

generation

Lesson 1

marsh

Lesson 1

plantation

Lesson 1

growing
season

Lesson 1

swamp

Lesson 1

food
processing

Lesson 2

textile

Lesson 2

pulp

Lesson 2

renewable
resource

Lesson 2

Sun Belt

Lesson 2

tourist

Lesson 2

tourism

Lesson 2

cause

Skill Lesson

effect

Skill Lesson

inlet

Lesson 3

bayou

Lesson 3

petroleum

Lesson 3

crude oil

Lesson 3

nonrenewable
resource

Lesson 3

refinery

Lesson 3

petrochemical

Lesson 3

hurricane

Lesson 3

cross section

Skill Lesson

cross-section
diagram

Skill Lesson

barrier island

Lesson 4

mainland

Lesson 4

legend

Lesson 4

strait

Lesson 4

coral

Lesson 4

reef

Lesson 4

tropics

Lesson 4

territory

Lesson 4

commonwealth

Lesson 4

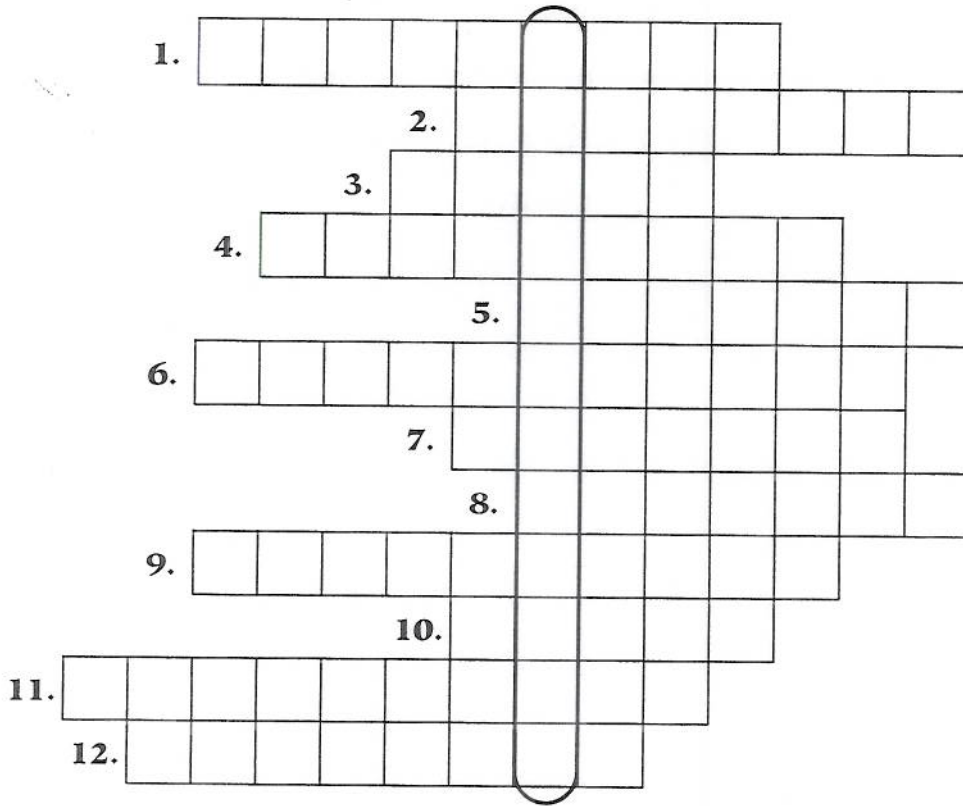
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COASTAL CROSSWORD

Solve a Word Puzzle

DIRECTIONS: Use the clues to complete the crossword. When you finish, read the letters inside the oval from top to bottom to see what the clues have in common.



Clues

- | | |
|--|--|
| (1) A plant used to make sugar | (7) This state leads all others in growing citrus fruit. |
| (2) Indians who lived near the Atlantic Ocean in what is now the state of Virginia | (8) George Washington Carver found many uses for these. |
| (3) A low, wet area where trees and bushes grow | (9) A large area of low, wet land in southern Florida |
| (4) The first permanent English colony in North America | (10) Low, wet land with tall grasses |
| (5) Along with cotton, a crop grown to be sold for money | (11) The average time between the birth of parents and the birth of their children |
| (6) Huge farms that were used for growing cotton, rice, or tobacco | (12) A farmer called this "America's greatest asset." |



Name: _____

Lesson 1 Notes

1. Define the word generation? _____

2. What is a marsh? _____
3. What kinds of plants grow in a marsh? _____
4. What are some natural features found on the Coastal Plain in the SE region? _____

5. What is a plantation and what were the main crops grown there? _____
6. How did early settlers depend on the land? _____

7. What is a growing season? _____
8. What good things does the Coastal Plain offer farmers in the SE? _____

9. What is a swamp? _____
10. Why are farmers on the Coastal Plain able to grow so many kinds of crops? _____

From CROP to CLOSET

Follow a Sequence

DIRECTIONS: Read about how cloth is made from cotton. Then write the numbers from 1 to 8 in the blanks below to put the steps in the correct order.



When cotton is ready to pick, workers treat the plants with chemicals to remove the leaves. Then they use machines to pick the cotton.

Haulers bring the picked cotton to a processing plant called a cotton gin. Machines dry the raw cotton fibers and remove any leaves or other trash. Another machine, called a gin stand, separates the cotton fibers, called lint, from the seeds. Then the lint is cleaned.

A bale press packs the cotton into 500-pound (227-kg) bales, wraps it with cloth, and binds it with steel bands. Trucks carry the refrigerator-sized bales to the warehouse. Then they are

compressed, or squeezed, to about half their size to save space.

Government inspectors grade samples of the cotton. Growers then sell the graded cotton to brokers. Brokers, in turn, sell it to cloth manufacturers, who buy large amounts of cotton fiber for their textile plants.

When the cotton arrives at the textile plant, the bales are broken open, and machines clean the lint and roll it into a long sheet. Then spinning machines separate and straighten the cotton fibers. Other machines twist the fibers into fine, strong yarn.

Mechanical looms weave the yarn into cloth. Dyeing (coloring the cloth) and printing (stamping the cloth with patterns) finish the cloth.

- ___ The cloth is dyed and printed.
- ___ Mechanical looms weave the cotton yarn into cloth.
- ___ Chemicals remove the leaves from the plants before picking.
- ___ The cotton is packed into 500-pound (227-kg) bales.
- ___ Cloth manufacturers buy cotton from brokers.
- ___ Spinning machines separate and straighten the cotton fibers.
- ___ At the cotton gin, the cotton lint is separated from the seeds.
- ___ Cotton fibers are twisted into fine, strong yarn.





Name: _____

Lesson 2 Notes

1. What is food processing? _____

2. Define the word textiles. _____
3. What is pulp? _____

4. What is a renewable resource? _____

5. What industries in the SE are related to agriculture? _____

6. What things have helped Miami grow larger? _____

7. What is the Sun Belt? _____
8. What is a tourist? _____
9. Define the word tourism, and give some examples from the industry. _____

10. How has a mild climate helped the SE grow? _____

*Add 3-4 port cities along the Atlantic Coast & the Gulf Coast

HOW TO IDENTIFY Causes and their Effect

1. Identify the effect.
2. Look for all the causes of that effect.
3. Think about how the causes relate to each other and to the effect.

Apply Critical Thinking Skills

DIRECTIONS: Think about what you have read about the Southeast. For each effect, list two possible causes. Use the steps listed at the right to help you identify causes and effects.

1. Effect: Many industries in the Southeast are related to agriculture.

Causes: a. _____

b. _____

2. Effect: Orlando, Florida, becomes a favorite place for tourists to go.

Causes: a. _____

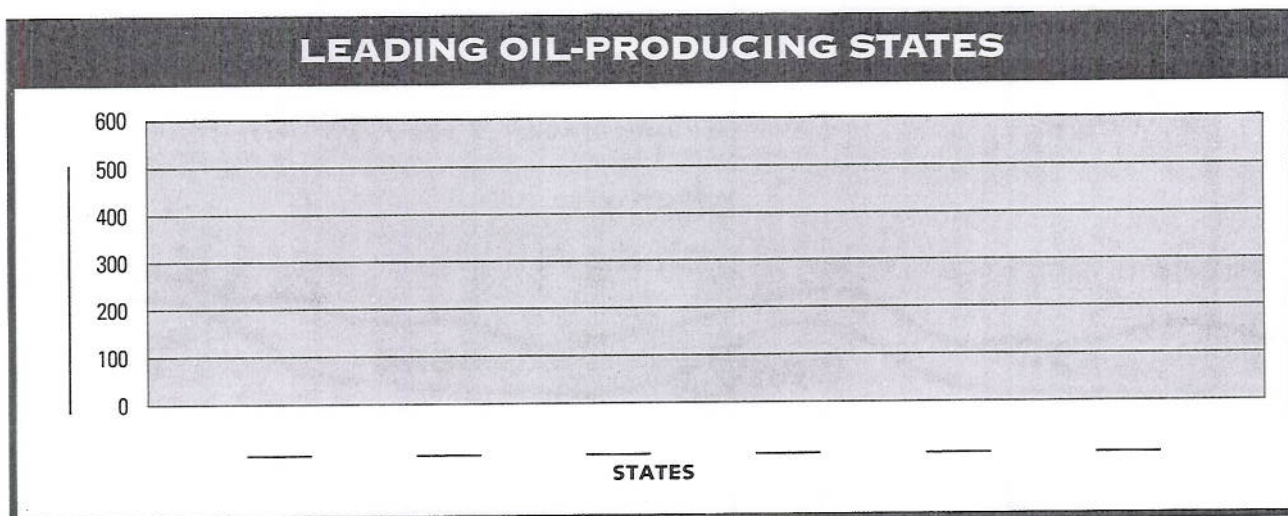
b. _____

UNITED STATES PETROLEUM PRODUCTION

Make a Bar Graph

DIRECTIONS: The table at the right gives the amount of oil produced in each of six states in a recent year. Use the information in the table to complete the bar graph below. In the blanks along the bottom of the graph, write the abbreviation for each state under the correct bar, starting at the left with the largest oil producer and ending at the right with the smallest. Label the left-hand side of the graph to show what the numbers stand for.

STATE	PRODUCTION IN MILLIONS OF BARRELS
Alaska	557
California	279
Louisiana	123
Oklahoma	87
Texas	560
Wyoming	79



DIRECTIONS: Use the information above to answer the following questions.

1. Where does Louisiana rank in United States oil production? _____
2. Which state is the nation's leading petroleum producer? _____
3. What is the advantage of presenting this information in a table?

4. What is the advantage of presenting this information in a bar graph?



Name: _____

Lesson 3 Notes

1. What is a bayou? _____
2. What makes the way of life in southern Louisiana special?

3. Define petroleum. _____
4. What is crude oil? _____
5. What is a nonrenewable resource? Name one. _____

6. What is a refinery? _____

7. Define petrochemical. _____
8. What kinds of jobs are linked to crude oil and natural gas?

9. Why does offshore drilling cost more than drilling on land?

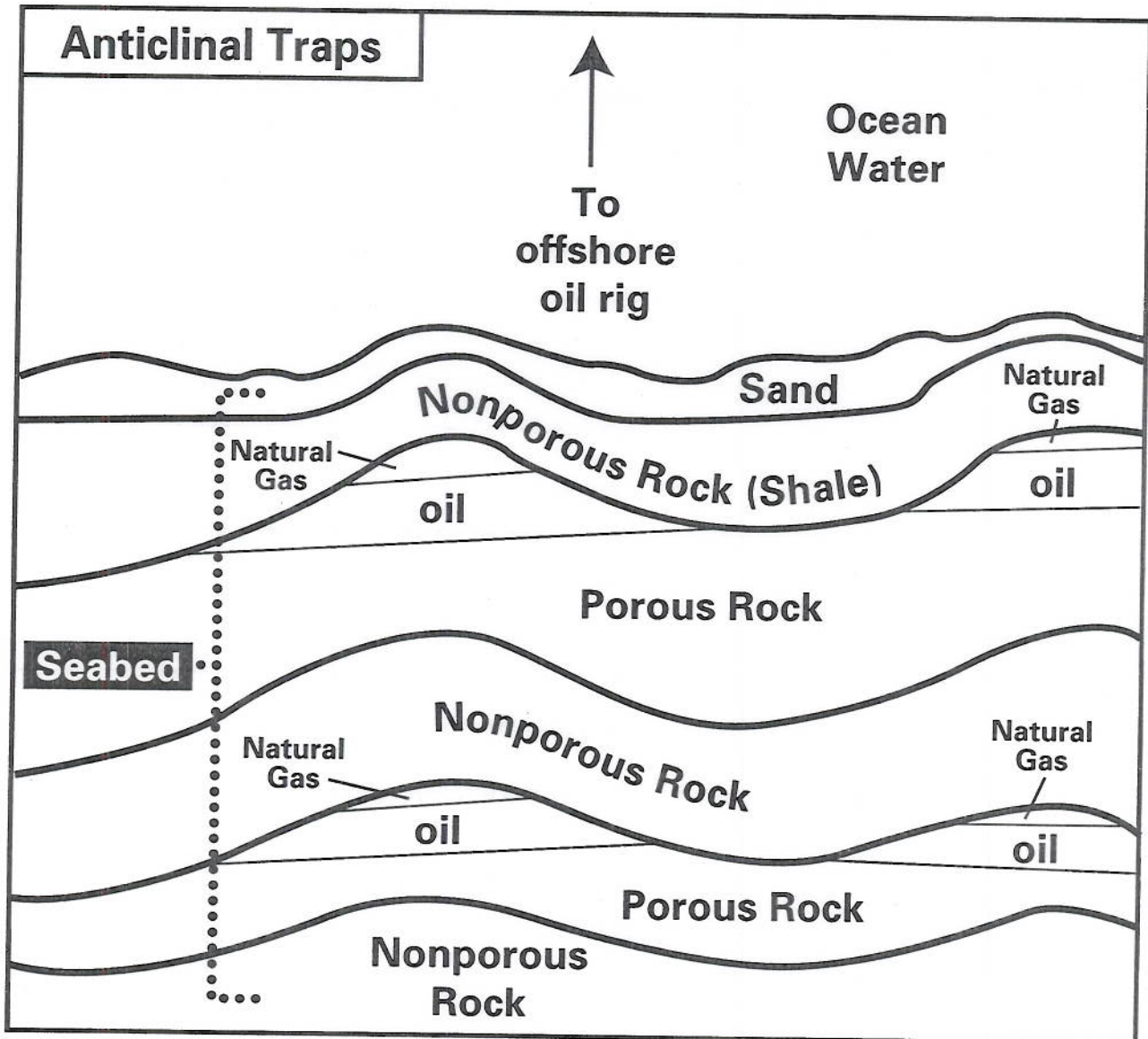
10. What is a hurricane? _____

HOW TO READ a Cross-Section Diagram

The drawing below is a cross-section diagram of the undersea petroleum fields that lie off the Gulf coast.

Apply Chart and Graph Skills

DIRECTIONS: Study the cross-section diagram below. Then read the vocabulary key on page 45.



(Continued)

VOCABULARY KEY

Porous rock has many small holes, or pores, that allow liquids, such as water or oil, to flow through it.

Nonporous rock will not let liquids pass through it.

Shale is nonporous rock made up of layers of compressed soil, clay, and minerals. Shale

may contain some oil that seeped into the rock before it hardened.

A trap is an underground area where porous rock allows oil to pool or gather. Oil often is found in anticlinal, or dome-shaped, traps like the ones in the cross section.

DIRECTIONS: Use information from the cross-section diagram on page 44 and the vocabulary key to complete the following sentences.

1. The top layer of land under the ocean is _____.
2. Bubbles of _____ often form above the pools of oil.
3. _____ is a kind of nonporous rock that may contain oil.
4. The _____ is the name given to the layers of land under the ocean.
5. Oil can be found in dome-shaped traps called _____ traps.

DIRECTIONS: Follow these steps to complete the cross-section diagram on page 44.

1. Color the ocean water blue.
2. Color the layers of nonporous rock yellow.
3. Color the layers of porous rock brown.
4. Color the oil deposits red.
5. Color the natural gas deposits green.
6. Use a black crayon or marker to show the paths drill pipes should follow to reach the oil and natural gas resources in these anticlinal traps.



Recall Information

DIRECTIONS: Read the description from each islander below. Then match the description to the island or islands each person calls home. Write the correct letter on each line. Some letters may be used more than once.

- ___ 1. "I spent time on these barrier islands with my pirate band. Legend says we buried our treasure there."
- ___ 2. "My home is on one of these coral islands that lie along the north side of the Straits of Florida. I am connected to the mainland by more than 100 miles (160 km) of oceangoing highway."
- ___ 3. "I live on St. Croix, one of three crowded islands that are part of this United States territory."
- ___ 4. "I work at a hotel on this barrier island off the coast of South Carolina. This island is a popular vacation area."
- ___ 5. "The language of my home island is Spanish, but I am an American citizen. Christopher Columbus landed here in 1493."
- ___ 6. "My island was once connected to the mainland by a railroad, but a hurricane destroyed the tracks in 1935."
- ___ 7. "My home is located in the tropics about 1,000 miles (1,609 km) southeast of Florida."
- ___ 8. "The United States bought my islands from Denmark in 1917."



Name: _____

Lesson 4 Notes

1. What is mainland? _____

2. What are barrier islands? _____

3. Define coral. _____

4. How did the Florida Keys form? _____

5. What are some of the problems that people in Key West must face? _____

6. What are the tropics? Name them. _____

7. What is a territory? _____

8. Define a commonwealth. _____

9. How is Puerto Rico different from barrier and coral islands? _____

10. Why must the Virgin Islands import fresh water? _____

I. The Southeast is an important farming region

- A. rich land
- B. fresh water
- C. flat land
- D. long growing season

II. Crops in the Southeast

- A. corn
- B. tobacco plantations (huge farms)
- C. squash
- D. cotton plantations (huge farms)
- E. rice plantations (huge farms)
- F. peanuts (early 1900's)
- G. sugar cane
- H. citrus fruits
 - 1. oranges
 - 2. grapefruits
 - 3. lemons

III. Farm animals in the Southeast (p. 206)

- A. beef cattle
- B. dairy cows
- C. hogs
- D. poultry
- E. chickens
- F. turkeys (NC)

IV. Southeast is well known

- A. swamps and marshes
- B. tourism (p.211)
- C. sunbelt (p. 211)
- D. retirement
- E. hurricanes (p. 216-217)
- F. Islands (p. 220-225)

1. Barrier Islands – help block ocean winds and waves from mainland

2. Florida Keys

3. Puerto Rico – commonwealth of U.S. (has close ties, but governs itself)

4. Virgin Islands – U.S. territory (owned & governed by U.S.)

V. Industries and Agriculture (p. 208)

- A. food processing-preparing food for the market (p. 208)
- B. textiles = cloth
- C. pine trees
 - 1. wood products
 - 2. pulp – used to make paper
- D. tourism
- E. Oil = petroleum (p. 214)
 - 1. crude oil – petroleum pumped from the ground
 - 2. nonrenewable resource – cannot be made again
 - 3. oil refinery – factory where crude oil is turned into gasoline & other products. (picture on p. 215)

VI. Port Cities (p. 209-210)

- A. Atlantic Coast
 - 1. Norfolk, VA
 - 2. Charleston, SC
 - 3. Savannah, GA
 - 4. Jacksonville, FL
 - 5. Miami, FL
- B. Gulf Coast
 - 1. Tampa, FL
 - 2. Mobile, AL
 - 3. Pascagoula, MS
 - 4. New Orleans, LA

COASTAL PLAINS AND *Islands*

Connect Main Ideas

DIRECTIONS: Use this organizer to show that you understand how the chapter's main ideas are connected. Complete it by writing the main idea of each lesson.

