

# Part IV

Worksheets, Projects  
and Evaluation Activities





## **Words to Remember**

calligraphy = decorative writing

census = a survey to gather information about people in a country

climate = the weather in a place over a long time

dam = a wall built across a river to store water

energy = power to do work

geography = our study of the world, its land and people

irrigation = bringing water to crops

key = box or sign on a map that tells what the map means

natural gas = fuel resource from underground

mountain range = a chain or group of mountains

mouth = place where a river empties into a larger body of water

oasis = a green place in the desert with water

percent = how many out of every hundred (100)

petroleum = crude oil as it comes from the ground

physical map = map that shows the shape of the land and what grows on it

plateau = high, flat land

population = the number of people

port city = a city where ships stop to load and unload

processing = changing a resource or product in some way

*qanat* = underground canals for water

resource = something that people use

source = the beginning of a river

textiles = fabrics

tourist = visitor who comes to see a place

tropical wet = a warm, wet climate

## **Ideas to Remember**

consumers = people who use products or resources or services

culture = way of life

development = building a country to help its people

export goods = products sold to another country

history = the story of a place or people over time

independent = countries that have their own government

industry = a group of factories making products

import goods = products bought from another country

location = place, where a thing is

majority = more than one-half of something

minority = less than one-half of something

region = a part of the world

service job = doing work that people pay for (contrast with: production job)

*ummah* = the Muslim community in a place or in the world

## **Places to Remember**

East Africa

North Africa

Central Asia

South Asia

Southeast Asia

Southwest Asia

Learn the names of some Muslim countries in each region listed above

## **CONTINENT CUT-OUTS**

Label each continent. Choose a different color crayon or marker to fill in each continent. Cut out the shapes carefully. Arrange them on a large sheet of blue construction paper (18" x 24" or 45cm x 60cm) with a horizontal line in the middle for the EQUATOR. After your teacher has checked the position of your continents, glue them carefully to the paper. Label the oceans between your continents. Add a compass rose in the corner. Add any decorations you like to your map, such as a border, sailing ships, etc.



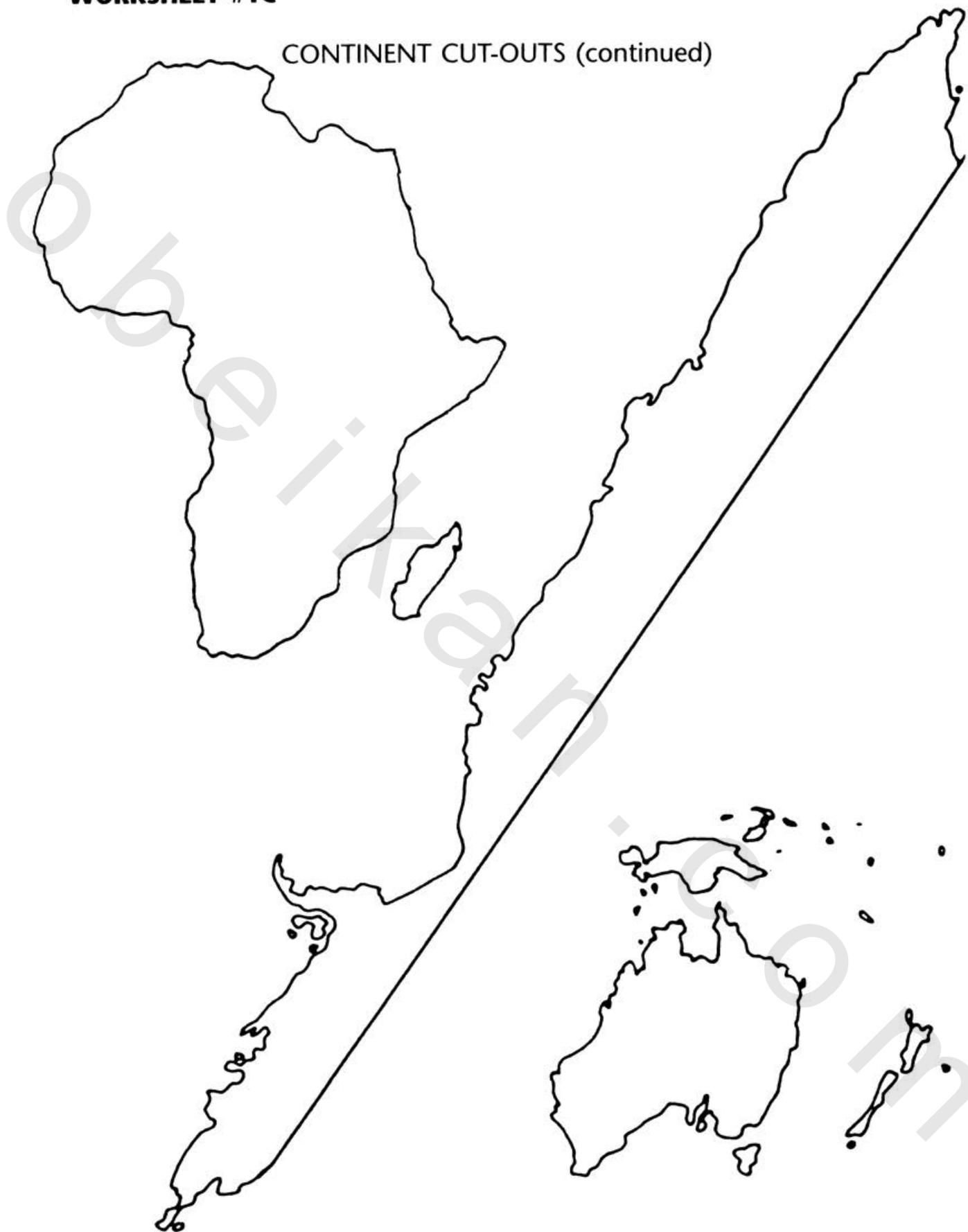
**WORKSHEET #1B**

CONTINENT CUT-OUTS (continued)



**WORKSHEET #1C**

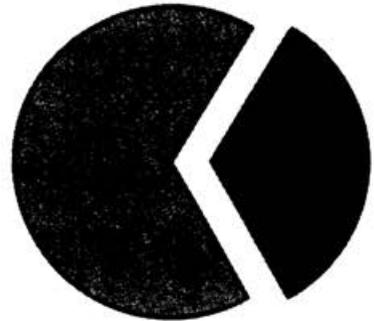
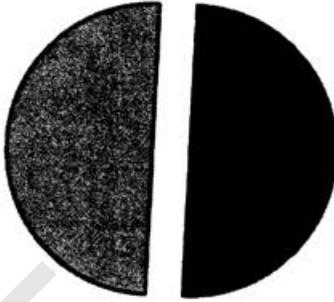
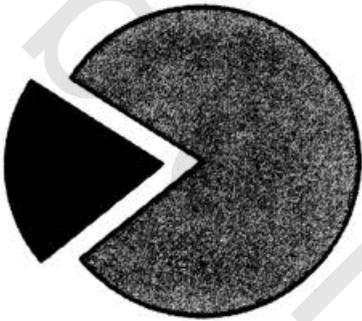
CONTINENT CUT-OUTS (continued)



**PERCENTS AND NUMBERS**

**BIG PIE . . . SMALL PIECE . . . or . . . SMALL PIE . . . BIG PIECE**

1. Each circle shows a pie with a piece cut. On the lines below each pie graph, write the fraction that shows how much of the pie is cut out.



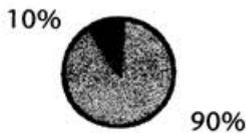
\_\_\_\_\_

2. Now, write the fraction for each circle above as a percent number.

\_\_\_\_\_

3. India has almost 900 million people. About 12% of the population is Muslim. Are Muslims a majority or minority? \_\_\_\_\_
4. Malaysia's population is about 19 million. The country has many different religious groups. Christians and Hindus make up 7% each (14% in all). Buddhists are 18%. The Muslim population is 53%. Other religious groups are 15%. Are Muslims in Malaysia a majority or minority? \_\_\_\_\_
5. Some atlases contain population pie graphs. They also list the population. You can use these numbers to estimate how many Muslims or other groups live in the country. Try these examples:

Guinea-Bissau, West Africa  
(population 1 million)



How many Muslims total? \_\_\_\_\_

Uzbekistan  
(population 20 million)



How many Muslims total? \_\_\_\_\_

## WHAT IS THE *UMMAH*?

- A. Trace the Arabic script of the word *ummah*. Use the space to write the word in Arabic yourself.

أُمَّة

- B. Write a poem describing the *ummah*, and its definition "community," starting the first word of each line with a letter of the word.

U \_\_\_\_\_

M \_\_\_\_\_

M \_\_\_\_\_

A \_\_\_\_\_

H \_\_\_\_\_

C \_\_\_\_\_

O \_\_\_\_\_

M \_\_\_\_\_

M \_\_\_\_\_

U \_\_\_\_\_

N \_\_\_\_\_

I \_\_\_\_\_

T \_\_\_\_\_

Y \_\_\_\_\_

## **RIVER RIDDLES**

Guess the name of these important rivers in Muslim regions from the clues. In blank A, write the name of the river. In blank B, write the name of the continent where the river is located.

1. The longest river in the world, its name rhymes with "smile."

A \_\_\_\_\_ B \_\_\_\_\_

2. Two rivers flow into the drying Aral Sea; their names sound like "How are ya!"

A<sub>1</sub> \_\_\_\_\_ B \_\_\_\_\_

A<sub>2</sub> \_\_\_\_\_

3. A river that flows in a rainbow shape brings water to the desert edge. Its name looks like the cat with stripes.

A \_\_\_\_\_ B \_\_\_\_\_

4. An ocean, a country and a river all have names whose first three letters are the same.

A \_\_\_\_\_ B \_\_\_\_\_

5. Twin rivers' source lies in Turkey. They meet before flowing into a gulf that has two names (Persian and Arabian).

A<sub>1</sub> \_\_\_\_\_ B \_\_\_\_\_

A<sub>2</sub> \_\_\_\_\_

6. A holy river for the Hindu religion, its mouth is in a small Muslim country that begins with a "B."

A \_\_\_\_\_ B \_\_\_\_\_

# **MAKE AN INFO-CUBE ON IMPORTANT CITIES IN MUSLIM REGIONS**

Select a city in a Muslim country. Look up information about it in encyclopedias, atlases or other books. Use the information to make an info-cube. Copy the diagram below, enlarging it 200%, or draw it at least twice as large as shown, or more. Paste or copy it onto heavy paper. On each of the six sides that will show on the folded cube, write or draw pictures giving the information from #1–6, below, showing the following information on each of the six sides. Fold the cube as shown. Hang a string from one corner to display.

**These are the topics for each side of the info-cube:**

1. Name of city, country, important river or other location

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2. Population, area, whether it is a capital

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3. Important jobs in the city

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4. A short, famous story about the city

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5. One or more famous buildings or places

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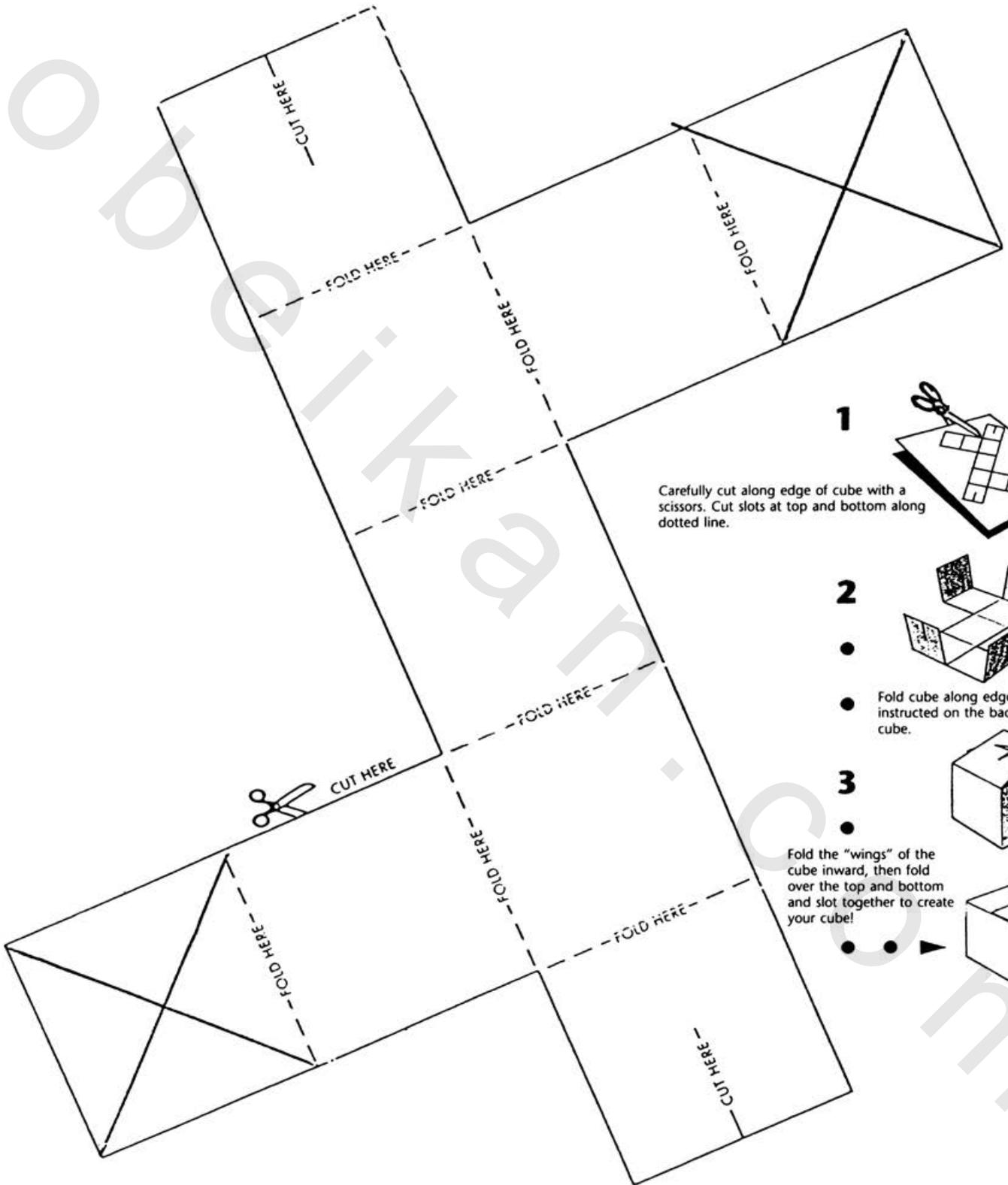
6. Facts about a famous Muslim from the city

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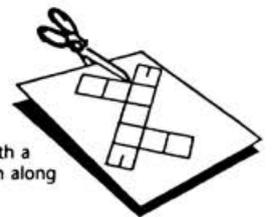
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# WORKSHEET #5B

## LAYOUT AND DIRECTIONS FOR MAKING AN INFO-CUBE



1



Carefully cut along edge of cube with a scissors. Cut slots at top and bottom along dotted line.

2



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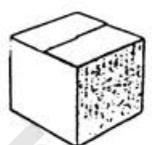
Fold cube along edges as instructed on the back of the cube.

3

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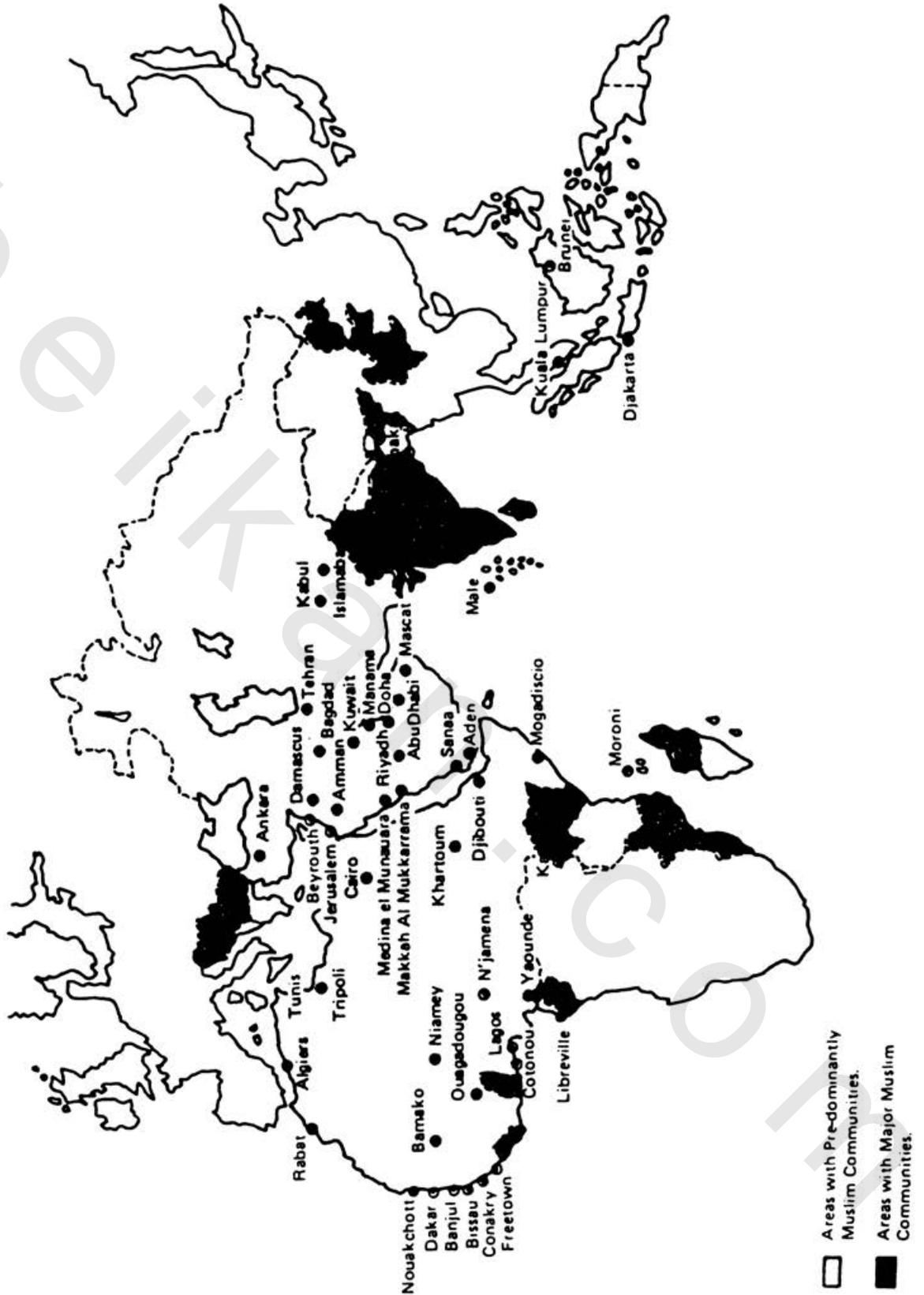
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Fold the "wings" of the cube inward, then fold over the top and bottom and slot together to create your cube!



# NAME THESE CITIES

Use your memory or the "Map of the Muslim World" to fill in the city names on the outline map.



## **RESOURCES IN MUSLIM REGIONS**

The chart that Ibrahim made, on page 63 of your text, shows which underground resources are found in each country. Copy the symbols on this worksheet and use the chart to transfer them to the map on page 59 of your text. You may color the map. Invent your own symbols if you like, and make a key!

🔴 = oil

🔵 = natural gas

⬛ = coal

▣ = phosphates

▣ = salt

▣ = gypsum

Ⓞ = gold

Ⓢ = silver

Ⓤ = uranium

Ⓛ = iron

Ⓣ = tin

Ⓒ = chromium

Ⓒ = copper

Ⓣ = tungsten

Ⓐ = aluminum

# **CITIES AND LANDFORMS**

Use an atlas or wall chart with physical maps or relief maps to locate the landforms and bodies of water near 10 cities in Muslim regions. Then fill in the chart with the information you have gathered. Compare with your classmates' results.

<b><i>Continent</i></b>	<b><i>Name of City</i></b>	<b><i>Nearby Geographic Features</i></b>

# **PLANNING HERITAGE FAIR OR PORTFOLIO PROJECTS**

Choose one or more projects from the categories your teacher describes:

1. Making a drawing, art project or model for display:

What object will I build, make or draw? \_\_\_\_\_  
In which country is this object located? \_\_\_\_\_  
What books and magazines will I use to learn about the object?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Making a poster:

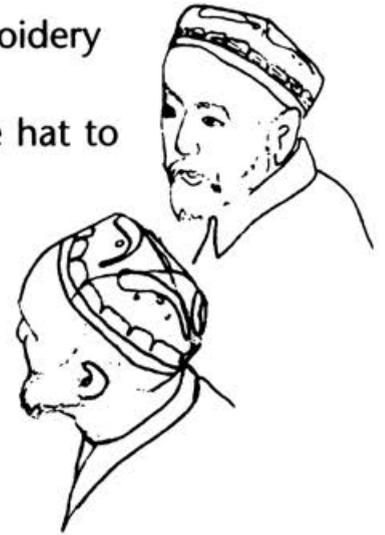
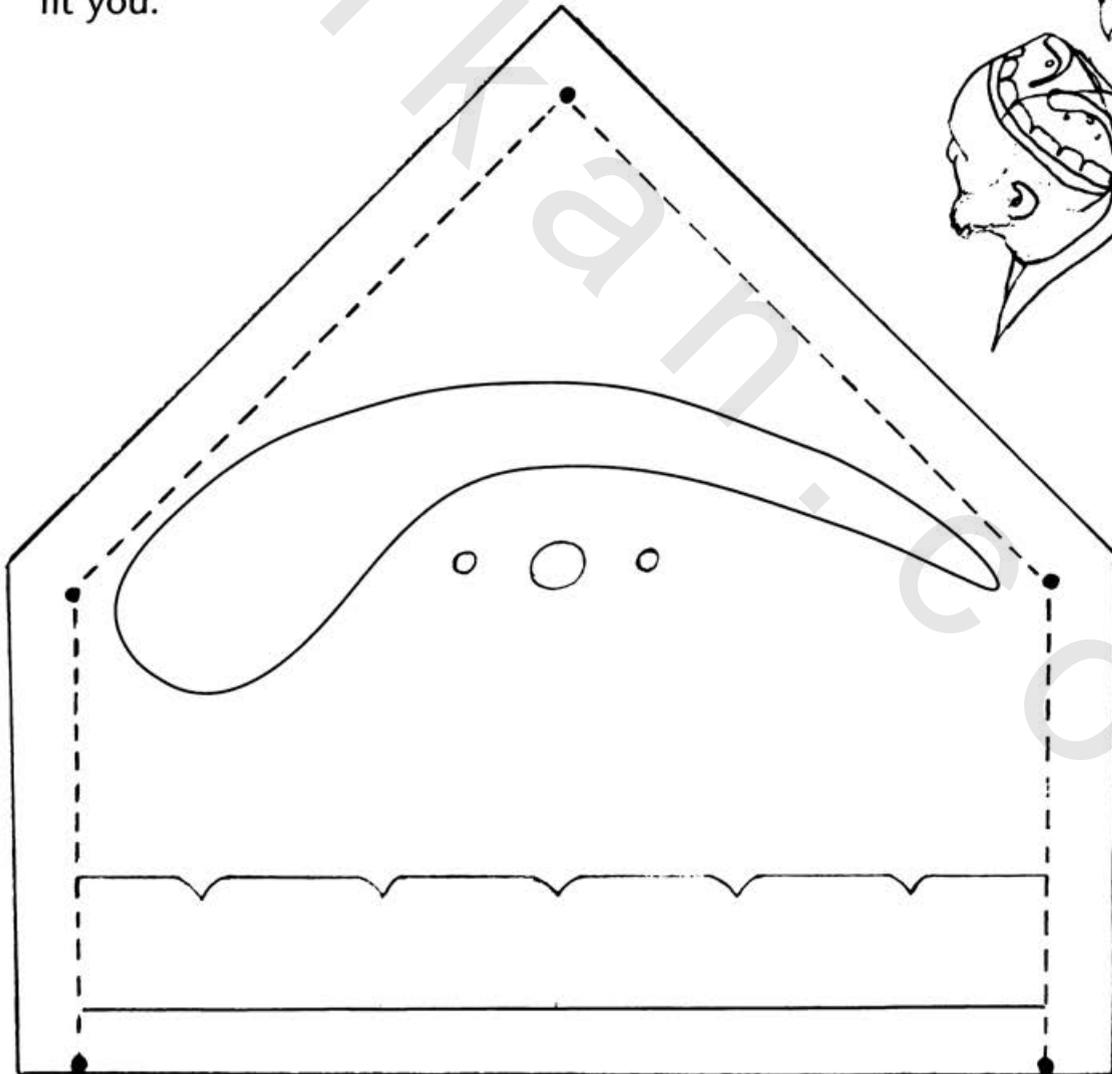
What is the subject of my poster? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
What books, magazines and newspapers will I use to learn about the subject?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Telling a joke, poem or story from Muslim lands:

What is the title? \_\_\_\_\_  
I found the work in this book: \_\_\_\_\_  
\_\_\_\_\_  
In which country or region did the work originate? \_\_\_\_\_  
Write a short summary of the joke, poem or story here: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **PATTERN FOR MAKING CENTRAL ASIAN HATS**

1. Carefully cut out the pattern.
2. Lay it on a piece of heavy construction paper, brown paper, felt or other cloth.
3. Trace around the edges with chalk.
4. Cut cloth or paper on chalk lines, taking care to stay on the lines.
5. Repeat four times to make four sections of the hat.
6. Decorate each section with paint, appliqué or embroidery designs.
7. Sew, staple or glue along dotted lines, adjusting the hat to fit you.



## **WHAT DO RESOURCES MAKE?**

Use the chart below to organize ideas about using resources. List a resource from Muslim lands in each box of column 1, using the text, Sections 4 and 5. In column 2, list the jobs that come from working with this resource. In column 3, list the products that are made from the resource. The example will get you started.

<b>1. RESOURCE</b>	<b>2. JOBS</b>	<b>3. PRODUCTS</b>
grazing animals (sheep, cattle, goats, etc.)	shepherds, dairy workers, butchers, leather & textile workers	wool, cloth, rugs, leather products, meat, dairy products

**BLANK OUTLINE MAP WITH COUNTRIES**





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# TEST QUESTION FILE

## MATCHING SECTION:

### A. Identifying Countries

Find at least two countries in the list that fit the description. Write the matching letters in the space.

1. Countries that have petroleum \_\_\_\_\_
2. Desert countries \_\_\_\_\_
3. Muslim majority countries \_\_\_\_\_
4. Important Muslim minority countries \_\_\_\_\_
5. Countries in Asia \_\_\_\_\_
6. Countries in Africa \_\_\_\_\_
7. Countries in Europe \_\_\_\_\_

- a) Afghanistan
- b) Albania
- c) Algeria
- d) Bosnia-Herzegovina
- e) China
- f) Iran
- g) India
- h) Kazakhstan
- i) Kuwait
- j) Mali
- k) Morocco
- l) Palestine
- m) Saudi Arabia
- n) Sudan
- o) Syria
- p) Turkey
- q) Uzbekistan

## B. Words to Remember

Match the words from column 1 to the correct definition in column 2.

- |                     |   |
|---------------------|---|
| 1. ____ calligraphy | a) anything that people use                   |
| 2. ____ climate     | b) the number of people                       |
| 3. ____ dam         | c) the weather in a place over a long time    |
| 4. ____ energy      | d) crude oil as it comes from the ground      |
| 5. ____ irrigation  | e) decorative writing                         |
| 6. ____ natural gas | f) fuel resource that burns cleanly           |
| 7. ____ percent     | g) a wall built across a river to store water |
| 8. ____ petroleum   | h) bringing water to crops                    |
| 9. ____ population  | i) a city where ships stop to load and unload |
| 10. ____ port city  | j) how many out of every hundred (100)        |
| 11. ____ processing | k) power to do work                           |
| 12. ____ resource   | l) changing a resource or product in some way |

## FILL IN THE BLANKS SECTION:

1. A warm climate with lots of rainfall is \_\_\_\_\_.
2. High, flat land is called a \_\_\_\_\_.
3. A \_\_\_\_\_ shows the shape of the land and what grows on it.
4. An oasis is \_\_\_\_\_.
5. A chain or a group of mountains is called a \_\_\_\_\_.
6. A river begins at its \_\_\_\_\_, and it empties into a larger body of water at its \_\_\_\_\_.
7. Governments take a \_\_\_\_\_ to gather information about people living in the country.
8. The \_\_\_\_\_ is the part of a map that tells what the symbols or colors on the map mean.

9. A \_\_\_\_\_ means more than one-half of the people belonging to a group.
10. A \_\_\_\_\_ means less than one-half of the people belonging to a group.
11. People's traditions, like dress, food, houses and daily habits are part of their way of life, called \_\_\_\_\_.

### **MULTIPLE CHOICE SECTION:**

1. When people buy products from another country, they are \_\_\_\_\_.  
a. processing goods    b. importing goods    c. exporting goods
2. When people sell products to another country, they are \_\_\_\_\_.  
a. processing goods    b. importing goods    c. exporting goods
3. A country named the Sudan has 70% Muslims and 30% Christians and other religious groups. In the Sudan, Muslims are a \_\_\_\_\_.  
a. minority    b. tourists    c. majority
4. A country named India has 80% Hindus, 10% Muslims and 10% other religious groups. In India, Muslims are the \_\_\_\_\_.  
a. minority    b. tourists    c. majority
5. When you buy things at the store and use resources at home, you are a \_\_\_\_\_.  
a. consumer    b. service worker    c. producer    d. tourist
6. The story of a place or people over time is its \_\_\_\_\_.  
a. history    b. culture    c. resource

### **MAP SKILLS SECTION:**

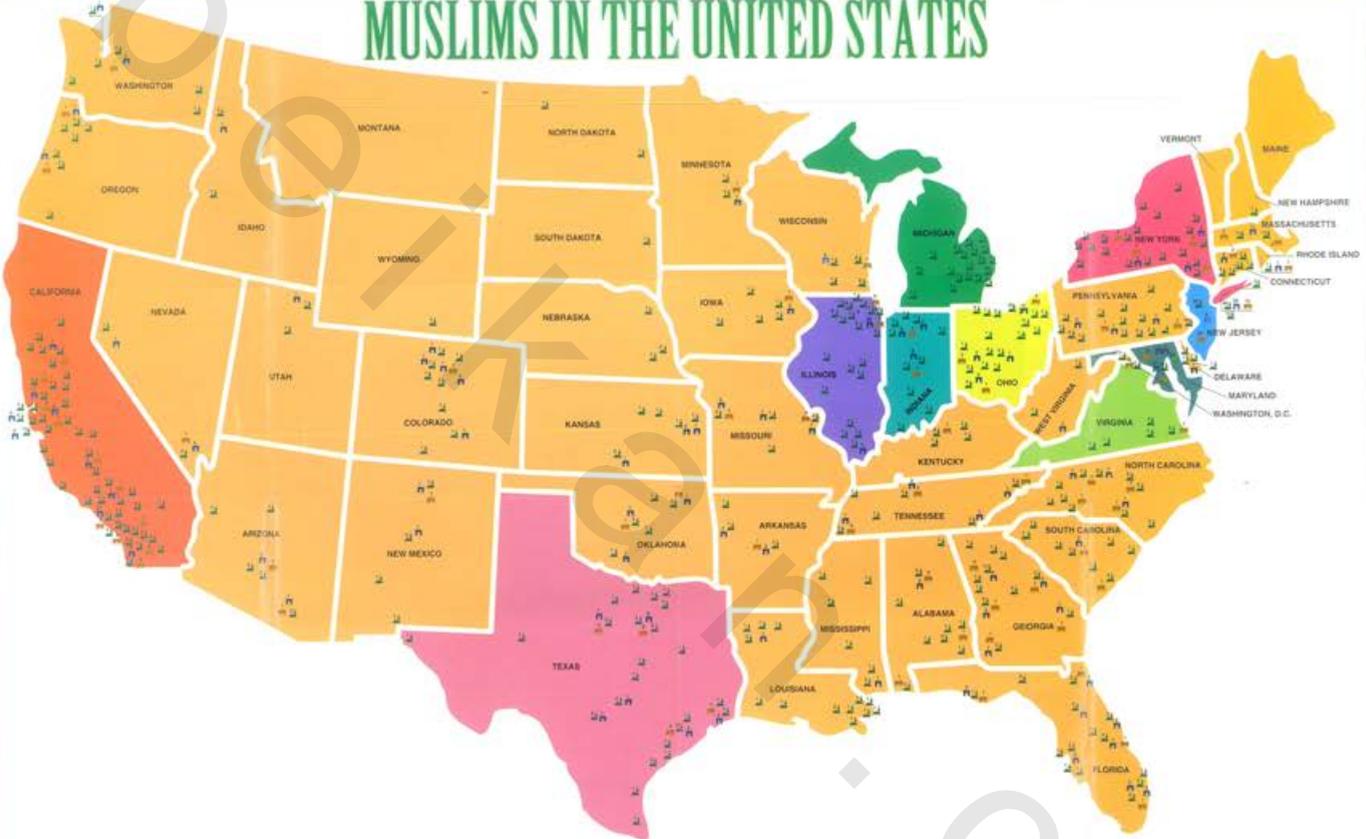
1. Continent map/Eastern Hemisphere outline map:  
Shade in the approximate areas of Africa and Asia where Muslims are the majority.

2. Country outline maps of Africa and Asia:  
Label as many countries as you know, or color and label countries with Muslim majorities.  
*Bonus:* Country outline map of Europe—Find two Muslim countries in Europe and label them.
3. World outline map:  
Label continents, oceans and other bodies of water.

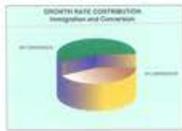
### **THEME QUESTIONS SECTION:**

1. *Location:* On the world map, choose a location where you would like to build a city. Tell what makes it a good location. Describe what jobs and activities will take place there.
2. *Resources:* Choose a country you have studied. Describe two resources found there, and tell how they are used, and how they help the country.
3. *Living as minority or majority:* How should Muslims behave toward others when they live among people of other religions and cultures? Describe how your life is different if you are a member of a majority or a minority.
4. *The Muslim world community (ummah):* Compare what you knew about the *ummah* before studying this unit and now. How have your ideas changed about where Muslims live in the world today?
5. *Development:* List four ways in which people work to develop their communities and countries. Tell how each kind of effort helps people to have a better life.

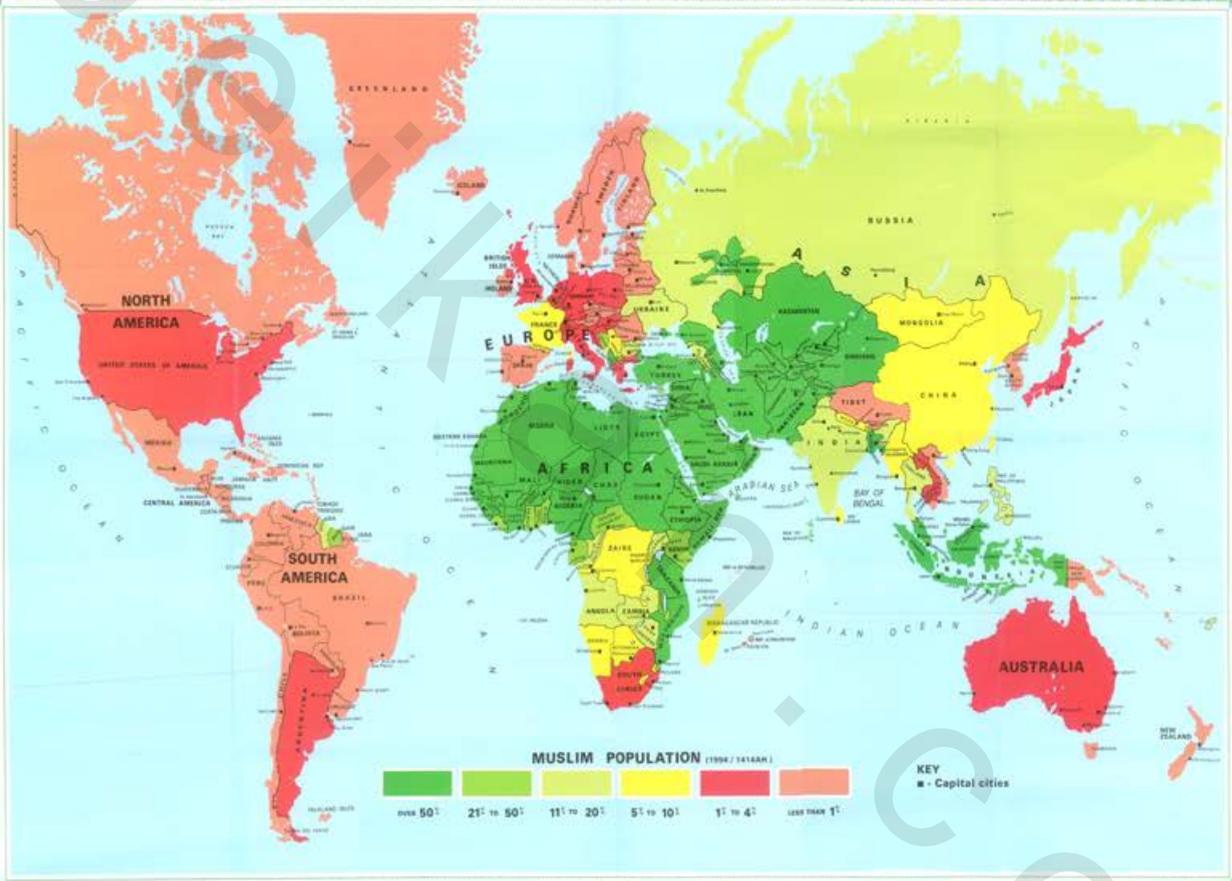
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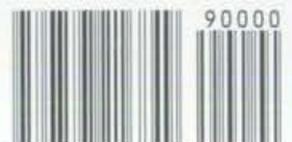
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