeletons of many tiny sea animals. When a coral reef forms on the edges of a volcanic island, it often forms a barrier reef around the island.

As the volcanic island sinks, the coral remains. Sand and other debris gradually collect on the reef's surface, raising the land above sea level. Eventually, all that remains is an atoll.



Coral reefs will sometimes form along the edges of a volcanic island, creating a ring around the island.



As the island sinks into the ocean floor, the coral reef grows upward and forms an offshore barrier reef.



Over time, sand collects on the surface of the reef, allowing grasses and shrubs to grow. When the island is submerged, the reef forms an atoll, or a ring of coral islands surrounding a lagoon.

#### Sequence

Describe the process in which atolls form.

## History and Culture

The Pacific Islands were one of the last places settled by humans. Because of their isolation from other civilizations, the islands have a unique history and culture.

**Early History** Scholars believe that people began settling the Pacific Islands at least 35,000 years ago. The large islands of Melanesia were the first to be settled. Over time, people spread to the islands of Micronesia and Polynesia.

Europeans first encountered the Pacific Islands in the 1500s. Two centuries later, British captain James Cook explored all the main Pacific Island regions. By the late 1800s, European powers such as Spain, Great Britain, and France controlled most of the Pacific Islands.

**Modern History** By the early 1900s, other countries were entering the Pacific as well. In 1898 the United States defeated Spain in the Spanish-American War. As a result, Guam became a U.S. territory. A **territory** is an area that is under the authority of another government. Japan also expanded its empire into the Pacific Ocean in the early 1900s. In World War II, the Pacific Islands were the scene of many tough battles between Allied and Japanese forces. After Japan's defeat in 1945, the United Nations placed some islands under the control of the United States and other Allies.

1012 Module 32

### ONLINE ANALYZE VIDEOS

#### Giants of Easter Island: Settling the Pacific Islands



Have students watch the video individually or as a class to learn more about how the Polynesians arrived at Easter Island. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** How did the Polynesians find their way to Easter Island? *put their feet in the water to detect heat and vibrations from waves that bounced back from the shore; observed movement of birds and stars*

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Micronesian Village

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

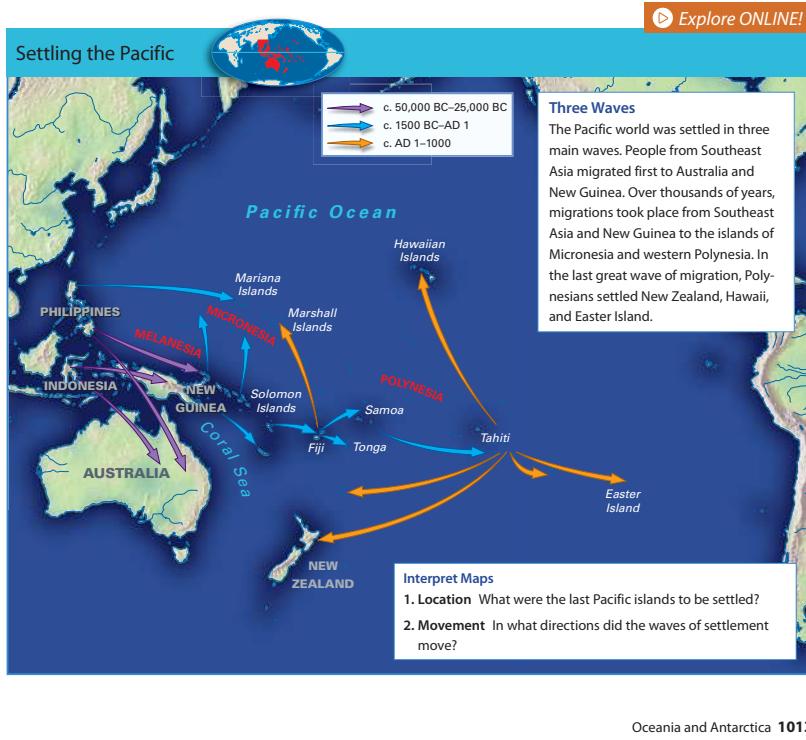
**Analyze Visuals** What tools did the early Micronesians use to catch fish? *nets and spears*

In the last half of the 1900s, many Pacific islands gained their independence. However, several countries—including the United States, France, and New Zealand—still have territories in the Pacific Islands.

**Culture** A variety of cultures thrives throughout the Pacific Islands. Some culture traits, such as fishing, are common throughout the entire region. Others are found only on a specific island or island chain.

**People** More than 10 million people live in the Pacific Islands today. Most Pacific Islanders are descendants of the region's original settlers. However, the population of the Pacific Islands also includes large numbers of ethnic Europeans and Asians, particularly Indians and Chinese. Many ethnic Asians are descended from people brought to the islands to work on colonial plantations. On the Melanesian island of Fiji, for example, Indians make up nearly half of the population.

Before the arrival of Europeans, the people of the Pacific Islands practiced hundreds of different religions. Today, most Pacific Islanders are Christian. In Melanesia, however, some people continue to practice traditional local religions.



Explore ONLINE!

## ONLINE ANALYZE VIDEOS

### Moai Stone Heads of Easter Island



Have students watch the video individually or as a class to learn more about the monolithic human figures carved from rock on Easter Island. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What do the *moai* statues represent? *faces of ancestors; spirits of important chiefs looking out over the villages of their descendants*



## ONLINE INTERACTIVE MAPS

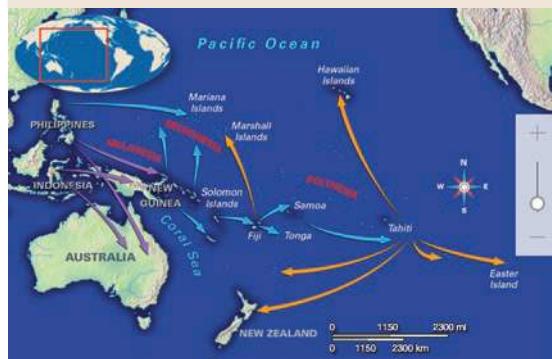
### Settling the Pacific

Have students explore the map and answer the associated questions.

**Location** What were the last Pacific islands to be settled? *Polynesian Islands*

In print edition, see map of same title.

- Location** What were the last Pacific islands to be settled? *Polynesian Islands*
- Movement** In what directions did the waves of settlement move? *They gradually moved eastward, fanning out both north and south along the way.*



## SEQUENCE

### Tracking Pacific Island History

- Draw a short timeline on the far-right side of the board, using 100-year increments. Begin with 1500 and end with 2100. Provide callouts (roughly placed) for early exploration (1500s), Cook (1700s), European control (late 1800s), and the end of World War II (1945).
- Discuss European exploration of the Pacific, the arrival of settlers following Cook's expeditions, and the period of European control. Then ask: What events happened between the late 1800s and World War II? What happened after World War II?

- Extend the timeline to the left, all the way to the end of the board. Label the left end 38,000 BC. Use the extended timeline to illustrate how long Pacific Islanders lived in isolation and how quickly European settlement altered the Pacific. Have students copy the timeline onto notebook paper. Encourage students to refer to this timeline as they learn more about Pacific Island life today.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 36: Timelines

For additional instruction, go to end of lesson.

## Teach the Main Idea

Pacific Islanders today are working to improve their economies and protect the environment.

### Recall

What industries are important to Pacific Island economies? *tourism, agriculture, fishing, minerals, and timber*

**Make Predictions** Do you think trade between the Pacific Islands and other countries will increase or decrease in the future? Why? *Answers will vary.*  
*Possible answer: I think it will increase because the relative isolation of the islands will become less important with improved transportation methods.*

**Draw Inferences** Why is nuclear testing an important issue? *Many people believe that past nuclear tests created serious dangers to the Pacific environment and to people's health.*

### More About . . .

**Pacific Island Economies** Their small size and isolation create difficult issues for the Pacific Islands when it comes to economic well-being. Much of their food and manufactured goods must be imported. In 2017 the World Bank met with 17 Pacific Island nations to discuss potential ways to grow the region's economies. Future plans are working toward putting these goals into action.

### ONLINE INTERACTIVE MAPS

#### The Pacific Islands: Political

Have students explore the map using the interactive features and answer the associated questions.

**Location** Approximately how many miles separate the islands of Palau and French Polynesia? *about 6,400 miles*

In print edition, see map of same title.

**1. Location** Approximately how many miles separate the islands of Palau and French Polynesia? *about 6,400 miles*

**2. Place** Based on the map, how do the Melanesian islands differ from those of French Polynesia? *Melanesian islands are generally larger and closer together than the French Polynesian islands.*

**Reading Check**  
Make Inferences  
In what ways have the Pacific Islands been influenced by contact with westerners?

**Traditions** Although modern culture exists throughout the Pacific Islands, many people continue to practice traditional customs. In parts of Polynesia, for example, people still construct their homes from bamboo and palm leaves. Many Pacific Islanders today continue to live in ancient villages, practice customary art styles, and hold ceremonies that feature traditional costumes and dances.

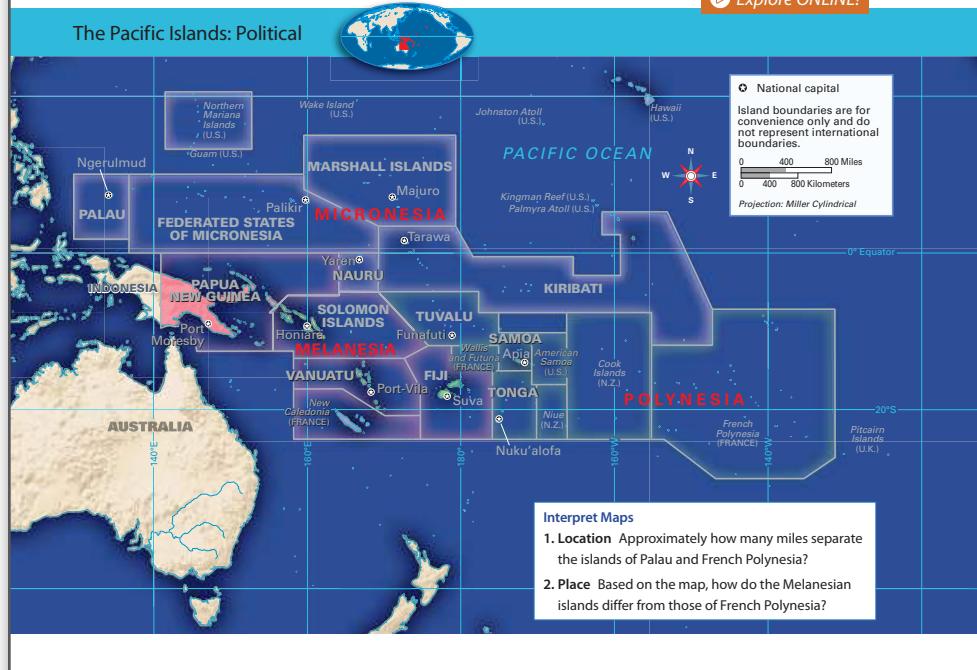
### The Pacific Islands Today

Many people imagine sunny beaches and tourists when they think of the Pacific Islands today. Despite the region's healthy tourism industry, however, Pacific Island countries face important challenges.

The countries of the Pacific Islands have developing economies. Fishing, tourism, and agriculture are key industries. Some countries, particularly Papua New Guinea, export minerals and timber. The region's isolation from other countries, however, hinders its ability to trade.

The environment is an important concern in the Pacific Islands. The Pacific Islands were used for nuclear testing grounds from the 1940s to the 1990s. Many people fear that one effect of these tests may be health

 Explore ONLINE!



1014 Module 32

### SPECIAL NEEDS STUDENTS

#### Pacific Island Regions

1. Examine the political map with students and help them locate the labels *Micronesia, Melanesia, and Polynesia*.
2. If students have difficulty, show them that the Micronesian island groups have a white border, the Melanesian groups have a purple border, and the Polynesian groups have a green border.

\*Alternative Assessment Handbook,  
Rubric 21: Map Reading

### READING CHECK

**Make Inferences** In what ways have the Pacific Islands been influenced by contact with westerners? *Most islands were under the control of European, U.S., and Japanese powers in the 1800s and 1900s. Foreign plantation owners brought Asians to the islands. Today, most islanders are Christian.*

For additional instruction, go to end of lesson.



Villagers on Tanna Island in Vanuatu perform a traditional dance.

**Reading Check**  
Summarize What are some challenges Pacific Islanders face today?

problems for people in the region. Global warming also concerns Pacific Islanders. Some researchers believe that rising temperatures may cause polar ice to melt. The rise in ocean levels would threaten low-lying Pacific islands.

**Summary and Preview** The Pacific Islands are one of the most isolated regions in the world. As a result, unique cultures and challenges exist in the region. In the next lesson you will learn about another isolated part of the globe—Antarctica.

#### Lesson 2 Assessment

##### Review Ideas, Terms, and Places

1. a. **Describe** Into what regions are the Pacific Islands divided?
- b. **Draw Conclusions** Why might high islands have larger populations than low islands?
2. a. **Define** What is a territory?
- b. **Make Inferences** Why did other countries seek to control the Pacific Islands?
- c. **Elaborate** Why do you think that many Pacific Islanders continue to practice traditional customs?
3. a. **Recall** What economic resources are available to the Pacific Islands?
- b. **Predict** How might the Pacific Islands be affected by global warming in the future?

##### Critical Thinking

4. **Find Main Ideas** Look at your notes from this lesson. Draw a chart and record main idea statements about physical geography, history, culture, and today's issues for the region.

Physical Geography	History	Culture	Issues Today

Oceania and Antarctica 1015

#### READING CHECK

**Summarize** What are some challenges Pacific Islanders face today? *building stronger economies, coping with the effects of past nuclear testing, and coping with the possible effects of global warming*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Describe** Into what regions are the Pacific Islands divided? *Micronesia, Melanesia, Polynesia*
- b. **Draw Conclusions** Why might high islands have larger populations than low islands? *because low islands have thin soil, little fresh water, and few mineral resources*
2. a. **Define** What is a territory? *area under control of another country*
- b. **Make Inferences** Why did other countries seek to control the Pacific Islands? *to extend their political influence in the world; to exploit the resources of the islands*
- c. **Elaborate** Why do you think that many Pacific Islanders continue to practice traditional customs? *Possible answer: because they want to preserve their culture for future generations*
3. a. **Recall** What economic resources are available to the Pacific Islands? *tourism, agriculture, fishing, and exporting minerals and timber*
- b. **Predict** How might the Pacific Islands be affected by global warming in the future? *Rising temperatures may cause polar ice to melt, which would cause rising ocean levels to threaten low-lying Pacific islands.*

### Critical Thinking

4. **Find Main Ideas** Look at your notes from this lesson. Draw a chart and record main idea statements about physical geography, history, culture, and today's issues for the region. *Students should create a four-column chart with data similar to the following: Physical Geography—The Pacific Islands are classified into high islands and low islands; History—The Pacific Islands were isolated for many years; Culture—The cultures reflect European influences, but some people still practice traditional customs; Issues Today—Challenges include developing economies and environmental concerns.*

## ► Online Assessment

1. How are the low islands of the Pacific different than the high islands?
  - They receive more rainfall.
  - They have fewer resources.
  - They cover more square miles.
  - They experience less humidity.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Because it is a low island, *Wake Island*  is likely to have fewer resources than a high island.

2. Why is there a very large Indian population on Fiji?
  - Indians were the first people to settle the Pacific Islands.
  - Indians were the first people to explore the Pacific Islands.
  - Many Indians moved to the island to work in its fishing industry.
  - Many Indians were brought to the island to work on colonial plantations.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Indians make up nearly half of the population of *Fiji*  because many of them were brought to the island to work on colonial plantations.

3. Which of the following hinders the economic growth of the countries of the Pacific Islands?
  - They refuse to cut down their dense forests.
  - They are far from many possible trade partners.
  - They refuse to sign international trade agreements.
  - They are unable to develop their mineral resources.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Although some Pacific Island countries export minerals and timber, the region's *distance from other countries*  hinders its ability to trade.

4. **Cause and Effect** How has volcanic activity affected some Pacific islands?

*Volcanic activity has provided some Pacific islands with fertile farmland. As a result, these islands are able to produce a variety of crops, such as coffee, bananas, and sugarcane.*

5. **Cause and Effect** How have modern wars affected the Pacific Islands? Describe two ways.

*As a result of the Spanish-American War, the United States took control of Guam. As a result of World War II, the Japanese lost control of many Pacific islands, and the United Nations placed some islands under the control of the United States and its allies.*

6. **Draw Conclusions** What might the people of some Pacific islands have to do if the predictions of some climate scientists come true? Explain your answer.

*The people of some of the low-lying Pacific islands might have to move to other islands with higher elevations. This is because if ocean levels rise because of melting polar ice, these islands might become uninhabitable.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 1012*

### TIERED ACTIVITY

#### Settling the Pacific

##### Below Level

- Remind students that scholars believe settlers probably began coming to the Pacific Islands at least 35,000 years ago. They likely traveled in double-hulled canoes.
- Instruct students to conduct research to learn about these canoes. Have them use what they learn to create a poster containing an illustration of such a canoe. Tell them to label its components.

##### At Level—Going beyond the Below Level activity:

- Have students conduct research to learn more about what these early settlers might have taken with them. For example, what kinds of food and animals might they have taken? What kinds of tools might they need in their new location?
- Instruct students to create a second poster showing the supplies they would have taken.

##### Above Level—Going beyond the Below Level and At Level activities:

- Have students design a canoe (or another type of boat) that they believe would have been suitable for sailing the Pacific. Remind them to use only those materials that would have been available to these early explorers.
  - Instruct students to create a poster with an illustration of their design. Its components should be labeled.
  - If time allows, students may want to make a three-dimensional model of their design.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; 28: Posters; and 30: Research

### More About . . .

**Captain James Cook** This famous British explorer sailed around the world twice and was commissioned by the British Navy to lead three scientific expeditions on behalf of Britain's Royal Society. On the first expedition, Cook visited Tahiti, mapped the coastline of New Zealand, and reached the eastern shore of Australia, among other accomplishments. On the second, he narrowly missed discovering the mainland of Antarctica. On the third, he visited Hawaii and continued east, eventually reaching the west coast of North America. From there, he traveled north, exploring the coastline from California to the Bering Strait. Cook's discoveries and the scientific experiments he conducted during these expeditions advanced scientific knowledge.

**Nuclear Testing** The United States and Britain tested nuclear weapons on atolls in Micronesia and Polynesia until 1963 when they, along with the Soviet Union, agreed to a Limited Test Ban Treaty, which banned aboveground and underwater testing. France held tests there from the mid-1960s to the mid-1990s. In 1996 the United Nations approved a Comprehensive Test Ban Treaty, calling for a total ban on nuclear testing. Forty-four nations that have actual or potential nuclear capabilities are named in the treaty. More than 150 nations have signed the treaty, but so far India and Pakistan have refused. Both tested nuclear weapons in 1998, the first tests since 1974 for India and the first ever for Pakistan.

*continued from page 1013*

### COLLABORATIVE LEARNING

#### A Week in French Polynesia

- Organize students into pairs. Have each pair learn more about the islands in French Polynesia and plan a weeklong trip to one of the larger islands. Part of the planning should be establishing both a small and luxury budget for the week, including airfare, hotels, and meals.
- Have students role-play a scenario between a travel agent and a person planning the trip. The script should include questions about where to stay, what to see, what foods would be available, activities, how much things will cost, and how far it is from home.
- Allow time for students to perform their role-plays for the class.

\*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

*continued from page 1014*

### ENGLISH LANGUAGE LEARNERS

#### Relative Location

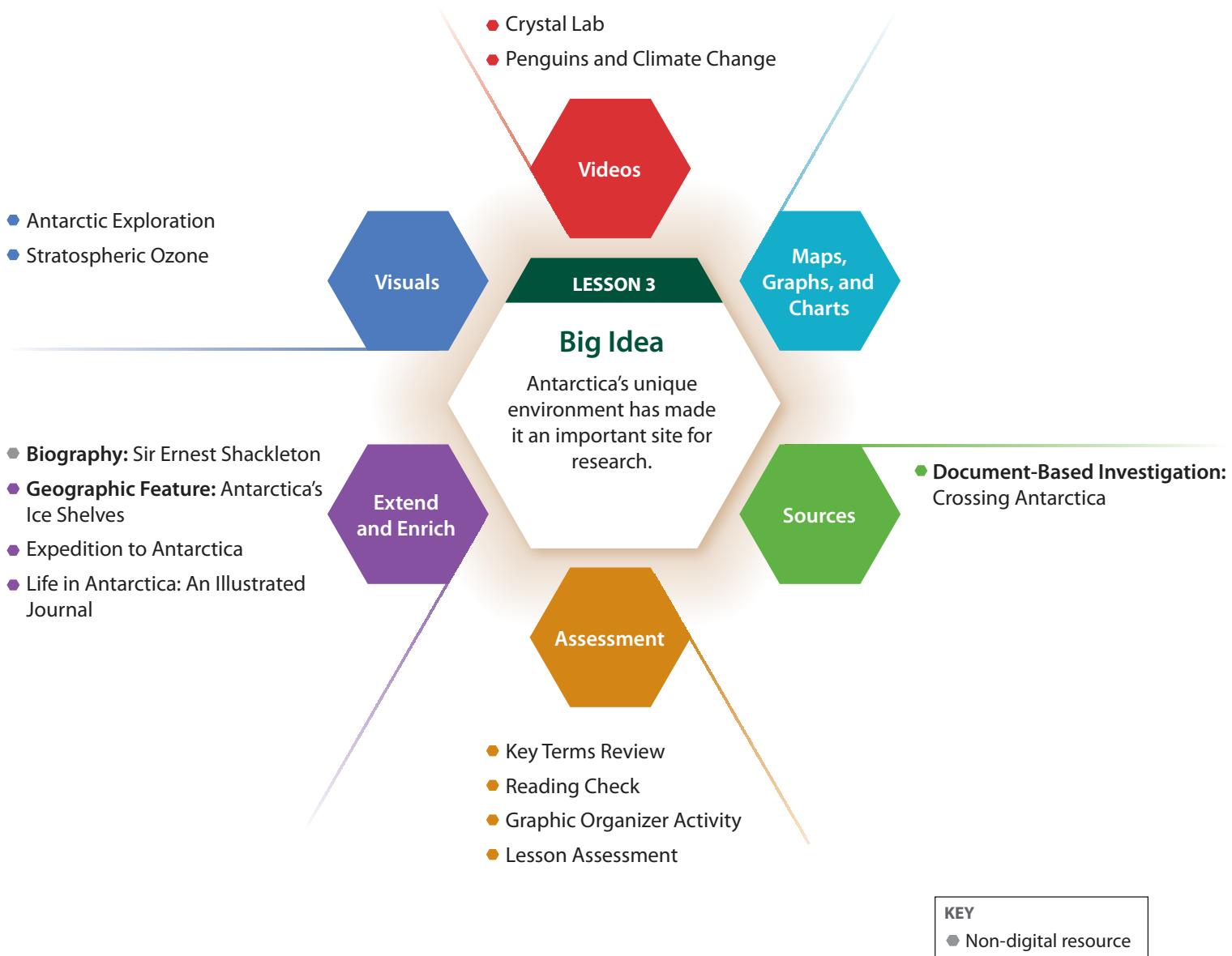
- Remind students of the difference between absolute locations and relative locations. An absolute location tells us exactly where something is positioned on Earth. An example is 8.9 degrees south, 159.5 degrees east. A relative location tells us where something is located in relation to another object. For example, our home might be located three blocks west of school.
- To help students become more familiar with and speak about the relative locations of the Pacific Islands, review the question starters "Where," "How far," and "How many miles away." Also, review directional phrases, such as "north of," "near," "next to," "just south of," and "within."
- Organize the students into pairs to take turns asking and answering questions about the relative location of the various Pacific islands using the political map.
- After students have had time to ask and answer several questions, ask for volunteers to describe the relative locations of islands that you name. Point out that the answers to questions about the islands' locations change depending on where the islands are in relation to other places.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 21: Map Reading

## Lesson 3 Planner



# Antarctica



## ► Online Lesson 3 Enrichment Activities

### Expedition to Antarctica

**Video** Students view a video to learn more about a 12-year-old student who will participate in an Antarctic expedition. They then write a paragraph stating whether they would like to be part of an Antarctic study trip.

### Watch Channel One News



▶ PLAY VIDEO 2:02

Antarctica



### Life in Antarctica: An Illustrated Journal

**Activity** Students create an illustrated journal in which they imagine what it would be like to be a scientist living and working in Antarctica.

# Teach the Big Idea

## 1. Whole Class Open/Introduction

If YOU lived there ...

### What will you tell your friend?

Review the Antarctic tour idea with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider talking about the PROS:

- money from tours could be used to help protect the region
- tourists can help with research
- money from tours could help support more research

#### Consider talking about the CONS:

- could damage fragile environment
- could stress limited resources
- could interfere with research

**2. Direct Teach** Introduce the Big Idea: *Antarctica's unique environment has made it an important site for research*. Ask students what makes Antarctica different from other continents. Answers may include harsh weather and ice-covered land.

**3. Practice/Assess/Inquire** Have students create a chart with a center circle and several spokes. In the center should be the word *Research*. On each spoke, students should write questions about Antarctica. Have students discuss and amend their charts in groups. Encourage students to help others who are struggling to complete their charts.

**4. Explore (Collaborative Exploration)** As a class, discuss the questions students put in their charts.

**5. Whole Group Close/Reflect** Students should answer their questions as they read. Unanswered questions can be discussed as a class.

\*Alternative Assessment Handbook, Rubrics 1: Charts; and 14: Group Activity

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Oceania and Antarctica

Crossing Antarctica is the last of three document-based investigations that students will examine in Oceania and Antarctica. The selection, from a 1998 expedition across the continent, describes Antarctica from the air.

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **ice shelf**, **icebergs**, **Antarctic Peninsula**, **polar desert**, **ozone layer**.

# Antarctica

If YOU lived there ...

You are a scientist working at a research laboratory in Antarctica. One day you receive an email message from a friend. She wants to open a company that will lead public tours through Antarctica so people can see its spectacular icy landscapes and wildlife. Some of your fellow scientists think that tours are a good idea, while others think that they could ruin the local environment.

### What will you tell your friend?

### Physical Geography

In the southernmost part of the world is the continent of Antarctica. This frozen land is very different from any other place on Earth.

**The Land** Ice covers about 98 percent of Antarctica's 5.4 million square miles (14 million square km). This ice sheet contains about 90 percent of the world's ice. On average, the ice sheet is more than 1 mile (1.6 km) thick.

The weight of Antarctica's ice sheet causes ice to flow slowly off the continent. As the ice reaches the coast, it forms a ledge over the surrounding seas. This ledge of ice that extends over the water is called an **ice shelf**. Antarctica's ice shelves are huge. In fact, the Ross Ice Shelf, Antarctica's largest, is about the size of Canada's Yukon Territory.



### ONLINE GRAPHIC ORGANIZER

#### Antarctica

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Recall** Who reached the South Pole first? *a Norwegian team led by explorer Roald Amundsen*

### ONLINE ANALYZE VIDEOS

#### Crystal Lab

Have students watch the video individually or as a class to learn more about Antarctica. You may wish to use the associated question as a discussion prompt.



**Analyze Videos** When did Antarctica start to break away from the single large continent? *about 150 million years ago*



Icebergs near Antarctica are monitored using satellite data collected by the U.S. National Ice Center.

Sometimes, parts of the ice shelf break off into the surrounding water. Floating masses of ice that have broken off a glacier are **icebergs**. One iceberg that formed was approximately the size of the country of Luxembourg.

In western Antarctica, the **Antarctic Peninsula** extends north of the Antarctic Circle. As a result, temperatures there are often warmer than in other parts of the continent.

**Climate and Resources** Most of Antarctica's interior is dominated by a freezing ice-cap climate. Temperatures can drop below  $-120^{\circ}\text{F}$  ( $-84^{\circ}\text{C}$ ), and very little precipitation falls. As a result, much of Antarctica is considered a **polar desert**, a high-latitude region that receives very little precipitation. The precipitation that does fall does not melt due to the cold temperatures. Instead, it remains as ice.

Because of Antarctica's high latitude, the continent is in almost total darkness during winter months. Seas clog with ice as a result of the extreme temperatures. In the summer, the sun shines around the clock and temperatures rise to near freezing.

Plant life survives only in the ice-free tundra areas. Insects are the frozen land's only land animals. Penguins, seals, and whales live in Antarctica's waters. Antarctica has many mineral resources, including iron ore, gold, copper, and coal.

**Reading Check**  
Summarize What are the physical features and resources of Antarctica?

Oceania and Antarctica 1017

## STRUGGLING READERS

### Life in Antarctica

1. Read aloud the text about climate and resources. Then have students imagine that they are first-time visitors to Antarctica.
2. Ask each student to write a short letter to a friend at home describing what he or she sees, including ice shelves and animal life, and what he or she experiences, including how he or she is dressed to cope with the frigid temperatures.

\*Alternative Assessment Handbook, Rubric 25: Personal Letters

### READING CHECK

**Summarize** What are the physical features and resources of Antarctica?  
*physical features—Antarctic Peninsula, ice shelves; resources—iron ore, gold, copper, coal*

## Teach the Main Idea

Freezing temperatures, ice, and snow dominate Antarctica's physical geography.

**Recall** How much ice does Antarctica's ice sheet contain? *more than 90 percent of the world's ice*

**Describe** What kind of climate does it have?  
*freezing icecap or polar desert; little precipitation; in summer, the temperature warms to near freezing*

**Evaluate** Why might some people think mining should not be done in Antarctica? *Harsh conditions might make it difficult, hazardous, and expensive. It also might hinder scientific research and be harmful to the environment.*

**Compare and Contrast** How is an iceberg different from an ice shelf? *An iceberg is a piece of an ice shelf that has broken off.*

## More About . . .

**Connect to the Arts: March of the Penguins** Narrated by film star Morgan Freeman, this feature-length documentary chronicles the period during which flocks of emperor penguins leave their home in the waters off Antarctica and trek inland to their annual breeding grounds. There, the penguins mate and take turns protecting the eggs and the newborn chicks from the harshest imaginable conditions. In addition to the penguins' compelling story, the film offers commentary on the climate, ice formations, nearby animal life, and other details of Antarctic life.

**South Pole Time** Antarctica is home to the South Pole, the most southern spot on Earth. There are no time zones at the South and North Poles. Longitude is used to calculate time, and all the lines of longitude come together at the poles. Therefore, researchers can use whatever time zone they agree to when recording data.

**Misconception Alert** Some people think that since the South Pole is on land (the continent of Antarctica), there also must be land at the North Pole. However, the North Pole is merely a specific location in the Arctic Ocean that is covered by an ice sheet.

### ONLINE ANALYZE VIDEOS

#### Penguins and Climate Change

Have students watch the video individually or as a class to learn how the Adelie species of penguin is struggling with a changing ecosystem. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What effect has tourism had on Antarctica's fragile ecosystem? *Possible answer: Tourism excursions provide funding to researchers studying climate change.*

For additional instruction, go to end of lesson.

## Teach the Main Idea

Explorations in the 1800s and 1900s led to Antarctica's use for scientific research.

- Recall** Who reached the South Pole first? *a Norwegian team led by explorer Roald Amundsen*
- Summarize** What were the provisions of the Antarctic Treaty of 1959? *It banned military activity in Antarctica and set it aside for scientific research.*

More About . . .

### Antarctic History

- As early as ancient Greek civilization, people believed in the existence of a continent at Earth's southern end. In the late 1700s Captain James Cook's second expedition to the Pacific included a secret mission to find such a continent. He almost did.
- It is not known for sure who first discovered Antarctica, but a Norwegian whaling crew made the first documented landing in 1895.
- What is called the Heroic Era of Antarctic Exploration occurred in the early 1900s. It included the famous race to be the first to reach the South Pole, won by Norwegian explorer Roald Amundsen. Weeks later, British explorer Robert Falcon Scott and his team arrived. During their return from the pole, two members of Scott's team died of injuries. The remaining members, including Scott, froze to death during a blizzard.

### Historical Source

#### Crossing Antarctica

In 1989 a six-person team set off to cross Antarctica on foot. The 3,700-mile journey took seven months to complete. Team member Will Steger describes his first view of the continent.

*"Now, flying over the iceberg-laden Weddell Sea, the biggest adventure of my life was about to begin . . ."*

*To the south I could barely pick out the peaks of mountains, mountains I knew jutted three thousand feet into the air. They lined the peninsula's coast for hundreds of miles. Leading up to them was a two-mile-wide sheet of snow and ice, preceded by the blue of the sea. It was a picture of purity, similar to many I had seen in the picture books . . ."*

—from *Crossing Antarctica*, by Will Steger and John Bowermaster

#### Analyze Sources

What physical features does the author notice on his trip over Antarctica?

**Academic Vocabulary**  
motive  
a reason for doing something

**Reading Check**  
Make Inferences  
Why do you think Antarctica is set aside for research?

### Early Explorations

The discovery of Antarctica is a fairly recent one. Although explorers long believed there was a southern continent, it was not until 1775 that James Cook first sighted the Antarctic Peninsula. In the 1800s explorers first investigated Antarctica. One **motive** of many explorers was to discover the South Pole and other new lands. In 1911 a team of Norwegian explorers became the first people to reach the South Pole.

Since then, several countries—including the United States, Australia, and Chile—have claimed parts of Antarctica. In 1959 the international Antarctic Treaty was signed to preserve the continent "for science and peace." This treaty banned military activity in Antarctica and set aside the entire continent for research.



#### BIOGRAPHY

##### Sir Ernest Shackleton (1874–1922)

Irish-born Ernest Shackleton was one of several early explorers of Antarctica. Shackleton led a British expedition from 1907 to 1909 that climbed Mount Erebus, an active volcano; discovered the Beardmore Glacier; and came within 97 miles (156 km) of the South Pole—the farthest south anyone had ever been.

### ONLINE INTERACTIVE VISUALS

#### Image Compare: Antarctic Exploration

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What words can be used to describe the Norwegian Expedition photo?

Possible answers: excitement, exhaustion, fear, pride, frigid

1018 Module 32



#### ONLINE DOCUMENT-BASED INVESTIGATION

#### Crossing Antarctica

Have students read the excerpt in which team member Will Steger describes his first glimpse of Antarctica during a 1989 expedition.

**Analyze Sources** What physical features does the author notice on his trip over Antarctica? *icebergs, mountain peaks, sheets of snow and ice, the blue sea*

#### BIOGRAPHY

##### Sir Ernest Shackleton (1874–1922)

Have students read the biography of Irish-born Ernest Shackleton, who explored Antarctica, climbed Mount Erebus, and came within 97 miles of the South Pole.

#### READING CHECK

**Make Inferences** Why do you think Antarctica is set aside for research? Possible answer: *Its unique features, unspoiled environment, and small permanent population make it ideal for research. Scientists can learn much about the conditions affecting Antarctica particularly and the rest of Earth generally.*

For additional instruction, go to end of lesson.

### Antarctic Exploration

In the early 1900s several expeditions set out to find the South Pole. The first to reach the pole were members of a Norwegian expedition led by Roald Amundsen. In this photo, a member of the Norwegian expedition poses with his team of dogs near the flag that marks the South Pole.



#### Analyze Visuals

What words can be used to describe the photo?

### Antarctica Today

Today, Antarctica is the only continent without a permanent human population. Scientists use the continent to conduct research and to monitor the environment.

**Scientific Research** While they are conducting research in Antarctica, researchers live in bases, or stations. Several countries, including the United States, the United Kingdom, and Russia, have bases in Antarctica.

Antarctic research covers a wide range of topics. Some scientists concentrate on the continent's plant and animal life. Others examine weather conditions. One group of researchers is studying Earth's ozone layer. The **ozone layer** is a layer of Earth's atmosphere that protects living things from the harmful effects of the sun's ultraviolet rays. Scientists found a thinning in the ozone layer above Antarctica. Today, scientists continue their research and work in Antarctica.

**Environmental Threats** Many people today are concerned about Antarctica's environment. Over the years, researchers and tourists have left behind trash and sewage, polluting the environment. Oil spills have damaged surrounding seas. In addition, companies have hoped to exploit Antarctica's valuable resources.

Some people fear that any mining of the resources in Antarctica will result in more environmental problems. To prevent this, a new international agreement was reached in 1991. This agreement forbids most activities that do not have a scientific purpose. It bans mining and drilling and limits tourism.

Oceania and Antarctica 1019

### SPECIAL NEEDS STUDENTS

#### Problems and Solutions

1. Review with students the problems facing Antarctica today, including pollution, disintegration of the ice shelves, increased tourism, and so on.
2. Have students work in small groups to create a banner stating a specific problem and suggesting a solution to the problem. Students should choose short phrases and vivid illustrations for their banners.
3. When students have finished, have them march around the classroom waving their banners.

\*Alternative Assessment Handbook, Rubrics 34: Slogans and Banners; and 35: Solving Problems

### MAKE DECISIONS

#### Wintering Over at a Research Station

1. Tell students that they are members of a team of six scientists conducting research at the Amundsen-Scott South Pole Station. The team has been asked to stay at the base over winter. This would allow them to continue their important research. However, they will have no way to leave Antarctica for about nine months, starting in the middle of February.
2. Instruct students to decide whether they would stay at the base over the winter. Have them write an essay to persuade the rest of their team to their point of view.

\*Alternative Assessment Handbook, Rubrics 37: Writing Assignments; and 43: Writing to Persuade

### Teach the Main Idea

Research and protecting the environment are key issues in Antarctica today.

**Identify** Who lives in Antarctica? *researchers* Where do they live? *on bases operated by several countries*

**Cause and Effect** How might a thinning of the ozone layer cause damage to Earth's environment? *by reducing protection from the harm of the sun's ultraviolet rays*

**Make Judgments** What do you think is the greatest threat to Antarctica's environment? Why? *Some students might choose the effects of tourism; many will probably say mining; because tourism can be controlled, but the effects of mining are more difficult to control.*

#### More About . . .

**Amundsen-Scott South Pole Station** The United States has three research stations in Antarctica. One of them is the Amundsen-Scott South Pole Station, which is only about 100 yards from the South Pole. It is home to about 150 individuals during the summer but drops to 50 when winter arrives. People work long hours in close quarters with little privacy. For relaxation, the base has a library, a gym, and even a greenhouse. The base is administered by the National Science Foundation and has its own website. Its South Pole webcam can be accessed from the site.

#### ONLINE INTERACTIVE VISUALS

##### Image Compare: Stratospheric Ozone

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

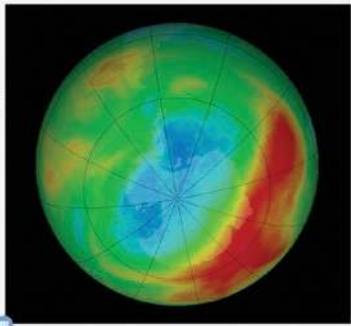
**Analyze Visuals** Explain how the ozone layer changed from 1975 to 2015. *The ozone layer thinned out over the years, so there are larger areas with less ozone in the 2015 image.*

##### Stratospheric Ozone

The ozone layer is our main protection against the sun's damaging ultraviolet rays. These two images show areas of ozone levels. Blue areas have low ozone levels; green areas have medium levels, and red areas have high levels of protective ozone.

##### Ozone Layer over Antarctica, 1979

Ozone is a gas found in Earth's atmosphere. The ozone that appears in a layer of the atmosphere far above Earth, called the stratosphere, captures most of the sun's damaging ultraviolet rays and prevents them from reaching Earth's surface.



For additional instruction, go to end of lesson.

## GEOGRAPHIC FEATURE

### Antarctica's Ice Shelves

Have students read the Geographic Feature about Antarctica's large ice shelves and their increasing rate of disintegration due to rising temperatures. You may wish to use the associated question as a discussion prompt.

**Identify Cause and Effect** What do scientists believe has led to growing disintegration of Antarctica's ice shelves? *rising temperatures on Earth*

In print edition, see image feature of same title.

#### GEOGRAPHY AND SCIENCE

### Antarctica's Ice Shelves

Antarctica is home to many large ice shelves. An ice shelf is a piece of a glacier that extends over the surrounding seas. In recent years, scientists have become concerned that rising temperatures on the planet are causing the rapid disintegration of some of Antarctica's ice shelves. This satellite image from 2002 shows the breakup of a huge portion of Antarctica's Larsen B Ice Shelf, located on the Antarctic Peninsula. The breakup of this ice shelf released some 720 billion tons (653 billion metric tons) of ice into the Weddell Sea.



#### READING CHECK

**Find Main Ideas** What are some issues that affect Antarctica today? *the effects of tourism and oil spills; possible mining in the future*

### Antarctica's Ice Shelves

Antarctica is home to many large ice shelves. An ice shelf is a piece of a glacier that extends over the surrounding seas. In recent years, scientists have become concerned that rising temperatures on the planet are causing the rapid disintegration of some of Antarctica's ice shelves. This satellite image shows the breakup of a huge portion of Antarctica's Larsen B Ice Shelf, located on the Antarctic Peninsula. The breakup of this ice shelf released some 720 billion tons (653 billion metric tons) of ice into the Weddell Sea.



#### Identify Cause and Effect

What do scientists believe has led to growing disintegration of Antarctica's ice shelves?

#### Reading Check

Find Main Ideas  
What are some issues that affect Antarctica today?

Average global temperatures have been increasing for more than a century. Many scientists fear that if these trends continue, the results will be disastrous. Antarctica's landscape will be threatened. Over time, melting polar ice will raise sea levels and cause flooding in coastal areas. The entire planet will be impacted. Today, many organizations around the world are working to address these challenges.

**Summary** In this lesson, you have learned about Antarctica's unusual physical geography and harsh climates. Despite the difficulty of living in such harsh conditions, Antarctica remains an important place for scientific research.

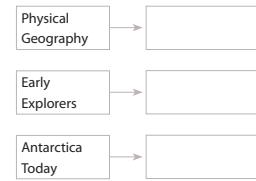
### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** What are ice shelves and icebergs?  
*Ice shelves are pieces of a glacier, or shelves of ice; icebergs are floating masses of ice that have broken off a glacier.*
- b. **Contrast** How does Antarctica differ from most other continents?  
*Ice covers about 98 percent of Antarctica; there is little vegetation, and few animals.*
- c. **Elaborate** What aspects of Antarctica's physical geography would you most like to see? Why?  
*Students' choices and answers will vary.*

#### Critical Thinking

4. **Summarize** Look at your notes from this lesson. Draw a diagram to list three facts about each aspect of Antarctica's physical geography.



1020 Module 32

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What are ice shelves and icebergs?  
*Ice shelves are pieces of a glacier, or shelves of ice; icebergs are floating masses of ice that have broken off a glacier.*
- b. **Contrast** How does Antarctica differ from most other continents?  
*Ice covers about 98 percent of Antarctica; there is little vegetation, and few animals.*
- c. **Elaborate** What aspects of Antarctica's physical geography would you most like to see? Why?  
*Students' choices and answers will vary.*

2. a. **Compare** How do the geographic factors responsible for population patterns in Antarctica compare to those that shape the rest of the region?

*Possible answer: Like the rest of the region, Antarctica is separated from other continents by the ocean. Unlike the rest of the region, Antarctica's harsh climate makes it difficult for people to live there.*

- b. **Predict** What might have happened if countries had not agreed to preserve Antarctica for research?  
*Possible answer: Countries may have fought for control of it.*

3. a. **Recall** What is Antarctica used for today?  
*research*

**b. Analyze** How has Antarctic research benefited science?  
*Scientists have learned more about plant and animal life, weather patterns, and issues affecting the environment.*

### Critical Thinking

4. **Summarize** Look at your notes from this lesson. Draw a diagram to list three facts about each aspect of Antarctica's physical geography. *Students should create a diagram that contains information similar to the following: Physical Geography—ice shelves, icecap climate, mineral resources; Early Explorers—Cook, Shackleton, Amundsen; Antarctica Today—research, oil spills, pollution*

## ► Online Assessment

1. Which statement accurately describes Antarctica?
  - It has only one large ice shelf.
  - Its only land animals are insects.
  - Its only mineral resource is iron ore.
  - It has only one area that is free of ice.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Insects   are Antarctica's only land animals.

2. How did James Cook contribute to the history of Antarctica?
  - He was the first person to reach the South Pole.
  - He was the first person to sight the Antarctic Peninsula.
  - He was the first person to establish a military base there.
  - He was the first person to conduct scientific research there.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Although explorers long believed there was a southern continent, it was not until 1775 that James Cook   first sighted the Antarctic Peninsula.

3. Which of the following was an effect of the new international agreement on Antarctica, which was reached in 1991?
  - It limited drilling on the continent.
  - It banned mining on the continent.
  - It banned tourism to the continent.
  - It limited exploration of the continent.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

A new international agreement on Antarctica was reached in 1991 because many people wanted to

develop the continent's mineral resources.  

4. **Summarize** How are icebergs formed?

*Because Antarctica's ice sheet is so heavy, ice slowly flows off of the continent. When flowing ice reaches the coast, it forms ice shelves that hang out over the surrounding seas. Parts of these shelves sometimes fall off into the seas and become floating masses of ice that are called icebergs.*

5. **Cause and Effect** How did the Antarctic Treaty of 1959 affect the continent? Describe two effects.

*This treaty set aside the entire continent for scientific research. It also banned military activity there.*

6. **Draw Conclusions** How might the scientific research that is being conducted in Antarctica help people around the world?

*One group of researchers in Antarctica is studying Earth's ozone layer after scientists found a thinning in this layer above the continent. If these researchers can find a way to slow or stop the thinning of the ozone layer, people around the world might benefit because the ozone layer protects living things from the harmful effects of the sun's ultraviolet rays.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 1017

### COLLABORATIVE LEARNING

1. Write the following words or phrases on individual slips of paper: *ice sheet, ice shelf, iceberg, Antarctic Peninsula, summer sun, polar desert, land animals, water animals, mineral resources.*
2. Ask volunteers to select a slip of paper and ask the class a question about the topic they chose. Call on volunteers to answer the questions.
3. After students have finished asking questions, review Antarctica's features and climate. Close the discussion by asking this question: Should private companies be allowed to mine Antarctica's mineral resources? Why or why not? If appropriate, you might revisit this question after students learn about life in Antarctica today.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions

continued from page 1018

### ENGLISH LANGUAGE LEARNERS

#### Describe a Scene

1. To help students gain a greater understanding of the physical features of Antarctica, draw their attention to Will Steger's description of the continent. Read the passage aloud and define any unfamiliar words. Point out the sensory phrases like "blue of the sea" and "picture of purity."
2. Organize the students into pairs, and have them talk about what they imagine Antarctica is like. Remind them to use words that engage all five senses.
3. Have students write a one-paragraph description of a scene in Antarctica. If they have trouble imagining, refer them to one of the images in the lesson.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 40: Writing to Describe

continued from page 1019

### ADVANCED/GIFTED

#### Center for International Scientific Research

1. Challenge students to think about the significance of Antarctica's unique position as a center for international scientific research.
2. Ask these questions:
  - Why might military activities have been banned on Antarctica? *Military activities might lead to a single country taking over Antarctica for political purposes. They also would disrupt scientific research and could harm the environment.*
  - What kinds of research on Antarctica would be valuable to humans? *charting weather conditions and patterns; measuring ice levels and rates of melting; studying the geology of the land under the ice; studying patterns of animal life in the surrounding ocean; observing the heavens*
  - What research might be valuable for our future? *issues focusing on climate and threats to the environment*

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 16: Judging Information

# Social Studies Skills

## Make Decisions

### Define the Skill

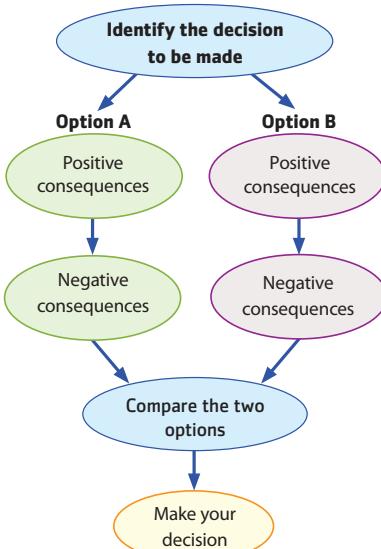
You make decisions every day. Some decisions are very easy to make and take little time. Others are much harder. Regardless of how easy or hard a decision is, it will have consequences, or results. These consequences can be either positive or negative.

Before you make a decision, consider all your possible options. Think about the possible consequences of each option and decide which will be best for you. Thinking about the consequences of your decision beforehand will allow you to make a better, more thoughtful decision.

### Learn the Skill

Imagine your parents have given you the option of getting a new pet. Use a graphic organizer like the one on this page to help you decide whether to get one.

1. What are the consequences of getting a pet? Which of these consequences are positive? Which are negative?
2. What are the consequences of not getting a pet? Which of them are positive? Which are negative?
3. Compare your two options. Look at the positive and negative consequences of each option. Based on these consequences, do you think you should get a pet?



### Practice the Skill

Imagine that you have the opportunity to journey into the Outback or join an expedition to the South Pole. You can only choose one of the destinations. Use a graphic organizer like the one on this page to consider the consequences of each option. Compare your lists, and then make your choice. Write a short paragraph to explain your decision.

Oceania and Antarctica 1021

# Social Studies Skills

## Make Decisions

Discuss with students that some decisions are relatively easy while others are harder. Ask students for examples of both easy and difficult decisions.

Discuss that even when a decision is difficult, we can increase our chances of making a good decision by using decision-making skills. Ask students how the graphic organizer shown here can help. *It allows us to visually see and compare the various positive and negative consequences.* Draw an oval near the top of the board and fill it with a simple decision. For example, you might enter “Watch action movie or play video game with sister.” Ask students to suggest positive and negative consequences of each option. Then encourage students to compare the two options and reach a decision. Remind students that the more they practice their decision-making skills, the better they will become at it.

### Answers

### Learn the Skill

1. What are the consequences of getting a pet? Which of these consequences are positive? Which are negative? *Possible answers: Positive—fun, companionship; Negative—work to care for pet, expense, possible damage to house*
2. What are the consequences of not getting a pet? Which of them are positive? Which are negative? *Possible answers: Positive—more money for other things, less work to care for pet; Negative—less fun, companionship*
3. Compare your two options. Look at the positive and negative consequences of each option. Based on these consequences, do you think you should get a pet? *Possible answers: Yes, it is worth the cost and effort; No, there are too many problems associated with getting a pet*

### Practice the Skill

*Students should create a graphic organizer to help them consider each option. Paragraphs will vary, but students’ paragraphs should include the understanding and weighing of positive and negative consequences. Students’ paragraphs should reflect a thoughtful decision.*

## Print Assessment

### Review Vocabulary, Terms, and Places

Identify the term that best completes each statement.

1. The original inhabitants of Australia are the
  - a. Aborigines
  - b. Maori
  - c. Papuans
  - d. Polynesians
2. A floating mass of ice that has broken off a glacier is a(n)
  - a. atoll
  - b. coral reef
  - c. *iceberg*
  - d. polar desert
3. Located off the northeast coast of Australia, this is the world's largest coral reef.
  - a. Australian Reef
  - b. *Great Barrier Reef*
  - c. Kiwi Reef
  - d. Reef of the Coral Sea
4. The result of an action or decision is a(n)
  - a. agreement
  - b. *effect*
  - c. motive
  - d. purpose

### Comprehension and Critical Thinking

#### LESSON 1

5. a. **Describe** What is the physical geography of Australia like? *Much of it is flat and dry.*
- b. **Compare and Contrast** In what ways are the countries of Australia and New Zealand similar and different? *similar—surrounded by water; agriculture is important; produce wool, meat, and dairy products; colonized by Britain; gained independence in early 1900s; current governments strongly influenced by British; some democratic institutions resemble those of the United States; members of British Commonwealth; population mostly of European descent; have minority native populations; different—Australia: dry, flat, poor soil; NZ: fertile, mountainous, dense forests, deep lakes; Australia: Aborigines; NZ: Maori; Australia: mining important; NZ: few mineral resources*
- c. **Elaborate** Why do you think the economies of Australia and New Zealand are so strong? *Possible answer: They have valuable resources to draw upon and powerful trading partners.*

#### LESSON 2

6. a. **Identify** What two types of islands are commonly found in the Pacific Ocean? How are they different? *high islands and low islands; High islands have many natural resources, fertile farmland, and dense forests. Low islands have thin soil, little vegetation, few minerals and other resources, low elevations, and are much smaller.*
- b. **Analyze** How were the islands of the Pacific Ocean originally settled? How has migration influenced the character of this region? *Scientists believe the Melanesian islands were first to be settled, then people spread to Micronesia and Polynesia over time. The*

## Module 32 Assessment

### Review Vocabulary, Terms, and Places

Identify the term that best completes each statement.

1. The original inhabitants of Australia are the
  - a. Aborigines
  - b. Maori
  - c. Papuans
  - d. Polynesians
2. A floating mass of ice that has broken off a glacier is a(n)
  - a. atoll
  - b. coral reef
  - c. *iceberg*
  - d. polar desert
3. Located off the northeast coast of Australia, this is the world's largest coral reef.
  - a. Australian Reef
  - b. *Great Barrier Reef*
  - c. Kiwi Reef
  - d. Reef of the Coral Sea
4. The result of an action or decision is a(n)
  - a. agreement
  - b. *effect*
  - c. motive
  - d. purpose

### Comprehension and Critical Thinking

#### Lesson 1

5. a. **Describe** What is the physical geography of Australia like?  
b. **Compare and Contrast** In what ways are the countries of Australia and New Zealand similar and different?  
c. **Elaborate** Why do you think the economies of Australia and New Zealand are so strong?

#### Lesson 2

6. a. **Identify** What two types of islands are commonly found in the Pacific Ocean? How are they different?  
b. **Analyze** How were the islands of the Pacific Ocean originally settled? How has migration influenced the character of this region?  
c. **Elaborate** Many Pacific islands are isolated from other societies. Would you want to live in such a place?

#### Lesson 3

7. a. **Describe** What types of wildlife are found in and around Antarctica?  
b. **Draw Conclusions** Why do you think many of the world's countries supported setting aside Antarctica for scientific research?  
c. **Analyze Effects** What effects might the thinning of the ozone layer have on Antarctica?

1022 Module 32



### ONLINE DOCUMENT-BASED INVESTIGATION

#### Oceania and Antarctica

Have students complete and review all the DBI activities in Part 1.

Use this Informative/Explanatory essay rubric to score students' work in Part 2.

#### RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
  - present information logically, clearly, and accurately
  - cite at least two sources of relevant, informative text evidence from Part 1 in support of their topic
  - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

**Write an Explanatory Essay** Using the exhibits in Part 1 and your knowledge of the geography of Oceania and Antarctica, write an explanatory essay on the following topic: How have unique geographic features impacted the region of Oceania and Antarctica? Be sure to cite specific evidence from at least three sources in your response.

## Module 32 Assessment, continued

### Reading Skills

8. **Determine Author's Purpose** Use the Reading Skills taught in this module to answer a question about the reading selection below. After you read, make a list of verbs, nouns, or adjectives that help you determine the author's purpose.

Low islands are typically much smaller than high islands. Most barely rise above sea level. Many low islands are atolls. An atoll is a small, ring-shaped coral island that surrounds a lagoon. Wake Island, west of the Hawaiian Islands, is an example of an atoll. Wake Island rises only 21 feet (6.4 m) above sea level and covers only 2.5 square miles (6.5 square km).

What is the author's purpose for this passage?

### Social Studies Skills

9. **Make Decisions** Use the Social Studies Skills taught in this module to complete the following activity.

An agreement was reached in 1991 that forbids most activities in Antarctica that do not have a scientific purpose. It bans mining and drilling and limits tourism. The agreement will be open for review in the year 2048. What should happen to the agreement at that time? Think about the decision to be made, your options, and positive and negative consequences. Write a few sentences to share and explain your decision.

### Map Activity

10. **Oceania and Antarctica** On a sheet of paper, match the letters on the map with their correct labels.

Great Barrier Reef      Perth, Australia  
Outback      Papua New Guinea  
Sydney, Australia      North Island  
Melbourne, Australia      Pacific Ocean



### Focus on Writing

11. **Write a Brochure** Use the module, your notes, and other sources to design a brochure. Your brochure should be divided into sections—one on Australia and New Zealand, one on the Pacific Islands, and one on Antarctica. Identify the renewable and nonrenewable resources located in each region. Try to convince the reader to invest in them. You should gather relevant information from multiple print and digital sources. Effectively use search terms on the Internet to look for illustrations to support the points you want to make. The content should be focused and organized. Finally, design a cover page for your brochure. Check for errors in spelling, grammar, capitalization, and punctuation.

Oceania and Antarctica 1023

isolation and gradual settlement of the islands has given them a unique history and culture.

- c. **Elaborate** Many Pacific islands are isolated from other societies. Would you want to live in such a place? Possible answers: yes, because you could live a quiet life with little stress; no, because your activities would be limited

### LESSON 3

7. a. **Describe** What types of wildlife are found in and around Antarctica? Insects are the land's only animals; penguins, seals, and whales live in Antarctica's waters.  
b. **Draw Conclusions** Why do you think many of the world's countries supported setting aside Antarctica for scientific research? Possible answer: Most countries can benefit from research on weather patterns and the ozone layer.  
c. **Analyze Effects** What effects might the thinning of the ozone layer have on Antarctica? Wildlife could be harmed by ultraviolet rays; seas could be polluted; icebergs and glaciers could melt from the sun's rays.

### Reading Skills

8. **Determine Author's Purpose** Use the Reading Skills taught in this module to answer a question about the reading selection below. After you read, make a list of verbs, nouns, or adjectives that help you determine the author's purpose.

Low islands are typically much smaller than high islands. Most barely rise above sea level. Many low islands are atolls. An atoll is a small, ring-shaped coral island that surrounds a lagoon. Wake Island, west of the Hawaiian Islands, is an example of an atoll. Wake Island rises only 21 feet (6.4 m) above sea level and covers only 2.5 square miles (6.5 sq km).

What is the author's purpose for this passage? to inform

### Social Studies Skills

9. **Make Decisions** Use the Social Studies Skills taught in this module to complete the following activity.

An agreement was reached in 1991 that forbids most activities in Antarctica that do not have a scientific purpose. It bans mining and drilling and limits tourism. The agreement will be open for review in the year 2048. What should happen to the agreement at that time? Think about the decision to be made, your options, and positive and negative consequences. Write a few sentences to share and explain your decision.

Answers will vary, but students' responses should include the understanding and weighing of positive and negative consequences. Students' responses should reflect a thoughtful decision.

## Essential Question ESSAY

Has isolation proven to be helpful or harmful to the region of Oceania and Antarctica?

### RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how isolation has impacted the region of Oceania and Antarctica. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

## Print Assessment (*continued*)

### 10. Map Skills

**Oceania and Antarctica** On a sheet of paper, match the letters on the map with their correct labels.



Great Barrier Reef C

Perth, Australia E

Outback D

Papua New Guinea A

Sydney, Australia F

North Island H

Melbourne, Australia G

Pacific Ocean B

### Focus on Writing

**11. Write a Brochure** Use the module, your notes, and other sources to design a brochure. Your brochure should be divided into sections—one on Australia and New Zealand, one on the Pacific Islands, and one on Antarctica. Identify the renewable and nonrenewable resources located in each region. Try to convince the reader to invest in them. You should gather relevant information from multiple print and digital sources. Effectively use search terms on the Internet to look for illustrations to support the points you want to make. The content should be focused and organized. Finally, design a creative cover page for your brochure. Check for errors in spelling, grammar, capitalization, and punctuation.

#### RUBRIC Students' brochures should

- be divided into three sections, one for each region
- accurately list resources for each region
- give persuasive reasons for investing in renewable and nonrenewable resources
- include illustrations
- have a creative cover
- be organized and focused
- use proper grammar, spelling, capitalization, and punctuation

## Online Assessment

1. Choose the correct button in the table to show whether the statement accurately describes Australia or New Zealand.

	Australia	New Zealand
Much of the country has desert and steppe climates.	<input checked="" type="radio"/>	<input type="radio"/>
It has a mountain range that has dense forests, deep lakes, and glaciers.	<input type="radio"/>	<input checked="" type="radio"/>
It has many natural harbors along its coasts, which were created by fjords.	<input type="radio"/>	<input checked="" type="radio"/>
A marine climate provides plentiful rainfall and mild temperature to much of the country.	<input type="radio"/>	<input checked="" type="radio"/>
The eastern portion of the country has low mountains, valleys, and a major river system.	<input checked="" type="radio"/>	<input type="radio"/>
Although it is similar to an island, it is considered a continent because of its immense size.	<input checked="" type="radio"/>	<input type="radio"/>

2. Which of the following is true of both Australia and New Zealand?

- Both countries are now close allies of the United Kingdom.
- British settlers began arriving in both places in the early 1800s.
- Both countries were originally settled by people whose descendants are called the Maori.
- British government officials signed treaties with the native peoples of both countries in the late 1800s.

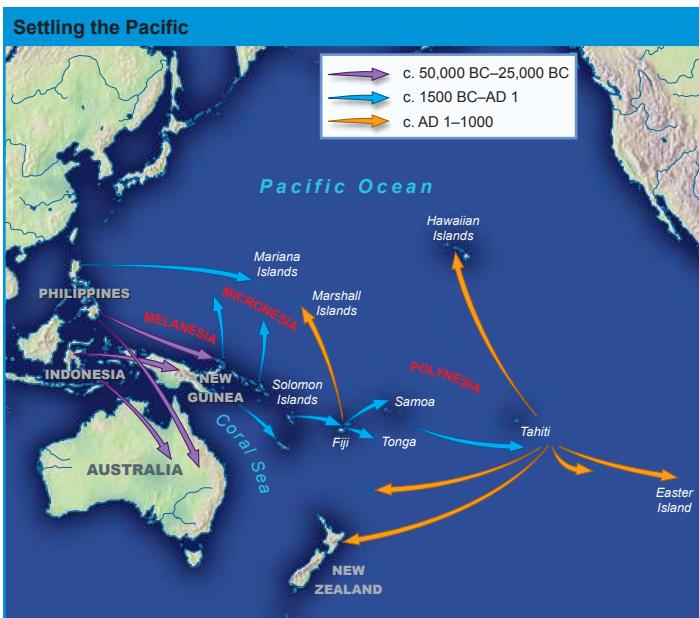
3. Select the answer choices from the drop-down lists to complete the sentence correctly.

One way that the Australian government has attempted to maintain economic growth is by providing entrepreneurs with funding to start new businesses.

4. How is New Caledonia different from most other Pacific islands?

- It has a dry steppe climate.
- It has a cool highland climate.
- It has a humid tropical climate.
- It has a tropical savanna climate.

5. Use the map to answer the question.



Which of these places in the Pacific Ocean was settled last?

- Fiji
- Tonga
- New Guinea
- New Zealand

6. Which of the following are key industries of the Pacific Islands?

Select the three correct answers.

- agriculture
- construction
- fishing
- manufacturing
- timber
- tourism

7. Which of the following are among Antarctica's mineral resources?

Select the three correct answers.

- bauxite
- coal
- copper
- gold
- lead
- tin

8. Which of the following was an effect of the Antarctic Treaty of 1959?

- It gave Australia control of the continent.
- It gave the United States control of the continent.
- It set aside the entire continent for scientific research.
- It set aside a portion of the continent for military bases.

9. How have tourists created a problem for Antarctica?

- by harming plants
- by hunting animals
- by leaving behind trash
- by interfering with research