

# Substitute Guide: Comparing Two World Regions

**Course:** World Geography **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block Social Studies

## Learning goal (plain language)

Students compare **two real world regions** — the **Sahara region of North Africa** and the **Amazon Basin of South America** — using both **physical geography** (climate, landforms, rainfall) and **human geography** (where people settle and how they work). They read two short profiles, study a comparison figure, do a compare-and-contrast, trace how physical features shape human activity, sort fact from interpretation and opinion, evaluate a claim, and finish by writing a short evidence-based comparison about which region's physical geography limits settlement more. **You do not need a geography background to run this.** Everything students need is printed in their packet, and the separate answer key gives you every answer.

## Standards alignment

**Framework:** 19 TAC Chapter 113 (World Geography Studies).

- **Regions:** describing and comparing the physical and human characteristics of different world regions.
- **Physical & human geography:** explaining how physical features such as climate and landforms shape human activity, settlement patterns, and economic activities.
- **Geographic skills:** using maps, tables, and other geographic tools to interpret information and support conclusions with evidence.

Provisional — pending educator verification against the current official TAC source.

(Standards are paraphrased here, not quoted, and this is **not** a claim of TEKS alignment. No section number is asserted; please confirm the specific student expectations and wording against your official source. Prompts are kept non-partisan.)

## Setup Before class (5 min)

- Count and hand out one **student packet** per student.
- Confirm each student has a **pencil**. No calculators, computers, or textbooks are needed.
- Decide up front whether this is a **standard (~50 min)** or **block (~90 min)** class and tell students which items to do (see Timing).
- Write the date on the board and remind students to fill in the name line.
- Keep the **answer key** with you — it is a separate file and is **not** in the student packet.

## Materials What's needed

- Printed student packet (5–7 pages) per student.
- Pencil per student.
- This guide and the separate answer key (teacher only).
- No technology, no calculator, no textbooks, no safety hazards.

## Timing Suggested pacing — standard vs. block

| Segment                    | Standard ~50 min | Block ~90 min | What students do                                                                    |
|----------------------------|------------------|---------------|-------------------------------------------------------------------------------------|
| Start — Observe a region   | 5 min            | 5 min         | Q1–Q2 warm-up on two short descriptions                                             |
| Build — Read the profiles  | 10 min           | 15 min        | Profiles A–B (+ Profile C in block), word bank, Figure 1; Q3                        |
| Apply — Analyze the region | 20 min           | 25 min        | Q4–Q9 (+ Q10 push/pull in block)                                                    |
| Explain — CER comparison   | 10 min           | 25 min        | Q11 claim/evidence/reasoning (block adds land-use analysis + counter-consideration) |
| Close — ACE                | 5 min            | 10 min        | Articulate / Connect / Extend                                                       |
| Continue — early finishers | optional         | ~10 min       | "Design a settlement"                                                               |

**Standard version:** students skip every item marked **[BLOCK]** (Profile C, Q10, and the extended-writing add-on in Q11). **Block version:** students do those items and write a longer comparison.

## Script Read aloud to start

"Today's assignment is a paper geography investigation called *Comparing Two World Regions*. You will compare the **Sahara desert of North Africa** with the **Amazon Basin of South America** — one very dry, one very wet — looking at both their physical geography and how people live and work there. You will work by yourself with just a pencil — no computers or textbooks. First read the two short profiles and study the comparison figure. Then answer the questions in order; if one is tricky, skip it and come back. Write in complete sentences where it asks you to explain. Everything you need is printed in the packet — you do not need any outside facts. Keep your answers grounded in the evidence and non-partisan: describe what the profiles show, not which place you like better. [If block: Also read Profile C and do the items marked BLOCK.] Put your name, class period, and date at the top now. You have about [50 / 90] minutes; raise your hand if you need help understanding a word."

## Support When students ask for help

- **You may read any part aloud** to a student or the class.
- If they are stuck on the **compare chart** (Q5), remind them a similarity is something *both* regions share and a difference is where they *differ* — and to give one **physical** and one **human** point.
- For "how physical features shape human activity" (Q6, Q7), ask: "What does the climate or the rivers *let* or *stop* people from doing here?"
- For "fact / interpretation / opinion" (Q8), point to the **Word Bank**; an "opinion" states a preference, an "interpretation" says "probably" or "because."
- Encourage the printed **sentence stems** for the CER (Q11) and ACE sections.
- Do **not** give answers; prompt with "What does Figure 1 show for rainfall?" or "Is that a physical feature or a human activity?"
- It is fine if a student cannot finish the optional early-finisher task or the block add-ons.

## Access Accommodations & language support

- **Read-aloud** of any passage or question is allowed for all students.
- Point students to the **sentence stems** and the **Word Bank**. A quick glossary for reference: **region** = an area sharing common features; **physical geography** = natural features (climate, landforms, water); **human geography** = where and how people live and work; **climate** = the usual temperature and rainfall pattern; **landform** = a natural land feature (dune, plain, mountain, river valley); **population density** = how many

people live in an area; **oasis** = a watered spot in a desert; **arid** = very dry; **tropical** = hot and usually wet; **push factor** = drives people away; **pull factor** = draws people in.

- Extended time is fine; the standard core can stop after Q11 if time runs short.
- Students may answer in phrases if writing full sentences is a barrier, as long as the idea is clear.
- The packet is grayscale-safe — the comparison figure and tables print and read clearly in black and white.

## Tools Allowed & not allowed

**Allowed:** pencil, the printed packet, quiet self-read-aloud. **Not needed / not allowed:** calculator (no math required), phones, computers, textbooks or outside sources (everything needed is in the packet).

Collect at the end: Collect every packet, whether finished or not, with names on them. Stack them for the teacher. Note on a sticky whether the class did the standard or block version, how far most students got, and any questions that caused confusion.

Answer key: The **answer key is a separate file** (answerkey.html) and is for the teacher only. Please do not hand it to students.

## Teacher follow-up (for the returning teacher)

Watch for the common mix-up between **physical geography** (climate, landforms, rainfall, rivers) and **human geography** (settlement, economy) — Q5, Q6, and Q11 target this, and students sometimes label an economic activity as a physical feature. Also watch for "climate is the only factor" thinking in Q9 (the profiles show landforms and rivers matter too) and for the assumption that low average density means a region is empty (both regions concentrate people near water). The CER (Q11) responses show who can name a specific profile detail or a cell from Figure 1 and tie it to a region; block responses additionally show who can handle a land-use analysis and a counter-consideration. A quick next-day "physical or human?" sort, and a look at how water shapes settlement in opposite ways in the two regions, would reinforce this well.

HS\_WGEO\_RegionsCompare\_01 — Comparing Two World Regions Substitute Guide

# Comparing Two World Regions

**Course:** World Geography **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block **Work mode:** Independent · pencil only Social Studies

## Start Here

This is a **paper geography investigation**. You will compare **two real world regions** — the **Sahara region of North Africa** and the **Amazon Basin of South America** — using both **physical geography** (climate and landforms) and **human geography** (where and how people live and work). You will read two short profiles written for this packet, study a comparison figure, and answer questions using a pencil. You do **not** need a computer, a textbook, or the internet — **everything you need is printed in this packet**. Work by yourself and do your best thinking. Write in complete sentences where you are asked to explain. If a question is hard, skip it, keep going, and come back. Reading the passages quietly aloud to yourself is allowed and encouraged. Keep your answers **non-partisan and grounded in the evidence** — describe what the profiles and figure show, not which place you personally prefer.

**Standard (~50 min):** do Profiles A–B and Questions 1–10, then the CER in Question 11. **Block (~90 min):** also read **Profile C** and complete the block add-ons marked **[BLOCK]**, including the extended writing in Question 11.

## Start Observe a Region 5 min

A **region** is an area of the world that shares one or more common features — such as a climate, a landform, or a way of life. Warm up before you read.

1Two short descriptions are printed below. Read them, then answer.

*Region 1:* "A vast, hot desert of sand, rock, and gravel where rain almost never falls. Days are scorching, nights can be cold, and most settlement clusters near scarce water."

*Region 2:* "A hot, wet lowland covered by the world's largest rainforest, drained by a giant river system, where thick vegetation and heavy rainfall shape daily life."

Type: original descriptions written for this packet · Focus: two contrasting physical environments.

**Notice:** Write **one thing you notice** about how the two regions differ in **climate** (how wet or dry, hot or cool).

**Predict:** Based only on these descriptions, **predict one way** daily life or work might differ between the two places.

2Before reading the profiles, why do you think a region's **climate and landforms** might affect **where people choose to live**? Give **one reason** in your own words.

## Build Read the Profiles 10–15 min

### Profile A — The Sahara region, North Africa (written for this packet)

**Physical geography (climate & landforms).** The Sahara is one of the largest hot deserts on Earth, stretching across much of North Africa. Its climate is **hot and extremely dry**: many areas receive only a few centimeters of

rain in a whole year, and some spots may go years with almost none. Daytime temperatures are very high, while clear desert skies let heat escape at night, so nights can turn surprisingly cold. The land is a mix of shifting sand dunes, bare rock, gravel plains, and scattered mountains. Water is the scarcest resource of all.

**Population & settlement.** Because water is so limited, population density across most of the Sahara is **very low**, and people **cluster where water is available** — around **oases**, along rivers such as the Nile at its edges, and near wells. Large stretches of the interior are nearly empty of permanent settlement.

**Main economic activities.** Traditional livelihoods include **pastoral herding** (raising camels, goats, and sheep that can survive on sparse vegetation) and **oasis farming** of hardy crops like dates where water allows. **Trade routes** have long crossed the desert, and today parts of the region also produce **oil, natural gas, and minerals** and draw some desert tourism.

Type: original explanatory profile · Focus: physical and human geography of the Sahara region · Facts are well-established and stated in general terms.

## Profile B — The Amazon Basin, South America (written for this packet)

**Physical geography (climate & landforms).** The Amazon Basin is a huge lowland in northern South America, drained by the **Amazon River** and its many tributaries — one of the largest river systems in the world by volume of water. Its climate is **hot and very wet** (tropical), with heavy rainfall spread through much of the year and high humidity. This warm, wet climate supports the world's **largest tropical rainforest**, a dense cover of tall trees and thick vegetation over mostly flat terrain.

**Population & settlement.** Much of the deep rainforest has a **low population density**, but people commonly **settle along the rivers**, which serve as natural highways for travel and trade. Some large cities have grown at key points on the river system, while **Indigenous communities** have lived throughout the basin for a very long time.

**Main economic activities.** Activities include **fishing** and **river transport**, gathering forest products, small-scale and commercial **farming, logging, and mining**. The rainforest is also globally important for biodiversity and for storing carbon, which shapes debates about how the land should be used.

Type: original explanatory profile · Focus: physical and human geography of the Amazon Basin · Facts are well-established and stated in general terms.

## Profile C — Land-use & push/pull factors [BLOCK]

Read Profile C only if you are doing the ~90-minute **block** version. This is an **original summary** written for this packet. In geography, a **push factor** is a condition that drives people *away* from a place, and a **pull factor** draws people *toward* a place. In the **Sahara**, extreme dryness and scarce water **push** permanent settlement away from the deep interior, while oases and river water **pull** people toward a few livable spots. In the **Amazon Basin**, dense forest and flooding can **push** settlement away from some interior areas, while rivers (for transport and fishing) and jobs in growing cities **pull** people toward the waterways. Land use also differs: the Sahara supports mostly herding, oasis farming, and resource extraction; the Amazon supports fishing, farming, logging, and mining within or around the forest.

Type: original summary · Focus: push/pull factors and land use in the two regions.

## Word Bank

region

an area that shares one or more common features, such as climate or landforms.

physical geography

the natural features of a place: climate, landforms, water, and vegetation.

- human geography  
how people live in a place: where they settle and how they work.
- climate  
the usual pattern of temperature and precipitation in a place over many years.
- landform  
a natural feature of the land's surface, such as a dune, plain, mountain, or river valley.
- population density  
how many people live in a given area of land.
- settlement  
a place where people live; also the pattern of where people choose to live.
- oasis  
a fertile spot in a desert where water is available at or near the surface.
- arid  
very dry; receiving little precipitation.
- tropical  
hot and typically wet; found near the Equator.
- push factor  
a condition that drives people away from a place.
- pull factor  
a condition that draws people toward a place.
- fact  
a statement that can be checked and shown true or false.
- interpretation  
an explanation of what evidence means; reasoned from facts.
- opinion  
a personal belief or preference; not proven by evidence.

Two Regions Compared: Sahara vs. Amazon Basin

| Indicator                | Sahara region (N. Africa)                       | Amazon Basin (S. America)                          |
|--------------------------|-------------------------------------------------|----------------------------------------------------|
| Climate                  | Hot and extremely dry (arid)                    | Hot and very wet (tropical)                        |
| Main landform            | Desert: sand, rock, gravel plains               | Rainforest lowland, large river system             |
| Yearly rainfall          | Very low (a few cm)                             | Very high (often over 2 m)                         |
| Where people settle      | Sparse; cluster at oases & rivers               | Thin in deep forest; cluster along rivers          |
| Main economic activities | Herding, oasis farming, trade, oil/gas/minerals | Fishing, river transport, farming, logging, mining |

Figure 1. A comparison table of the Sahara region and the Amazon Basin across five geographic indicators (climate, landform, rainfall, settlement, and economy). All text is black on white so the figure reads clearly in grayscale.

3Using **Figure 1**, fill in the two missing cells.

**Yearly rainfall — Sahara:** \_\_\_\_\_

## Apply Analyze the Region 20–25 min

4Read the figure. Use Figure 1 to answer.

- a) Which region has the **higher yearly rainfall**? \_\_\_\_\_
- b) In which region do people mainly settle **along rivers**? \_\_\_\_\_
- c) Name **one economic activity** listed for the **Sahara** that is *not* listed for the Amazon: \_\_\_\_\_

5Compare — **similarities and differences**. Using the profiles and figure, complete the chart with a **physical** point and a **human** point in each column.

| One way the regions are similar | One way the regions are different |
|---------------------------------|-----------------------------------|
| Physical: _____                 | Physical: _____                   |
| _____                           | _____                             |
| Human: _____                    | Human: _____                      |
| _____                           | _____                             |

Hint: a *similarity* might be that people in both regions cluster near water; a *difference* might be dry desert vs. wet rainforest.

6How do **physical features shape human activity**? In 2–3 sentences, pick **one** region and trace a cause-and-effect chain: name a **physical feature** (climate or landform), explain how it affects **where people live**, and name one **economic activity** it helps make possible.

7Cause and effect across regions. Water shapes settlement in **both** regions, but in **opposite** ways. Explain: in the **Sahara**, water is scarce, so people \_\_\_\_; in the **Amazon**, water is abundant in the rivers, so people \_\_\_\_\_. Use one detail from each profile.

8Fact, interpretation, or opinion? Write **F** (fact you can check in the packet), **I** (interpretation reasoned from facts), or **O** (opinion / personal belief).

- \_\_\_\_\_ a) The Sahara receives very little rain, while the Amazon Basin receives a great deal.
- \_\_\_\_\_ b) Because water is so scarce in the Sahara, most people probably live near oases or rivers.
- \_\_\_\_\_ c) The Amazon rainforest is a far more beautiful place to live than the desert.
- \_\_\_\_\_ d) Rivers in the Amazon Basin are used for transport and fishing.

9Evaluate a claim using the packet. A student claims: "*Climate is the only thing that matters for how people live in a region — landforms and rivers make no difference.*" Do the profiles support this claim?

- Yes — the profiles say climate is the only factor that shapes human life.
- No — the profiles show that **landforms and rivers also matter** (for example, Amazon rivers serve as transport routes and Sahara oases and mountains shape settlement), not climate alone.
- The profiles never mention rivers or landforms at all.

Explain your choice using one detail from a profile:

10[BLOCK] Push and pull factors. Skip this if you are doing the standard version. Using **Profile C**, name **one push factor** and **one pull factor** for settlement in **either** region, then explain in one sentence how these factors help explain where people live there.

# Explain Claim–Evidence–Reasoning 10–20 min

## Question 11 — Build an evidence-based comparison.

Which region's physical geography places the greater limit on where people can settle — the Sahara or the Amazon Basin? Write a **claim** that names one region, support it with **two pieces of evidence** from the profiles or figure, then explain your **reasoning**. There is no single "right" region — your job is to argue from the evidence.

**Sentence stems you may use:** "The region whose physical geography places the greater limit on settlement is \_\_\_\_\_ because..." · "One piece of evidence is... (from Profile A / B / C or Figure 1)." · "A second piece of evidence is..." · "This evidence supports my claim because..."

Claim

Evidence (two pieces)

Reasoning

[BLOCK] Extended writing — add a land-use analysis and a counter-consideration:

If you are doing the ~90-minute block, extend your argument on the lines below. (1) Add a **land-use analysis**: name one main economic activity from each region and explain how the physical geography makes that activity possible. (2) Add a **counter-consideration**: name one reason someone might argue the *other* region's physical geography limits settlement more, then explain why you still hold your claim — or how your claim changes.

## Close ACE Wrap-Up 5 min

Articulate

In your own words, explain what it means to **compare two regions** using physical and human geography, as if teaching a friend who missed today.

Connect

Point to one line in a profile or one cell in Figure 1 that shows a **physical feature**, and one that shows a **human activity** shaped by it. Name both.

Extend

Name one region near where you live (or another region you know) and give one way its physical geography shapes how people there live or work.

## Continue Early Finisher optional · ~15 min

If you finish early (no new materials needed):

**Design a settlement.** On the back of this page, pick **one** region. Imagine you must choose where to build a new town. Using only the profiles and Figure 1, name **where in that region you would locate it and why** — point to a physical feature (such as an oasis, a river, or a mountain edge) and explain how it would support the people who live there. Support your choice with one detail from the packet.

Turn in: Hand in this whole packet with your name, class period, and date filled in. Make sure questions 1–11 and the ACE box are answered (skip the items marked [BLOCK] if you did the standard ~50-minute version). The early-finisher task is optional but turn it in too if you did it.

HS\_WGEO\_RegionsCompare\_01 — Comparing Two World Regions Student Packet



## TEACHER ANSWER KEY FOLLOWS

Do not copy the pages after this divider for students.

# Answer Key: Comparing Two World Regions

**Course:** World Geography **Grades:** 9–12 **For teacher use only** Social Studies

## How to use this key

Answers are grouped by section and question number. Many items are open-ended; accept any response that shows correct reasoning even if the wording differs. Notes flag where more than one answer is defensible and list common misconceptions to watch for. Everything students need is in the packet, so answers should draw on the two profiles and Figure 1 only. Items marked **[BLOCK]** apply only to the ~90-minute version. Estimated grading time: ~6–8 min per packet.

## Start Observe a Region grade for effort · ~2 min

1 Notice + predict from the two short descriptions.

Full credit for any reasonable notice + prediction. **Notice** examples: "Region 1 is dry/desert and Region 2 is wet/rainforest," "one gets almost no rain, the other gets heavy rain," "one is hot and dry, the other is hot and wet." **Predict** examples: "people in the desert would live near water," "the rainforest people would travel by river," "farming and jobs would look different." Accept any on-topic prediction — warm-up graded for effort.

2 Why climate and landforms affect where people live.

Accept any reasonable idea in the student's own words: people need water and livable temperatures; deserts push people toward water; rivers and flat land attract settlement; harsh climate or hard terrain keeps people away. More than one answer is defensible.

## Build Read the Profiles ~1 min

3 Fill in the two missing cells of Figure 1.

**Yearly rainfall — Sahara:** very low (a few centimeters).

**Climate — Amazon Basin:** hot and very wet (tropical).

Accept close paraphrases ("almost no rain"; "hot and rainy / humid tropical").

## Apply Analyze the Region ~3–4 min

4 Read the figure.

a) **Amazon Basin** (very high / often over 2 m).

b) **Amazon Basin** (people cluster along the rivers). Note: Sahara settlement also follows some rivers and oases, but the "settle mainly along rivers" pattern is the Amazon; accept Amazon.

c) Any activity listed for the Sahara but not the Amazon: **herding, oasis farming, trade** (trade routes), or **oil/gas/mineral extraction**. (Mining and farming appear for both, so those are not accepted here.)

5 Compare — similarities and differences (physical + human).

**Similarity — physical:** both are hot regions; both have a defining water feature that organizes life (scarce water / abundant river water). **Similarity — human:** in both, people cluster near water and much of the interior is thinly settled; both have farming and resource extraction.

**Difference — physical:** arid desert vs. wet tropical rainforest; sand/rock/gravel plains vs. rainforest lowland with a huge river system; very low vs. very high rainfall. **Difference — human:** Sahara people cluster at oases/scattered water while Amazon people cluster along rivers used as highways; economies differ (herding + oil/gas vs. fishing/river transport + logging). Any one valid physical point and one valid human point per column earn credit.

6 How physical features shape human activity (one region).

**Model (Sahara):** "The Sahara's hot, extremely dry climate (physical feature) means water is scarce, so people settle near oases and rivers (where they live) and raise camels and goats that survive on little vegetation (economic activity)." **Model (Amazon):** "The Amazon's large river system (physical feature) gives people natural travel routes, so they settle along the rivers and make a living by fishing and river transport." Award credit for a valid physical feature, a plausible link to settlement, and a named economic activity. See rubric below.

7 Cause and effect across regions — water shapes both, oppositely.

**Sahara:** water is scarce, so people *cluster in a few livable spots near water (oases, wells, rivers) and leave the dry interior nearly empty.* **Amazon:** water is abundant in the rivers, so people *settle along the rivers and use them for transport, trade, and fishing.* Must use one detail from each profile. The key point: in one region water is a limit people gather around; in the other, water (as rivers) is a resource and highway people follow.

8 Fact (F) / Interpretation (I) / Opinion (O).

a) **F** — checkable in the profiles/figure (Sahara dry, Amazon wet).

b) **I** — a reasoned "probably...because" conclusion linking scarce water to settlement.

c) **O** — a personal judgment ("far more beautiful"); cannot be proven.

d) **F** — checkable in Profile B (rivers used for transport and fishing).

Fact = checkable; interpretation = reasoned from facts (often "probably/because"); opinion = personal preference or aesthetic judgment.

9 Evaluate the claim "climate is the only thing that matters."

**Correct: B (No).** The profiles show that landforms and rivers also shape human life — Amazon rivers serve as transport routes and settlement lines, and Sahara oases, wells, and mountains shape where people can live. Climate matters, but not alone. Reject A (the profiles never say climate is the only factor) and C (rivers and landforms are described in detail). Explanation must cite one such detail.

10 [BLOCK] Push and pull factors (Profile C).

**Sahara — push:** extreme dryness / scarce water in the deep interior. **Sahara — pull:** oases and river water.

**Amazon — push:** dense forest / flooding in some interior areas. **Amazon — pull:** rivers (transport, fishing) and jobs in growing cities. A correct answer names one push and one pull for either region and connects them to where people live (people avoid the pushed-away areas and cluster where pull factors are). Accept any accurate pairing from Profile C.

## **Explain CER (Q11) ~2–3 min**

11 Which region's physical geography limits settlement more? (comparison)

**Open argument — no single correct region.** A strong response names one region, backs it with two accurate pieces of evidence, and reasons clearly.

Sample (Sahara): "The Sahara's physical geography places the greater limit. Evidence: Figure 1 shows very low rainfall (a few cm) and Profile A says water is the scarcest resource, so most of the interior is nearly empty. Reasoning: because people cannot survive without water, settlement is squeezed into a few oases and river edges, a tighter limit than the Amazon's."

Sample (Amazon): could argue dense forest, heavy rainfall, and flooding make much of the interior hard to settle, so people are confined to the river corridors (Profile B, Figure 1). Either region is defensible.

**Defensible alternates:** either region is acceptable if supported by two on-topic pieces of evidence and sound reasoning. Do not reward a claim built on a human factor alone (e.g., "there are more jobs") with no physical-geography evidence, or a claim with no packet evidence.

**[BLOCK] extended writing:** full block credit requires (1) a **land-use analysis** naming one main economic activity from each region and tying it to that region's physical geography, and (2) a genuine **counter-consideration** — naming why the other region could be judged more limiting — followed by a reasoned defense or revision of the original claim.

### CER scoring rubric (3 points)

| Score | Claim                                                                               | Evidence                                                     | Reasoning                                                                                                                                                   |
|-------|-------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3     | Names one region (Sahara or Amazon) as more limiting to settlement, clearly stated. | Two accurate, relevant pieces from the profiles or Figure 1. | Explains why the physical geography limits settlement; geographically sound and on-topic. (Block: adds a land-use analysis + a fair counter-consideration.) |
| 2     | Region named, mostly clear.                                                         | One solid piece, or two with a minor error.                  | Some correct linkage but incomplete or a small misconception.                                                                                               |
| 1     | Vague, or argues from a human factor with no physical evidence.                     | Evidence weak, off-topic, or not from the packet.            | Little or flawed reasoning; no clear tie between evidence and claim.                                                                                        |
| 0     | No/incorrect claim.                                                                 | No evidence.                                                 | No reasoning.                                                                                                                                               |

### Close ACE ~1 min

ACE Articulate / Connect / Extend.

**Articulate:** accept any accurate plain-language explanation (e.g., "comparing two regions means looking at their physical geography — climate and landforms — and their human geography — where people live and work — to see how they are alike and different").

**Connect:** the cited items must actually be a physical feature and a human activity shaped by it — e.g., physical: Amazon's rivers or Sahara's arid climate; human: river transport/fishing, or clustering at oases and herding. Grade whether the pairing is correctly labeled.

**Extend:** any reasonable local or known region with a sensible physical-to-human link (e.g., a coast → fishing/ports; plains → farming; mountains → tourism/mining). More than one answer is defensible; grade the reasoning.

### Continue Early finisher (optional)

EF Design a settlement, and why.

Accept any defensible location tied to a physical feature and a detail: e.g., **Sahara** → **near an oasis or along a river** (for water, farming, and trade); **Amazon** → **along a river** (for transport, fishing, and trade). Grade the reasoning and the use of a profile/figure detail, not the specific spot chosen.

### Watch Common misconceptions

- **Physical vs. human geography.** Climate, landforms, rainfall, and rivers are physical; where people settle and how they earn a living are human. Q5, Q6, and the ACE Connect target this; watch for students labeling an economic activity as a "physical" feature.
- **"Climate is the only factor" thinking (Q9).** Landforms and rivers also shape settlement and work. Students often over-credit climate; the profiles show rivers, oases, and terrain matter too.
- **Assuming "low rainfall = no people" or "rainforest = empty."** Both regions have low average density but concentrated settlement near water; people are not absent, they are clustered. Q7 targets this.
- **Fact vs. interpretation vs. opinion (Q8).** A "probably...because" statement is an interpretation; a preference like "more beautiful to live" is an opinion, not a fact.
- **Treating the figures as exact data.** Rainfall values ("a few cm," "over 2 m") are rounded, general figures reflecting well-documented patterns, not precise measurements for every spot in each region.
- **Non-partisan framing.** Keep discussion on what the evidence shows about the two regions; avoid ranking one place as "better," and treat land-use debates neutrally.

### **Teacher follow-up based on likely errors**

*If many students confuse physical with human geography (Q5, Q6, Q11), do a quick "physical or human?" sort with a few statements from the profiles. If Q8 reveals fact/interpretation/opinion confusion, re-anchor with the Word Bank definitions and a few examples. If the CER (Q11) evidence is thin, model naming a specific profile detail or a cell from Figure 1 and tying it to the chosen region. The highest-value idea to revisit is that a region's physical geography (climate and landforms) shapes its human geography (settlement and economy) — and that both regions show people clustering where water makes life possible, though for opposite reasons.*

*HS\_WGEO\_RegionsCompare\_01 — Comparing Two World Regions Teacher Answer Key*