

## ECA 1 – Review Guide

### • Geography

- Know the 5 Themes of Geography and how they relate to history. Know the ideas they represent. Remember “Mr. Help!”
  - Movement –
  - Region –
  - Human and Environmental Relationships –
  - Location –
  - Place –
- Know the important parts of a map and how to identify and use them. Know the basics of reading a map.
  - Compass Rose –
    - Cardinal and Intermediate Points –
  - Date –
  - Title –
  - Legend/Key –
  - Scale –
- Know the 4 main map projections and how to identify them. Know the main weaknesses of each projection. Know why a globe is the most accurate type of map.
  - Conic –
  - Cylindrical –
  - Azimuthal/Planer –
  - Interrupted –
- Be able to identify through picture or definition the 26 landforms we learned in class.
  - Bay, Canyon, Cape, Cliff, Delta, Desert, Glacier, Gulf, Harbor, Island, Lake, Marsh, Mountains, Ocean, Oasis, Plain, Plateau, Peninsula, Prairie, River, Sea, Strait, Steppe, Swamp, Valley, Volcano
- Know the four map types, how to identify these maps, and what they are best used for.
  - Political –
  - Physical –
  - Historical –
  - Distribution –
- Know how to use latitude and longitude.
  - Understand how to find location on a map.
  - Be able to identify and define:
    - Latitude –
    - Longitude –
    - Equator –
    - Prime Meridian –
    - International Date Line –
    - Parallels –
    - Meridians –
    - Hemispheres –
- Understand the importance of Map Scale and how to use it to find distance on a map.
- Be able to identify the 7 Continents and 4 Oceans.

- **Historical Sources**
  - Be able to define the following:
    - Oral Tradition, Primary Source, Secondary Source, Artifact
  - Be able to identify artifacts and documents as either primary or secondary sources.
  - Be able to identify bias in sources.
  - Be able to interpret and illustrate data on graphs, charts, and tables. Be able to use the following charts:
    - Tables, Circle Graphs, Pictographs, Bar Graphs, Line Graphs, Line Plot, Time Lines, and Scatter Plots.
  - Be able to interpret historical data presented in photographs, paintings, and cartoons.
  
- **Pre-History**
  - Define the role of archaeologists and other scientists in the study of early human communities.
  - Know the difference between fossils and artifacts.
  - Locate early human cultures and examine theories regarding human migration across the earth. (Bering Land Bridge)
  - Describe the daily life of hunter-gatherer communities (i.e. Old Stone Age, tools, shelters, diet, use of fire, and art).
  
- **Neolithic Revolution**
  - Describe the characteristics of early agricultural settlements (i.e. domestication of plants and animals, New Stone Age tools, surplus, specialization, trade, and towns).
  - Know the differences between the Paleolithic, Mesolithic, and Neolithic time periods.
  - Be able to identify different features of each of the early stone ages.
  - Be able to identify the different stages of man through time and their evolution. (Hominids, Nomads, Homo-Sapiens Sapiens, Homo-Erectus, Homo-Habilis, Cro-Magnan Man)
  - Be able to define the following:
    - Evolution
    - Artifact
    - Fossil
    - Migration
    - Technology
    - Trade
    - Surplus
    - Domestication
    - Agriculture
    - Specialization
  
- **Chronological Thinking**
  - Measure and calculate calendar time from a fixed point in the calendar system (i.e. BC, AD, BCE, CE, and c.).
  - Interpret historical data presented on timelines and create timelines to show temporal order of important developments in world history.