Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer sheet**

Module 5, Lesson 1

Crossing the line

Task 2: Explore mountain ranges as physiographic boundaries

**Q1)** The Pyrenees Mountains are the border between which two countries?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2)** Complete the table below:

|  |  |
| --- | --- |
| **Countries that have mountain ranges as political boundaries** | **Mountains that form the boundary** |
| and |  |
| and |  |
| and |  |

Task 3: Explore bodies of water as physiographic boundaries

**Q3)** Record the names of three pairs of countries that share a boundary that’s a river.

|  |  |
| --- | --- |
| **Countries that have a river as a boundary** | **River that forms the boundary** |
| and |  |
| and |  |
| and |  |

**Q4)** Name three landlocked countries in Western Europe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Task 4: Explore geometric boundaries

**Q5)** List three pairs of countries with a shared geometric boundary.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task 5: Explore anthropographic boundaries based on language and religion

**Q6)** Determine the principal language group in South America and Western Europe.

South America: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Western Europe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q7)** Use the Pan and Zoom tools to locate countries separated by an anthropographic boundary based on language. List three pairs of such countries.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q8)** Determine the principal religions in North America and Africa.

North America: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Africa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q9)** Use the Pan and Zoom tools to locate countries separated by an anthropographic boundary based on religion. List three pairs of such countries.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Task 6: Review physiographic, geometric, and anthropographic boundaries

**Q10)** List additional examples of countries separated by physiographic, geometric, or anthropographic boundaries for each continent in the table.

| **Continent** | **Countries separated by:** | | |
| --- | --- | --- | --- |
| **Physiographic boundary** | **Geometric boundary** | **Anthropographic boundary** |
| North and Central America | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    *Circle one:*  Mountains Rivers Lakes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| South America and the Caribbean | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Circle one:*  Mountains Rivers Lakes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Europe | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Circle one:*  Mountains Rivers Lakes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Africa | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Circle one:*  Mountains Rivers Lakes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Asia | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Circle one:*  Mountains Rivers Lakes | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Task 7: Explore the effects of boundary shape, cultural diversity, and access to natural resources

**Q11)** Locate another example of each type of country. Record the countries in the   
Example 2 column.

|  |  |  |
| --- | --- | --- |
| **Type of country** | **Example 1** | **Example 2** |
| Elongated | Chile |  |
| Fragmented | Philippines |  |
| Circular/hexagonal | France |  |
| Small/compact | Bulgaria |  |
| Perforated (has a “doughnut hole”) | South Africa |  |
| Prorupted (has a “panhandle”) | Namibia |  |

**Q12)** Identify three culturally **uniform** countries on the basis of language group.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Q13)** Identify three culturally **diverse** countries on the basis of language groups.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Q14)** Record an example of a landlocked country for each of the following continents. For a continent that does not have a landlocked country, write “None.”

|  |  |
| --- | --- |
| **Continent** | **Landlocked country** |
| North and Central America |  |
| South America |  |
| Africa |  |
| Asia |  |

**Q15)** Name two Southeast Asian countries that do not have any oil and gas resources within their land borders.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q16)** Name two Southeast Asian countries that have oil and gas resources within their land borders.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task 8: Explore boundary changes that occurred in the 1990s

**Q17)** Describe three political-boundary changes between 1992 and 2007.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Q18)** Name two countries that existed in 1992 but do not exist in 2007.

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**Q19)** Select three countries from group A and three from group B and complete the following table.

| **Group** | **Country** | **Type of boundaries** | **Shape** | **Economic advantages or disadvantages** | **Likelihood of cohesiveness or of splitting apart** |
| --- | --- | --- | --- | --- | --- |
| A |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| B |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |