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ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social studies, regions of extractive economic activities. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into five subunits, each of which is laid out in three columns, one each for topics, activities, and materials. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives of the unit are listed on the first page. Activities are listed in the second column of each subunit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities. In addition, an appendix lists relevant articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists four methods, such as having students write essays and draw maps. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

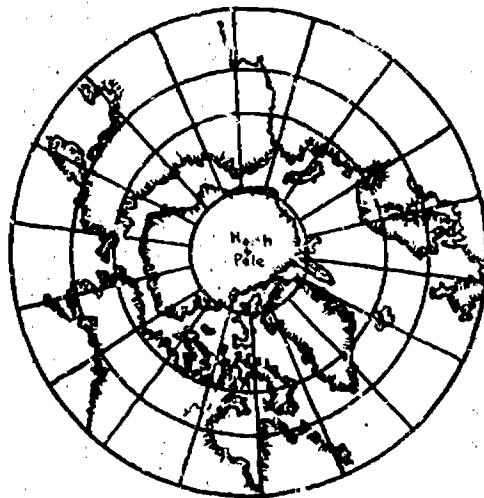
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**REGIONS OF EXTRACTIVE
ECONOMIC ACTIVITIES
RESOURCE UNIT III
GRADE 4**



**RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS**

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TABLE OF CONTENTS

	<u>Page</u>
I. Aims	1
II. Generalizations	1
III. Development of Unit	2
A. General	2
B. Farming	5
C. Fishing	10
D. Forestry	13
E. Mining	16
IV. Evaluation	13
V. Vocabulary	19
VI. Appendix	
A. National Geographic Magazine's Related Articles	20

REGIONS OF EXTRACTIVE ECONOMIC ACTIVITIES

SUGGESTED TIME: 12-15 WEEKS

I. AIMS

1. To be aware of similarities and differences of various regions of extractive economic activity and understand why they exist.
2. To realize the multiplicity of choices which are created as man increases his control over the natural environment
3. To understand the interdependence of regions of extractive economic activity with metropolitan regions, especially the idea of "markets".
4. To develop the ability to use various types of maps which contain data pertinent to the understanding of regions of extractive economic activity.

II. GENERALIZATIONS

1. Regions of extractive activity exist in all parts of the world.
2. Regions of extractive economic activity utilize natural resources directly as their economic base.
3. Man is the essential element in determining the value of any natural resource:
4. Change and development in the use of natural resources in the various regions of extractive economic activity depend upon needs and wants, education, natural distribution of resources, geographical conditions, advances in technology, and prosperity.
5. Regions of extractive activity are interdependent with metropolitan regions and therefore depend for their survival upon transportation and communication.
6. Markets exist throughout the steps involved in developing an extracted raw material into some product.
7. An international pattern of trading natural resources has developed to accommodate needs because of the natural and uneven distribution of resources.

III. DEVELOPMENT OF UNIT

A. GENERAL

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is a natural resource?</p>	<p>Discuss resources as being something of value. Explain natural resource as something supplied by nature. Give a few examples such as water, forests. Have children supply other examples. Display pictures of many types of natural resources.</p>	<p>Ginn: <u>Three Billion Neighbors</u> pp. 9-15 Silver Burdett <u>People Use the Earth</u> pp. 9-17; 171-179; 181-197 Fideler: North-east pp. 370; 128-142</p>
<p>What types of resources are there?</p>	<p>Explain that oil, coal, mineral deposits, fish, and soil can all be considered natural resources.</p> <p>Have a group of children collect pictures or make their own pictures of as many natural resources as they can.</p>	<p>Picture sets of regions</p> <p>Harper & Row <u>Basic Social Studies - 4</u> Fideler: North-east pp. 133-142; 157.</p>
<p>What are regions of extractive activity?</p>	<p>Through the use of pictures illustrating farming, forestry, fishing and mining elicit the idea that in all these activities some product that man can use is being removed from the earth. Include in the discussion varied uses of resources such as herding, grazing and water power.</p>	<p>Rand McNally: <u>Classroom Atlas</u> pp. 26-27; 28-29</p> <p>Harper & Row <u>Basic Social Studies - 4</u> (entire book deals with resources)</p>
<p>What are some of the characteristics of regions of extractive activities?</p>	<p>Through the use of political, land formation and natural vegetation maps develop the idea that a natural resource region can go beyond political units. For example, what belt in North America goes right into Canada?</p> <p>Have children work with an outline map of the United States placing symbols for natural resources on their map or have a group make one large resource map on bulletin board.</p>	<p>Magazines Art Supplies</p> <p>Outline maps of United States</p> <p>Art Supplies</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is done to correct natural distribution?</p> <p>Why do men engage in extractive activity?</p>	<p>Through these activities develop the idea of unequal distribution of natural resources.</p> <p>In all these activities, be certain to develop the idea that the metropolitan region of Providence lacks natural resources, other than water and human resources.</p> <p>Have a group of children research to find if this is true of other United States metropolitan regions and for metropolitan regions outside the United States of America.</p> <p>Ask how many children have oil heat at home. Where does the oil come from? There are no oil fields and derricks in Providence. How many have seen the storage tanks along Allens Avenue and Barrington Parkway?</p> <p>Elicit the idea of tankers and other ships bringing resources to Providence and other metropolitan regions. Discuss the importance of trade routes.</p> <p>Review what the extractive activities are.</p> <p>Discuss the idea of men needing food and clothing wherever they live.</p> <p>Discuss early transportation and communication and their relation to supporting man's basic needs. Methods of transportation and communication were slow and unreliable. Man had to supply his own needs.</p> <p>Extracting raw materials is also a means of earning a living.</p>	<p>Benefic: <u>You and Chicago</u> p. 46 Map</p> <p>Benefic: <u>You and the Community</u> p. 70 Map</p> <p>Fideler: <u>Northeast</u> pp. 135,136,139, 142 (maps and charts)</p> <p>Harper & Row: <u>Basic Social Studies-4</u></p> <p>Benefic: <u>You and Chicago</u> pp. 45-49; 147-167</p> <p>Scott Foresman: <u>In City, Town and Country</u> pp. 154-166</p> <p>Laidlaw: <u>Understand Japan</u></p> <p>Fideler: <u>Soviet Unit The British Isles</u></p> <p>Fideler: <u>Northeast</u> p. 181 (map)</p> <p>Scott Foresman: <u>In City, Town and Country</u> pp. 154-170</p> <p>Maps of trade routes</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What factors determine the value of any natural resource?</p>	<p>Discuss man's needs and wants and his choice in determining the possible uses of natural resources.</p> <p>How can the discovery of new materials or the coming of new inventions change the importance of a region of the world? How may this change the work men do?</p>	<p>Benefic: <u>You and Chicago</u> pp. 44-54 Benefic: <u>You and the Community</u> pp. 57-100 Laidlaw: <u>Understanding Japan</u> pp. 1-14 Fideler: <u>Transportation</u> pp. 83-90 Benefic: <u>You and the Community</u> pp. 36-43</p>
<p>What determines the particular choice of activity in any region?</p>	<p>Discuss the physical aspects of resources, climate, soil, water, landscape and the cultural aspects of the inhabitants.</p> <p>Speculate-using the above characteristics--some logical, some illogical Ireland - no fishing Norway - fishing</p>	<p>Fideler: <u>Northeast</u> pp. 115-116 Ginn: <u>Three Billion Neighbors</u> pp. 86-97 Fideler: <u>Northeast</u> pp. 11-127 Benefic: <u>You and the Community</u> pp. 105-209 Fideler: <u>Transportation</u></p>
<p>What is the relationship of government and extractive region activity?</p>	<p>Discuss the need to protect people through trade controls, interstate commerce, and so forth.</p>	<p>Harper & Row: <u>Basic Social Studies-4</u> pp. 39-49 Natural resource map World Almanac Benefic: <u>You and Chicago</u> p. 75 Silver Burdett: <u>People Use the Earth</u> pp. 169-235 Films C-25 "Conservation of Natural Resource" T-10 "To Market, To Market" Y-205 "You Can't Live Without It" Teacher References: Galbreth, J. K. <u>Affluent Society</u> Frankel, Charles <u>Democratic Prospect</u></p>

DEVELOPMENT OF UNIT (cont'd.)

B. FARMING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>Why is farming the basic extractive activity?</p>	<p>Develop idea that all men must eat. Have students do research on what are minimum food requirements for healthy survival.</p>	<p>Health books <u>Filmstrip</u> H-S-P-2-a "Foods for Good Health"</p>
<p>A. What are the major types of farming?</p>	<p>Have students discuss then do research and make a list. Include: grain crops livestock dairy fruit growing</p>	<p>Reference materials are not listed for each question. The following references are for the entire farming unit. They are followed by a list of films and filmstrips which can be used throughout the unit.</p>
<p>B. Where are the major commercial farming regions in the world found?</p>	<ul style="list-style-type: none"> . The Great Plains of the United States and Canada . Wheat stations of Australia and New Zealand . Cattle and sheep ranches of Argentina . Cattle and sheep ranches of Western United States . Southeast Asia . Mediterranean . Soviet Union - Ukraine 	<p>Books Fideler: <u>Transportation</u> Harper & Row: <u>Basic Social Studies</u> - 4 pp. 34-184 Scott Foresman: <u>In City Town and Country</u> pp. 154-159 Fideler: <u>The British Isles</u> pp. 45-54 Fideler: <u>Soviet Union</u> pp. 83-94 Fideler: <u>Northeast</u> pp. 157-170 Ginn: <u>Three Billion Neighbors</u> pp. 44-51 Ginn: <u>Your Towns and Cities</u> pp. 50-68; 186-191</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the parallel between development in farming regions and development in technology?</p>	<p>Have the students answer the question: How do men change farming regions? Discuss improved methods of irrigation, fertilizer.</p> <p>Through research have students find rotation plans for crops-always emphasizing "why".</p> <p>Through research have students construct chart of machines and equipment pertinent to farming illustrating progress.</p> <p>Through research have the students construct a progressive chart of transportation.</p> <p>Through research have students discover methods of communication important to farmer.</p> <p>Discuss all the above as they influenced greater movements of goods to more markets.</p> <p>Discuss the benefits derived from advances in communication, transportation and technology.</p> <p>Telegraph, telephone, mail, radio and television, newspapers mean growth of cities near farm regions. Cities manufacture goods from crops. Farms get manufactured tools and equipment.</p> <ul style="list-style-type: none"> . weather information means loss or saving of money . new inventions may mean new use for crop <p>Compare the amount of time spent to prepare the soil, plant and harvest crops-</p> <ul style="list-style-type: none"> by hand by animal and plow by advanced machinery 	<p><u>Films</u> T-1J "To Market To Market" W-26 "Wheat Farming" C-204 "Cattle and Corn Belt" C-8(a,b) "Cattleman" C-47(a,b) "Cotton" C-37(a,b) "Corn Farmer" G-6 "Golden Fleece" C-8(a,h) "Grain That Built a Hemisphere" H-8 "Henry Browne, Farmer" H-15 "Home on the Range"</p> <p><u>Filmstrips</u> SS-A-8-a <u>Wheat Farmer</u> SS-A-8-b <u>Corn Farm</u> SS-A-8-c <u>Truck Farmer</u></p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the world significance of farming?</p>	<p>Have individuals read and report on biographies of pertinent people and their achievements which have aided in agricultural development.</p> <p>Discuss:</p> <ul style="list-style-type: none"> . education of farmers (farming is a science) rotation, which crops, how to care for them, knowledge of markets. . Customs of region (include religion-example, Amish) . methods and tools . distance to market . unequal distribution of resources . not enough mechanical progress . part of soil washes away, insects eat plants, single crop, land too soft, must work gradually.. . geographic location, oasis farming, India, Pakistan . according to monsoon. <p>Have the children list on a chart or bulletin board the products used in their homes that may have come from farms or plantations.</p> <p>Discuss the relationship between farming and employment. What jobs has farming created in farming regions and metropolitan regions.</p> <p>The location of some kinds of farms is determined by the presence of cities such as: dairy, poultry, and vegetable farms.</p>	<p>SS-A-8-d <u>Orange Grower</u> SS-A-8-e <u>Cattleman</u> SS-A-8-f <u>Irrigation</u> SS-C-4-d <u>Wheat Farmers of Western Canada</u> SS-C-23-a <u>American Farmer</u> SS-C-23-c <u>Living On A Farm</u> SS-C-51-b <u>Farming in Chile</u> SS-E-12 <u>Farmer-Fisherman (Norway)</u> SS-L-2-a <u>Milking</u> SS-L-2-b <u>Gathering Eggs</u> SS-L-2-d <u>Feeding Animals</u> SS-1-2-d <u>Mowing</u> SS-L-2-e <u>Picking Fruit</u> SS-L-2-f <u>Picking Vegetables</u> SS-M-18-d <u>Agriculture in Japan</u></p> <p>SS-M-10-c <u>Farmers of Mexico</u> SS-N-7-c <u>New England States-Agriculture</u> SS-S-18 <u>Story of Our Food, Part II Farm to Table</u></p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the relationship of government and farming activities?</p>	<p>Discuss how agricultural products are essential to people who live and work in cities. Stress interdependence.</p> <p>Group work: each group constructs a story or report on a particular farm product telling the sequential steps and workers involved from the preparation of soil to buying in a store.</p> <p>Each group can usually illustrate the report to show workers, transportation and so forth.</p> <p>Have the children do research on this question. Have them investigate the government's role in standardization, weights and measurement, interstate trucking, controls of land use, irrigation water, flood control, subsidies to farmers and so forth.</p> <p>Discuss cooperative extension services from State Universities.</p> <p><u>Note</u></p> <p>Wherever possible information on regions throughout the world should be obtained, not just the United States.</p>	

Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.

What questions should be asked about a farming region?

What is the difference between subsistence farming and commercial farming?

How large or small may a farm be?

What factors affect the size of a farm?

What are the main crops of the region?

What determines the choice of a particular crop in a region?
(Include the idea of cultural preference)

What are the farming methods?

What is the world significance of the particular crop?

Discuss unbalance and trade.

DEVELOPMENT OF UNIT (cont'd.)

C. FISHING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the varieties of fish most commonly used for human consumption?</p>	<p>Have the students do research and make a list.</p>	<p>Reference materials are not listed for each question. The following references are for the entire fishing unit. They are followed by filmstrips and films which can be used throughout the unit.</p>
<p>Where are the major fishing regions of the world found?</p>	<p>Have the students determine-</p> <ul style="list-style-type: none"> • Pacific Coast of United States and Canada • Atlantic Coast of United States and Canada • Northwest Coast of Europe • Coasts of Japan 	
<p>What determines the location of the great fishing regions which are used commercially?</p>	<p>Discuss:</p> <ul style="list-style-type: none"> • Presence of valuable fish in quantity • abundance of food for fish in North Atlantic and North Pacific • water temperature • land population-market • good harbors-irregular coasts <p>Use various maps to discover characteristics about places where world's fishermen live</p> <p>Population-How does population influence the market?</p> <p>Landform map: What type of landforms near the coastline?</p> <p>Note: mountains, plains, irregular coastline.</p> <p>Transportation-Are these fishing regions served by major railroad, highway, and water routes?</p>	<p><u>Books</u> Laidlaw: <u>Understanding Japan</u> pp. 13-14; 24-25 Harper & Row <u>Basic Social Studies-4</u> pp. 279-293 Silver Burdett: <u>People Use the Earth</u> pp. 232-234 Fideler: <u>Transportation</u> pp. 20-24 Ginn: <u>Three Billion Neighbors</u> pp. 86-97; 44-51 Fideler: <u>Northeast</u> pp. 140-142; 246; 258-259; 265; 273-274; 290; 305; 328 (R. I.) Fideler: <u>Soviet Union</u> pp. 112-114 Fideler: <u>British Isles</u> pp. 55-62 Ginn: <u>Your Towns and Cities</u> p. 185</p>



Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the parallel between developments in fishing regions and developments in technology?</p>	<p>Discuss improved transportation: refrigerated trucking, shipbuilding developments, and new equipment.</p> <p>Discuss new methods: drying and salting freezing canneries</p> <p>Discuss the above as they influence the greater movement of goods to more markets. Discuss increased knowledge of tides, currents, etc. Discuss how communication devices aid in storm warning, locating fish and shore communication.</p>	<p><u>Filmstrips</u> <u>SS-C-4-a Fisherman of Nova Scotia</u> <u>SS-L-15-d Japanese Fisherman</u> <u>SS-M-18-f Commercial Fishing in Japan</u> <u>SS-S-6-b Harbor</u> <u>SS-S-6-e Lighthouse</u> <u>SS-A-8-n Shell-Fishing</u> <u>SS-A-8-wg New England Fisherman</u></p> <p><u>Films</u> <u>L-30 "Life in a Fishing Village"</u> <u>N-17 "New England Fisherman"</u> <u>S-12 "Shell-Fishing"</u></p>
<p>What is the world significance of fishing?</p> <p>What is the relationship of government and fishing activities?</p>	<p>Have the children list on a chart or bulletin board the products used in their homes that may have come from fishing regions.</p> <p>Discuss the relationship between fishing and employment. What jobs has fishing created in fishing regions and metropolitan regions?</p> <p>Throughout the discussion tie the material to metropolitan Providence. Discuss Point Judith, tuna plants, Providence.</p> <p>Discuss how fishing products are essential to people who live and work in cities.</p> <p>Emphasize interdependence and that the ocean may be the major source of food for man as he uses up the land.</p> <p>Consider: sanitation plants coast guard conservation packing labeling</p>	



Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.
What questions should be asked about a fishing region?

What is the main type of fish in the region?

What fishing methods are used?

What is the area for marketing processed fish?

What are the significant problems?

What is the world significance of the particular type of fish?

DEVELOPMENT OF UNIT (cont'd.)

D. FORESTRY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the major uses of timber?</p>	<p>Have students do research to discover the types of woods. Soft woods would be fir, pine, spruce, hemlock, etc. Hard woods would be maple, mahogany, walnut, oak, ash, etc. (trees which lose their leaves are generally hard woods.)</p>	<p>Reference materials are not listed for each question. The following references are for the entire fishing unit. They are followed by filmstrips and films which can be used throughout the unit.</p>
<p>Where are the great forest regions of the world located?</p>	<p>Discuss the uses for construction, fuel, paper, furniture, etc.</p> <p>Northwest and Northeast United States and Canada Southeast United States Northern Europe Northern Asia Tropics (Africa and Latin America) Southeast Asia East India</p>	<p><u>Books</u> Silver Burdett: <u>People Use the Earth</u> pp. 171-216 Harper & Row <u>Basic Social Studies</u> -4 pp. 185-207 Benfic: <u>You and the Community</u> pp. 82-89 Laidlaw: <u>Understanding Japan</u> p. 11 Scott Foresman: <u>In City, Town and Country</u></p>
<p>What determines the location of the great commercial forest regions?</p>	<p>How do particular trees fill local and world needs?</p> <p>Is the climate favorable to forest growth and work?</p> <p>Do good transportation facilities exist in the forest region?</p> <p>Utilize many types of maps to answer the above questions and to discover characteristics about places where world forest regions exist.</p>	<p>pp. 90-93; 163 Fideler: <u>Northeast</u> pp. 137-140; 235; 237;246; 255; 258; 263; 274; 283; 291; 305; 316-317; 334-335 Fideler: <u>Soviet Union</u> pp. 16-18; 111-112 Ginn: <u>Your Towns and Cities</u> pp. 100-105; 196-198; 199-200</p>
<p>What is the parallel between developments in forestry and technology?</p>	<p>Have a group of students construct a bulletin board or chart showing the advancement in machinery used in forestry.</p> <p>Discuss the development of plywood.</p>	<p><u>Films</u> L-28 <u>Lumber for Houses</u> L-211 <u>Lumber States</u> L-42 <u>Lumberyard</u> (with record)</p>

DEVELOPMENT OF UNIT (Cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the world significance of the forest regions?</p>	<p>Discuss need for conservation in some areas; overuse of forest cover has destroyed it; tree farms, nurseries-which help to assure future production.</p> <p>Have groups of pupils gather information on the variety of resources extracted from the forest: lumber, cork and latex, sap of sugar maple tree, resin, nuts, and gum</p> <p>Consider the need of these products for the survival of a metropolitan region. Emphasize interdependence.</p> <p>Through questioning, pictures of forest regions and population maps, elicit the understanding of sparse population settlement in these extractive regions.</p> <p>Have pupils bring in and display items which they think are manufactured in a metropolitan region through the use of forest resources.</p> <p>Invite local persons in industry who utilize forest resources to discuss their activities with the students:</p> <p>Discuss the employment opportunities made possible by the use of a forest as a raw material.</p> <p>Through questioning and discussion speculate on various trade patterns evolved because of the uneven distribution.</p>	<p><u>Filmstrips</u> <u>SS-S-2-3 Story of West Coast Lumber</u> <u>SS-C-4-Logging in Canadian Forests</u> <u>SS-F-8 Forests of United States</u></p>
<p>What is the relationship between government and forest region activities?</p>	<p>Discuss- national forests conservation laws; forestry methods, work of forest rangers, flood control, erosion control, subsidies to woodlot owners. Be sure to include the Green Acres Project in Rhode Island.</p>	<p>16</p>

Development of Unit (cont'd)

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students.
What questions should be asked about a forest region?

What is the main type of forest in the region?

What are the main products of the forest?

What forestry methods are used?

What is the world significance of the particular forest resource?

Why is forest conservation and planting of major importance?

DEVELOPMENT OF UNIT (cont'd.)

E. MINING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the valuable mineral resources?</p>	<p>Discuss with students the value of mineral resources such as coal, iron, petroleum, copper.</p> <p>Have students research to find as many other valuable minerals as possible.</p> <p>Utilizing the mineral resource map discuss the legend and have the students interpret the map. Have them indicate through use of the legend where men work with petroleum and where the other mines are located.</p> <p>Discuss the variety in methods of mining.</p>	<p>Reference materials are not listed for each question. The following references are for the entire mining unit. They are followed by filmstrips and films which can be used throughout the unit.</p> <p>Map-Major Mining Regions <u>Basic Social Studies-4</u> pp.222-223</p> <p><u>Books</u> Silver Burdett <u>People Use the Earth</u> p. 15; 53-67;83;95 Benefic: <u>You and the Community</u> pp. 48;172 Harper & Row: <u>Basic Social Studies-4</u> pp. 208-249 Fideler: <u>Northeast</u> pp. 108-129; 133-137 152-154; 237; 258; 274; 284; 290; 304-305; 315-316; 328-334 340-341 Fideler: <u>Life in Europe: British Isles</u> pp. 63-70; 100 Fideler: <u>Soviet Union</u> pp. 104;106 Ginn: <u>Three Billion Neighbors</u> PP. 11-12; 91;95</p>
<p>Where are the great mineral resource regions of the world found?</p>	<p>Through the use of the map of mineral resources seek to have the students determine where regions are.</p> <p>Discuss recent discoveries: oil in Sahara iron ore in Venezuela</p>	<p><u>Books</u> Silver Burdett <u>People Use the Earth</u> p. 15; 53-67;83;95 Benefic: <u>You and the Community</u> pp. 48;172 Harper & Row: <u>Basic Social Studies-4</u> pp. 208-249 Fideler: <u>Northeast</u> pp. 108-129; 133-137 152-154; 237; 258; 274; 284; 290; 304-305; 315-316; 328-334 340-341 Fideler: <u>Life in Europe: British Isles</u> pp. 63-70; 100 Fideler: <u>Soviet Union</u> pp. 104;106 Ginn: <u>Three Billion Neighbors</u> PP. 11-12; 91;95</p>
<p>What is the parallel between developments in technology and developments in mineral resource regions?</p>	<p>Discuss the early use of tools and work done by hand.</p> <p>Discuss the use of new power machines.</p> <p>Through questioning and discussion elicit the idea of new inventions meaning, an increase in the amount of mining.</p> <p>Discuss improved transportation being essential for mining industry (such as transportation in hills, mountains, tunnels)</p> <p>Discuss above as they are essential for greater movement of goods to an increased market.</p>	<p><u>Books</u> Silver Burdett <u>People Use the Earth</u> p. 15; 53-67;83;95 Benefic: <u>You and the Community</u> pp. 48;172 Harper & Row: <u>Basic Social Studies-4</u> pp. 208-249 Fideler: <u>Northeast</u> pp. 108-129; 133-137 152-154; 237; 258; 274; 284; 290; 304-305; 315-316; 328-334 340-341 Fideler: <u>Life in Europe: British Isles</u> pp. 63-70; 100 Fideler: <u>Soviet Union</u> pp. 104;106 Ginn: <u>Three Billion Neighbors</u> PP. 11-12; 91;95</p>

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the world significance of mineral regions?</p>	<p>Reintroduce a discussion of needs and wants. Consider the necessity of having a product to trade.</p> <p>Consider the need of raw materials in a metropolitan region.</p> <p>Have students bring in pictures of machines which require minerals for their construction and/or operation.</p> <p>Invite local persons in industry who utilize mineral resources to discuss these activities with students.</p> <p>Discuss employment opportunities made possible by using mineral resources.</p> <p>Discuss and do research on: conservation government controls safety evils of "strip mining" Use examples of all world regions.</p>	<p>Laidlaw: <u>Understanding Japan</u> pp. 12-13 Ginn: <u>Your Towns and Cities</u> pp. 90-99; 106-110</p> <p><u>Filmstrips</u> SS-C-16 <u>Coal Miners</u> SS-O-28-a <u>Iron and Steel</u></p> <p><u>Films</u> C-25 <u>Conservation of Natural Resources</u></p>

These questions are to be utilized in working on specific regions. The idea of teacher-pupil planning and group work is essential here. Questions for each region can be proposed and evaluated by students. What questions should be asked about a mining region?

What is the economic base of the region?

What are the mining methods?

What are the significant problems?

What is the world significance of the particular mining resource?

EVALUATION

1. Have students give written interpretations of the interdependence of the metropolitan region and the regions of extractive activities.
2. Have pupils draw pictures of the processing of raw materials and the transportation to market of the materials. Perhaps, they can create a booklet of their stories and pictures.
3. Determine cooperatively (pupil, teacher) whether purposes of the study have been accomplished.
 - A. Discuss to reinforce concepts.
 - B. Review aims.
4. Identify new skills developed.

VOCABULARY

abundance	natural resource distribution
climate	petroleum
commercial	population map
conservation	processing
crop rotation	product map
drought	rainfall map
employment	raw materials
extractive	refinery
fertilizer	soil
forester	subsistence
growing season	surplus
interstate	timber
irrigation	trade
landform maps	trade patterns
lumber	transportation
markets	tree farm
mineral	truck farms
mineral deposits	weather
natural resource	workers

APPENDIX A

NATIONAL GEOGRAPHIC MAGAZINES

Agriculture

<u>Title</u>	<u>Issue</u>
Aroostock County, Maine, Source of Potatoes	October, 1948
California, Horn of Plenty	May, 1949
North Dakota Comes into Its Own	September, 1951
Greener Fields of Georgia (cotton)	March, 1954
Lure of Changing Desert (dates)	June, 1954
How Fruit Came to America	September, 1951
Our Vegetable Travelers	August, 1949
Because It Rains on Hawaii	November, 1949
Hawaii	July, 1960
Backwoods Japan During American Occupation	April, 1947
Land of Louisiana Sugar Kings	April, 1958
Sugar Weather in the Green Mountains	April, 1954

Fishing

<u>Title</u>	<u>Issue</u>
Shad in the Shadow of Skyscrapers	March, 1947
Menhaden - Uncle Sam's Top Commercial Fish	June, 1949
Shrimpers Strike Gold in the Gulf	May, 1957
Newfoundland, Canada's New Province (cod)	June, 1949
Shrimp Nursery: Science Explores New Ways to Farm the Sea	May, 1965

Fur Industry

<u>Title</u>	<u>Issue</u>
Fur Seal Herd Comes of Age	April, 1952
Men, Moose, and Mink of Northwest Angle	August, 1947
Romance of American Fur	March, 1943
Cajunland, Louisiana's French-Speaking Coast	March, 1966

Herding

<u>Title</u>	<u>Issue</u>
Lonely Sentinels of the American West	June, 1960

Mining

<u>Title</u>	<u>Issue</u>
From Tucson to Tombstone (copper)	September, 1953
Montana, Shining Mountain Treasureland (copper)	June, 1950
Minnesota Makes Ideas Pay (Iron)	September, 1949
Pittsburg: Workshop of the Titans (coal-iron)	July, 1949
Along the Yukon Trail (gold)	September, 1953

Lumbering

<u>Title</u>	<u>Issue</u>
Beauty and Bounty of Southern State Trees	October, 1957
Idaho Loggers Battle a River	July, 1951
Versatile Wood Waits on Maui	July, 1951
Wealth and Wonder of Northern State Trees	November, 1955