

# Teaching ABE & GED® Social Studies

## Social Studies on the Web

**Michael Matos**

[matosmichael2@gmail.com](mailto:matosmichael2@gmail.com)

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5 Thanksgiving-Resources Mar 10, 2012

History of Thanksgiving — History.com Video history.com  
“ History of Thanksgiving (5:33) - Although Thanksgiving celebrations dated back to the first European settlements in America, it was not until the 1860s that Abraham Lincoln declared the

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| 3. The Road to Revolution (1700-1774)     | 15. American Imperialism (1890-1919)                      | 27. The Medieval Warm Period     |
| 4. The American Revolution (1775-1783)    | 16. The Roaring 20s (1920-1929)                           | 28. The Early Middle Ages        |
| 5. The Making of a New Nation (1776-1800) | 17. World War II in America (1941-1945)                   | 29. The High Middle Ages         |
| 6. The Virginia Dynasty (1801-1825)       | 18. The Cold War (1950-1973)                              | 30. The Late Middle Ages         |
| 7. Jacksonian Democracy (1825 -- 1850)    | 19. Protests, Activism and Civil Disobedience (1954-1973) | 31. The Renaissance              |
| 8. Life in Antebellum America (1807-1861) | 20. Prehistory  | 32. The Age of Exploration       |
| 9. Manifest Destiny (1806-1855)           |   | 33. The Reformation              |

<http://www.education.com/worksheets/social-studies/>

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# American Imperialism (1890-1919)

[About this chapter](#)



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## American Imperialism: Definition, Reasons & Rising International Power

When George Washington left office, he warned against getting drawn into global issues, yet just over 100 years later, the U.S. began its rise to become the dominant world power. What started this rise of American Imperialism?



## The Spanish-American War: Causes, Goals & Results

The Spanish-American war was a new kind of

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3. The Road to Revolution (1700-1774)
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**WHAT IS IMPERIALISM?**



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U.S. HISTORY

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0:05 What Is Imperialism? 2:17 Alfred Thayer Mahan 3:23 Lesson Summary

**Next Video**

The Spanish-American War: Causes, Goals & Results



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### Teaching Materials

Explore by time period, theme, reading level, and/or resource type.

Resource Type:  Reading Level:

#### A sample of featured materials



##### The People vs. Columbus, et al.

Teaching Activity PDF. By Bill Bigelow. 8 pages. Role play in the form of a trial to determine who is responsible for the death of millions of Tainos on the island of Hispaniola in the late

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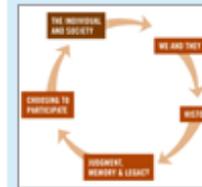
### FOR OUR NETWORK TEACHERS

Explore the power of memoir and the written word with *Salvaged Pages*, a collection of diaries written by young people during the Holocaust. A video companion, *I'm Still Here*, and [study guide](#) are available online.

Check out *Farewell to Manzanar*, the memoir of a Japanese American who was seven years old in 1942 when her family was uprooted from their California home and sent to live in an internment camp. Download Facing History's accompanying [study guide](#).

*Red Scarf Girl* examines the Cultural Revolution in China and themes of conformity, obedience, prejudice, and justice through the eyes of a young girl. Borrow the book and download supplemental material and connection questions, available in our [study guide](#).

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<http://www.apples4theteacher.com/holidays/hispanic-heritage/>



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### Hispanic Heritage Month Printable Activities



#### [About Hispanic Heritage Month](#)

What is the background of Hispanic Heritage Month? When did it start? Why is it celebrated?



#### [When is Hispanic Heritage Month 2013?](#)

Need to know the exact date that Hispanic Heritage Month starts this year? Here's a chart that shows when Hispanic Heritage Month is celebrated from 2011 - 2016.



#### [Hispanic Heritage Month - Worksheets and Printables](#)

Apples4theTeacher.com



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K (150)

1 (149)

2 (143)

3 (277)

4 (467)

5 (549)

6 (1,190)

7 (1,198)

8 (1,227)

9 (1,593)

10 (1,591)

11 (1,613)

12 (1,584)

13+ (523)

### Results for social studies

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Document

#### The Electric Car's Journey Lesson Plan (Social Studies)

Social Studies

Grade Levels: 6-12



Document

#### Social Media and Advertising in the 2012 Elections

Social Media and Advertising in the 2012 Elections

Grade Levels: 9-12



#### Overview of Social Studies

An overview of the five "big ideas" that make up Kentucky's social studies curriculum, along with ideas for integrating arts and social studies. This article is part of KET's Social Studies/Arts Toolkit



<http://www.mrdonn.org/>



**Mr. Donn's Social Studies Site**  
**Free Lesson Plans, Games, Activities, Powerpoints**

<http://www.lauracandler.com/filecabinet/socialstudies.php>



Teaching Resources  
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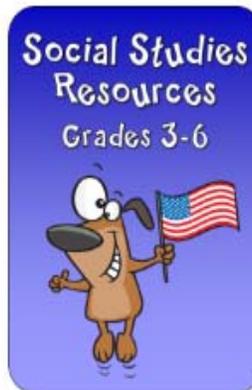
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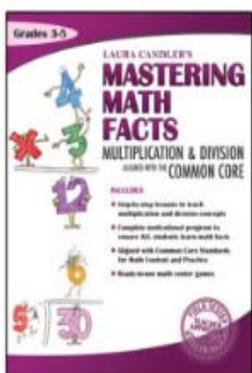
## Social Studies Resources

Welcome to the Social Studies page on Teaching Resources! Here you'll find a collection of printables, games, and activities for upper elementary school. Many of them are especially appropriate for 5th grade because that's the grade that I taught. Those activities include US history resources and the stock market game materials. I also taught North Carolina history in 4th grade for a few years, so you'll find a few NC resources, too. ~ Laura Candler



Social Studies Resources  
Grades 3-6

## Great Resources!



Grades 3-5  
LAURA CANDLER'S  
**MASTERING MATH FACTS**  
MULTIPLICATION & DIVISION  
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Teaching Resources Math

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## 'Black Like Me'

POSTED IN: SOCIETY AND CULTURE, HISTORY ALIVE

As a young white news reporter from the Midwest, my interview with best-selling author John Howard Griffin had an eye-opening impact on me and changed the way I approached news coverage of the civil rights struggle in America in the early 1960s.



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## History of Thanksgiving and related media

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### History of Thanksgiving (3:15) TV-PG

Although Thanksgiving celebrations dated back to the first European settlements in America, it was not until the 1860s that Abraham Lincoln declared the last Thursday of November to be a national holiday.

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<http://www.civilwar.com/index.php/resources.html>

Civil War

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## Resources

The tools for research: books, recorded histories, the Official Record, photographs, letters, diaries, links, genealogical information, statistics and government records. This is the section for more in-depth study of the details of the war.

- ★ Photographs
- ★ Letters
- ★ History of the United States by E. Benjamin Andrews Volume III
  
- ★ History of the United States by E. Benjamin Andrews Volume IV ( 17 Articles )
- ★ History of the United States by E. Benjamin Andrews Volume III ( 23 Articles )
- ★ Government ( 27 Articles )
- ★ Sermons ( 7 Articles )



<http://www.firstworldwar.com/>

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## Selected Highlights



### Countdown to War

Read a single page summary of the origins of the First World War - the tangled secret alliances, the royal feuds, the personalities and the seemingly inevitable series of events in June and July 1914 which culminated in the outbreak of hostilities spanning four years.

▶ [Assassin's Target: Archduke Franz Ferdinand](#)



### Photographing Royalty

Browse a collection of some 200 contemporary photographs of the monarchs, crown princes and other assorted royalty who ruled Europe during World War One, including Kaiser Wilhelm of Germany, British King George V and Emperor Franz Josef of Austria-Hungary.

▶ [Biographical Study - Kaiser Wilhelm II](#)



### Dear Willy, Dear Nicky

Read a collection of telegrams exchanged between German Kaiser

## December 2009

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*The First Ladies:*

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*White House Workers:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*African-Americans:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*Technology:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*Music:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*Architecture:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*Decorative Arts:*

1790S-1840S | 1850S-1890S | 1900S-1940S | 1950S-2000S



*The West Wing:*

1900-1924 | 1925-1949 | 1950-1974 | 1975-1999 | 2000-



*Musical Performances*

<http://www.sfsocialstudies.com/activities.html>

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The United States



Building a Nation



Growth of a Nation



The World

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# The Mongols in World History

ASIAN TOPICS IN WORLD HISTORY

Asia for Educators | Columbia University

TIMELINE PERIOD: 1000-1500 CE

Faculty Consultant: Morris Rossabi

## THE MONGOLS' MARK ON GLOBAL HISTORY

a new look at Mongol contributions



Mongols in History

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## THE MONGOL CONQUESTS

what led to the conquests, and why were they so successful?



Mongol Conquests

Online Readings

## THE MONGOLS IN CHINA

the Mongols' influence on China's Yuan dynasty



Mongols in China

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a closer look at four important figures



Key Figures

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## THE PASTORAL NOMADIC LIFE

key elements in the Mongols' pastoral-nomadic way of life



Pastoral Life

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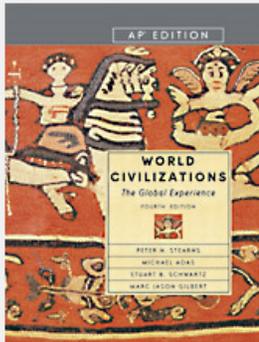
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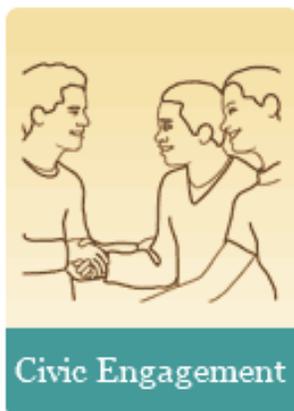
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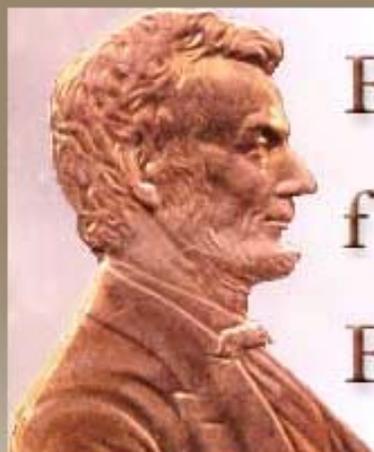
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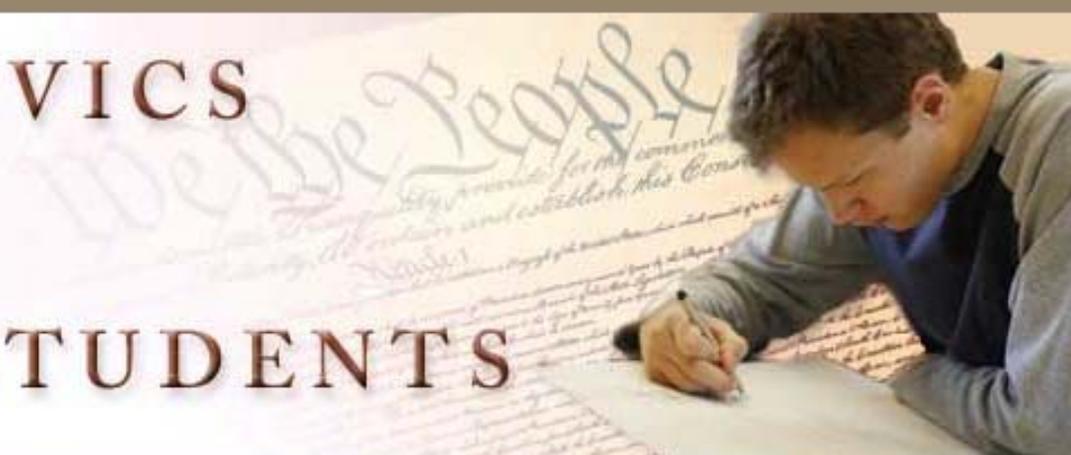
Friday, September 27	Daily civics quiz
   <a href="#">Get It Now &gt;</a> <small>Promo code: SIXTYSECONDCIVIC</small>	<p><b>What were the three social groups of England under feudalism?</b></p> <ul style="list-style-type: none"><li><input type="radio"/> a. Royalty, nobility, and common people</li><li><input type="radio"/> b. Church, state, and society</li><li><input type="radio"/> c. Royalty, nobility, and church</li><li><input type="radio"/> d. The monarchy, lords, and bourgeois</li></ul> <p> <a href="#">Listen to today's podcast</a></p> <p> </p>

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## Energy of a Nation: Immigration Resources

A project of The Advocates for Human Rights

  
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### For Educators

The Advocates compiles and generates a great deal of information about immigration and immigrant rights that is specifically tailored for educators. To learn more, please browse the list below.

#### [Energy of a Nation Curriculum](#)

The Energy of a Nation curriculum is a comprehensive teaching guide about immigration. It is suitable for learners from 8th Grade - Adult.

#### [Fact Sheets on Immigration](#)

A list of fact sheets about immigration, including immigration categories, integration, the impact of immigrants on the U.S., and undocumented immigrants.

#### [Immigrant Quotient \(I.Q.\) Test](#)

Test your students' knowledge about immigration in the nation and in Minnesota.

#### [Reports on Immigration](#)

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#### [Tools and Resources for Working with ELL Students](#)

A list of teaching tools, organizations which present in Minnesota schools about immigration and immigrant rights, and resources to provide ELL students.

#### [A Guide for Immigrant Youth \(PDF\)](#)

The Immigrant Legal Resource Center has prepared a guide for immigrant youth which reviews a variety of important topics, including information about citizenship, how to get a green card, getting a drivers license, and going to college.

#### [Legal Issues for School Districts Related to the Education of Undocumented Children](#)

The National Education Association and National School Boards Association have written a guide on the legal issues

<http://quizlet.com/8904534/us-illinois-constitution-test-flash-cards/>

The image shows a Quizlet interface for a flashcard set. The top navigation bar is blue with the Quizlet logo on the left and 'Home', 'Create', 'Browse', and 'Search Quizlet' in the center. On the right of the navigation bar are 'Log In' and 'Sign Up' links. The main content area is divided into three sections. On the left, there is a 'Share this set' section with social media sharing options for Facebook and Twitter, a URL input field containing 'http://quizlet.com/\_5aus6', and an 'Email to...' field with a 'Send' button. Below this is an 'About this set' section showing it was created by 'mhandler' on January 1, 2012, with the subject 'ap government'. At the bottom left is a 'Discuss' section with 'No Messages' and a 'Pop out' link. The central section displays a flashcard titled 'US / Illinois Constitution Test'. The card text reads: '(US) Why did the Federalists want to replace the Articles of Confederation with the constitution? Framers thought that the central government was too weak with the Articles'. The card has a 'Both Sides' checkbox checked and a '1/84' indicator at the bottom right. On the right side of the main area, there are two informational boxes: 'First Time Here?' which welcomes the user and suggests trying flashcards, and 'Set Champions' which states there are no high scores or champions for this set yet. At the bottom of the main area, there are three blue buttons: 'Cards (new!)', 'Learn', and 'Test'.

<http://www.fi.edu/school/math3/index.html>

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### Multicultural Mathematics Lessons



#### [African Mende Addition](#)

This lesson describes a method of addition used by the Mende people of West Africa. The method uses counting and expansion to build toward the idea of addition.



#### [Egyptian Multiplication](#)

This lesson describes a method of multiplication used by the ancient Egyptians. The method of multiplication is such that it is only necessary to add and to multiply by twos - memorization of multiplication tables is unnecessary.



#### [Babylonian Square Roots](#)

This lesson describes a method for finding square roots used by the Babylonian people of Mesopotamia. The method involves dividing and averaging, over and over, to find a more accurate solution with each repeat of the process.



#### [Islamic Inheritance Mathematics](#)

This lesson describes how a woman's estate is divided among her beneficiaries according to Islamic inheritance law. The method involves adding and subtracting

<http://www.math.buffalo.edu/mad/Ancient-Africa/index.html>

*Mathematicians of the African Diaspora*

THE ANCIENTS



to enlarge, click picture

Most histories of mathematics devote only a few pages to Ancient Egypt and to northern Africa during the 'Middle Ages'. Generally they ignore the history of mathematics in Africa south of the Sahara and give the impression that this history either did not exist or, at least, is not knowable, traceable, or, stronger still, that there was no mathematics at all south of the Sahara. In history, to Europeans, even the Africanity of Egyptian mathematics is often denied or suffers eurocentric views of conceptions of both 'history' and of 'mathematics' form the basis of such views. Contrary to the popular view, one can neither racially or geographically separate Egyptian civilization from its black African roots.

<a href="#">Myths and Lies</a>	<a href="#">Truths</a>	<a href="#">Lebombo bone</a> in Swaziland, the oldest mathematical object		<a href="#">Ishango bone</a> Zaire-Uganda 8000 years ago	
Zimbabwe	<a href="#">Egypt</a> before the Greeks who <a href="#">borrowed the numbers</a>	pre-Colonial <a href="#">Nigeria</a>	<a href="#">Angola-Zambia</a>	Tanzania	
<a href="#">AMUCHMA</a> - African Mathematical Union Commission on the History of Mathematics in Africa, an important resource for the topics below					
<a href="#">North Africa</a> (since the 9th century)	<a href="#">Below the Sahara</a> (an overview)	<a href="#">The Canary Islands</a>	<a href="#">Number systems and Calendars of the Berber</a>		<a href="#">references</a>

don't forget [MODERN AFRICAN MATH](#) and [AFRICAN AMERICAN MATH](#)

[http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca\\_mathematics.html](http://www-gap.dcs.st-and.ac.uk/~history/HistTopics/Inca_mathematics.html)

## Mathematics of the Incas

American index History Topics Index

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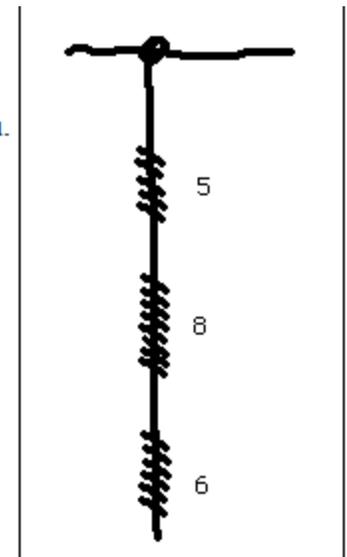
It is often thought that mathematics can only develop after a civilisation has developed some form of writing. Although not easy for us to understand today, many civilisations reached highly advanced states without ever developing written records. Now of course it is difficult for us to know much about such civilisations since there is no written record to be studied today. This article looks at the mathematical achievements of one such civilisation.

The civilisation we discuss, which does not appear to have found a need to develop writing, is that of the Incas. The Inca empire which existed in 1532, before the Spanish conquest, was vast. It spread over an area which stretched from what is now the northern border of Ecuador to Mendoza in west-central Argentina and to the Maule River in central Chile. The Inca people numbered around 12 million but they were from many different ethnic groups and spoke about 20 different languages. The civilisation had reached a high level of sophistication with a remarkable system of roads, agriculture, textile design, and administration. Of course even if writing is not required to achieve this level, counting and recording of numerical information is necessary. The Incas had developed a method of recording numerical information which did not require writing. It involved knots in strings called quipu.

The quipu was not a calculator, rather it was a storage device. Remember that the Incas had no written records and so the quipu played a major role in the administration of the Inca empire since it allowed numerical information to be kept. Let us first describe the basic quipu, with its positional number system, and then look at the ways that it was used in Inca society.

The quipu consists of strings which were knotted to represent numbers. A number was represented by knots in the string, using a positional base 10 representation. If the number 586 was to be recorded on the string then six touching knots were placed near the free end of the string, a space was left, then eight touching knots for the 10s, another space, and finally 5 touching knots for the 100s.

**586 on a quipu.**



## Mayan mathematics

[American index](#) [History Topics Index](#)

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Hernán Cortés, excited by stories of the lands which Columbus had recently discovered, sailed from Spain in 1505 landing in Hispaniola which is now Santo Domingo. After farming there for some years he sailed with Velázquez to conquer Cuba in 1511. He was twice elected major of Santiago then, on 18 February 1519, he sailed for the coast of Yucatán with a force of 11 ships, 508 soldiers, 100 sailors, and 16 horses. He landed at Tabasco on the northern coast of the Yucatán peninsular. He met with little resistance from the local population and they presented him with presents including twenty girls. He married Malinche, one of these girls.

The people of the Yucatán peninsular were descendants of the ancient Mayan civilisation which had been in decline from about 900 AD. It is the mathematical achievements of this civilisation which we are concerned with in this article. However, before describing these, we should note that Cortés went on to conquer the Aztec peoples of Mexico. He captured Tenochtitlán before the end of 1519 (the city was rebuilt as Mexico City in 1521) and the Aztec empire fell to Cortés before the end of 1521. Malinche, who acted as interpreter for Cortés, played an important role in his ventures.

In order to understand how knowledge of the Mayan people has reached us we must consider another Spanish character in this story, namely Diego de Landa. He joined the Franciscan Order in 1541 when about 17 years old and requested that he be sent to the New World as a missionary. Landa helped the Mayan peoples in the Yucatán peninsular and generally tried his best to protect them from their new Spanish masters. He visited the ruins of the great cities of the Mayan civilisation and learnt from the people about their customs and history.

However, despite being sympathetic to the Mayan people, Landa abhorred their religious practices. To the devote Christian that Landa was, the Mayan religion with its icons and the Mayan texts written in hieroglyphics appeared like the work of the devil. He ordered all Mayan idols be destroyed and all Mayan books be burned. Landa seems to have been surprised at the distress this caused the Mayans.

Nobody can quite understand Landa's feelings but perhaps he regretted his actions or perhaps he tried to justify them. Certainly what he then did was to write a book *Relación de las cosas de Yucatán* (1566) which describes the hieroglyphics, customs, temples, religious practices and history of the Mayans which his own actions had done so much to eradicate. The book was lost for many years but rediscovered in Madrid three hundred years later in 1869.

A small number of Mayan documents survived destruction by Landa. The most important are: the Dresden Codex now kept in the Sächsische



<http://www-gap.dcs.st-and.ac.uk/~history/Indexes/Greeks.html>

## History Topics: Index of Ancient Greek mathematics

### Articles about Greek mathematics.

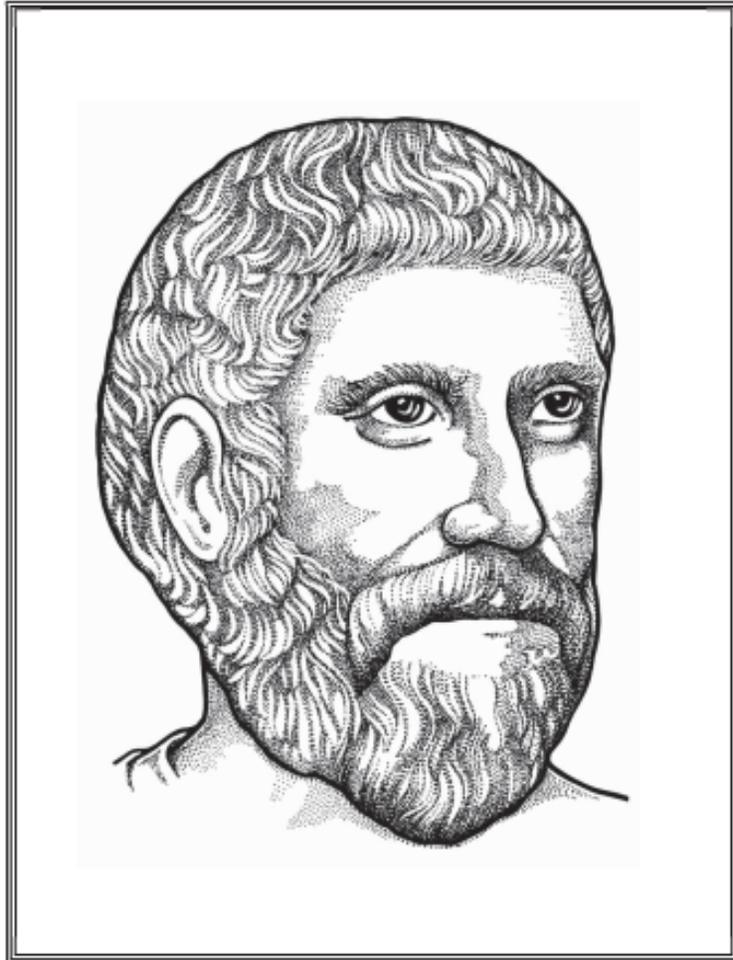
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Pythagoras

## PYTHAGORAS THE MASTER TEACHER

### Biographical Information:

Pythagoras (pi-THAG-uh-rus) of Samos (c.560-c.480 B.C.) was a Greek philosopher and religious leader responsible for important developments in mathematics, astronomy, and music theory. Little is known about Pythagoras's early life, except that he was born on the island of Samos and, as a young man, traveled extensively. His followers became a "secret brotherhood" which focused on religious rites as well as intellectual pursuits.

There are several legends about Pythagoras's death: one says he was slain by enemies in the presence of his young wife; another says he was burned in a fire during a political riot.

### Contributions:

The Pythagoreans:

- were the first to use letters on geometric figures.
- provided the first logical proof of the theorem  $a^2+b^2=c^2$ .
- represented whole numbers as geometric shapes.
- divided all numbers into even and odd.
- demonstrated the construction of the five regular solids.
- asserted that the earth was round.

### Quotations by Pythagoras:

"Number rules the universe."

"Everything is arranged according to number and mathematical shape."

"Number is the origin of all things, and the law of number is the key that unlocks the secrets of the universe."

"Be silent, or say something better than silence."

### Anecdotes:



### Hiring a Student

Pythagoras was excited about his mathematical discoveries. He wanted to share them with someone, but no one would listen. Finally, in desperation, he cornered a young boy in the marketplace and offered to teach him the arithmetic he had discovered. The boy refused. He had no time for such frivolity. He had to work to help provide for his family. "Tell you what," Pythagoras implored. "I'll pay you daily wages if you'll just listen to me and try to learn." It was a deal; Pythagoras had started his first school.

Eventually, Pythagoras ran out of money. By then, his student was so intrigued that he offered to pay Pythagoras to continue teaching him. Eventually, the teacher's initial investment was returned!



### The Pythagorean School

When Pythagoras was about 50 years old.

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## Graphs

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Vehicle Type	Number of Cars
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Coupe	4
Van	3
Truck	3

How many coupes were rented?

Right   
Wrong   
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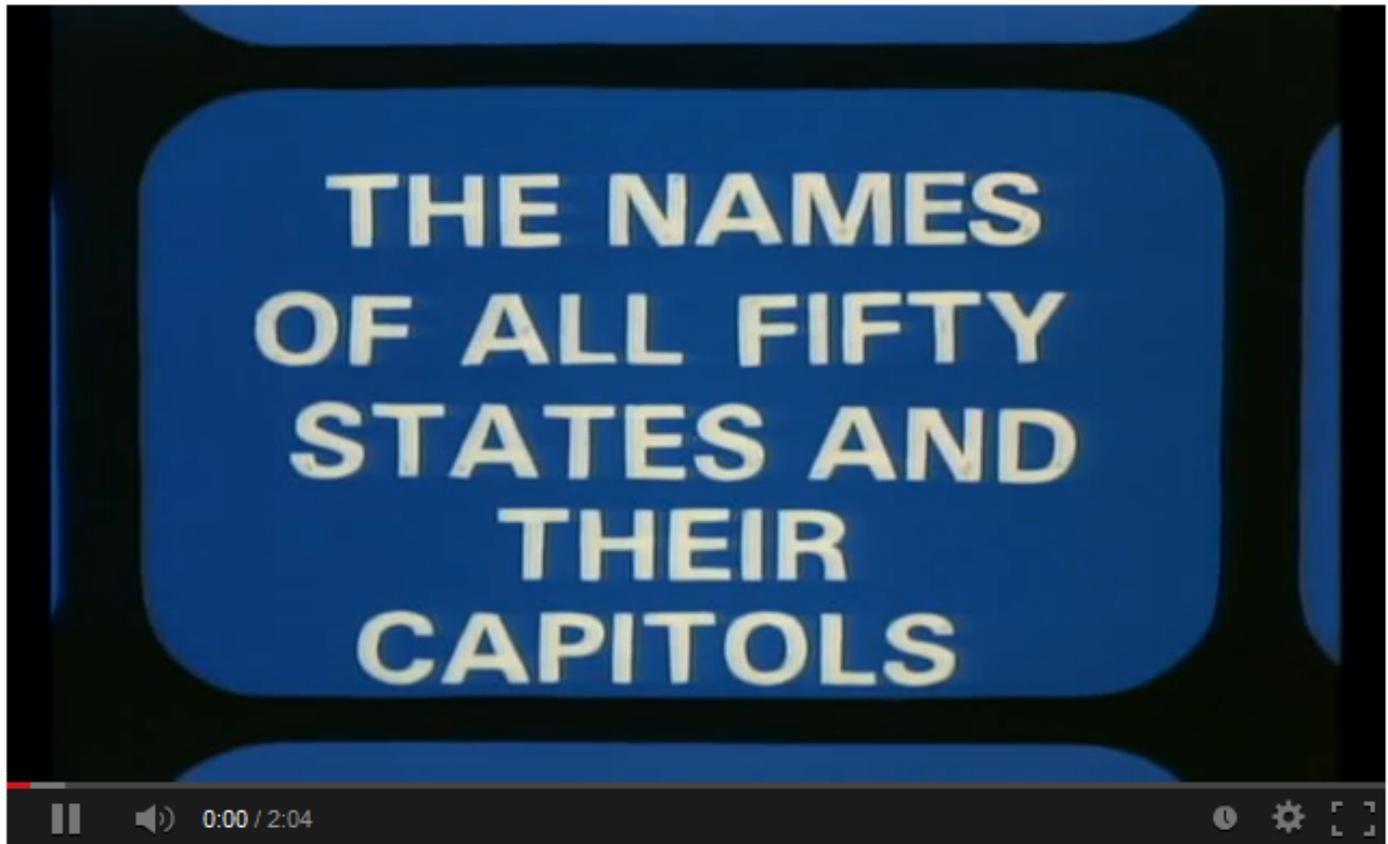
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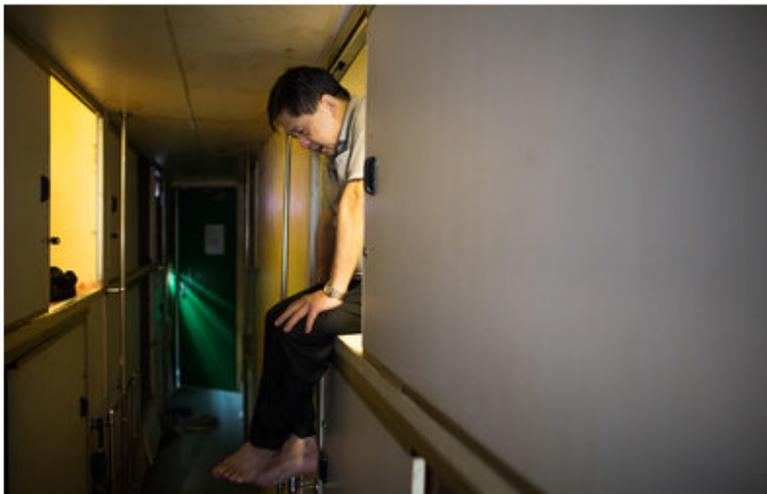
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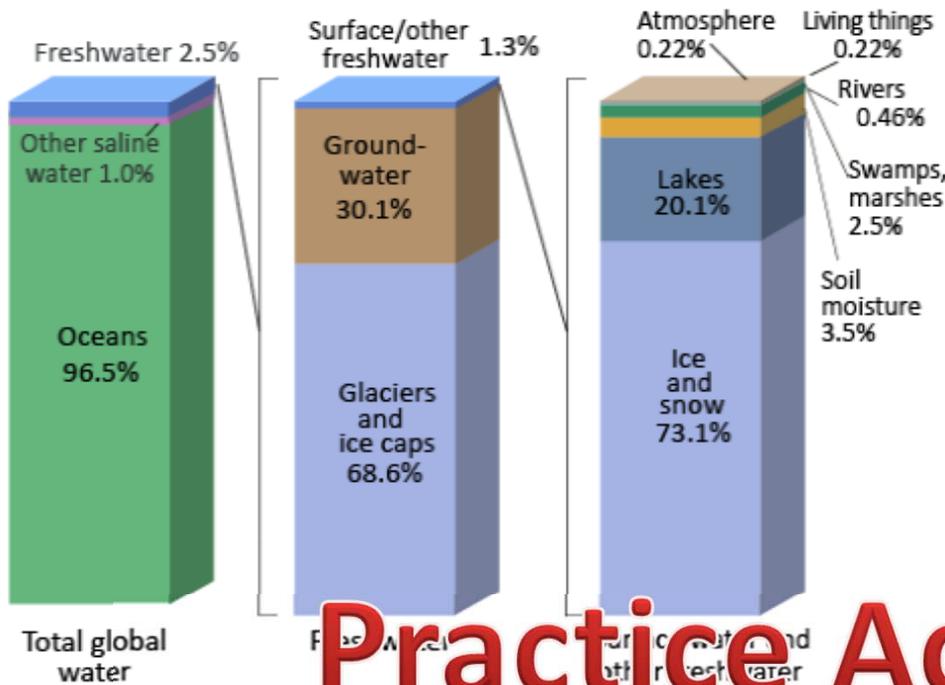
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## Where is Earth's Water?

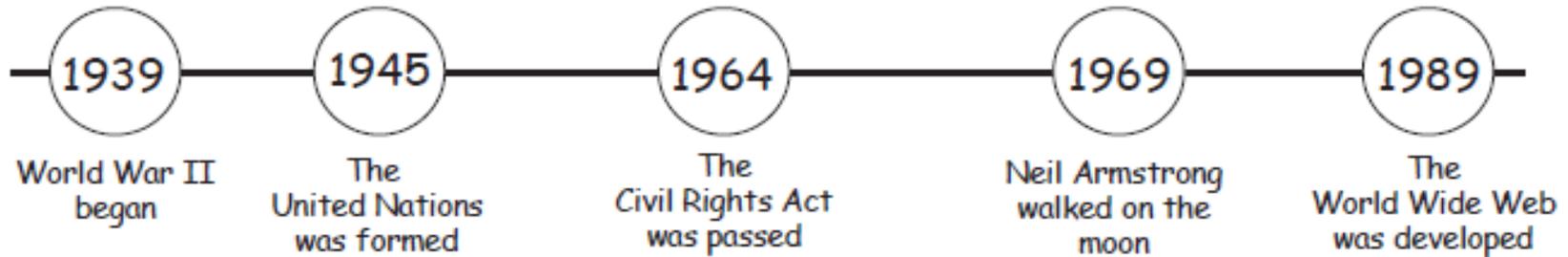


Source: Igor Shiklomanov's chapter "World fresh water resources" in Peter H. Gleick (editor), 1993, Water in Crisis: A Guide to the World's Fresh Water Resources. (Numbers are rounded).

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- The middle bar shows the breakdown on that 2.5% which is freshwater. Almost all of it is locked up in ice and in the ground. Only 1.3% of all freshwater (which was only 2.5% of all water) is surface water, which serves most of life's needs.
- The right side bar shows the breakdown of only the surface freshwater, which was only 1.3% of all freshwater. Most of surface freshwater is locked up in ice, and another 20% is in lakes. Notice the 0.46% of surface freshwater that is in rivers. Sounds like a tiny amount, but rivers are where humans get a large portion of their water from.
- In fact, look at the globe to the right. There is a tiny red bubble hovering over Georgia, USA. That is the size of a ball of water with all the freshwater in lakes and rivers, yet the water in that bubble has the huge responsibility of providing for humans' and animals' water needs.

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