World Geography Unit 7 - Latin America

Elaborated Unit Focus

Students will develop an understanding of the role of physical and human systems in shaping population distribution, natural disasters, political developments, ethnic and religious groups, impact of deforestation, competition in the global market, and the impact of illegal drug production and trade in Latin America. The press conference Performance Task provides the student an opportunity to demonstrate their understanding of a current issue. Using Unit Connecting Themes, students will understand how culture - the product of religion, beliefs, customs, traditions and government - influences decision-making; human-environmental interaction will help students understand how physical features such as mountains and bodies of water are linked to human features such as development and population patterns; location will help students understand that the specific place that a people reside affects the development of the society’s economy, culture, and development; and production, distribution, consumption – of goods/services produced by the society is affected by the location, customs, beliefs, and laws of the society.

Standards/Elements

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.
   a. Explain why the region is known as Latin America; include cultural reasons.
   b. Describe the location of major physical features and their impact on Latin America.
   c. Describe the major climates of Latin America and how they have affected Latin America.
   d. Explain how geographic features and climatic patterns affect population distribution.
   e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
   f. Describe the various ethnic and religious groups in Latin America; include south America, Central America and the Caribbean, as well as major customs and traditions.
   g. Analyze the impact of deforestation on Latin America and explain actions being taken.
   h. Explain how Latin American countries such as Brazil are developing their resources to compete in the global market and to improve industrial productivity.
   i. Analyze the impact illegal drug production and trade have on Latin America.
Enduring Understandings/Essential Questions

The student will understand that the culture of society is the product of the religion, beliefs, customs, traditions, and government of that society.
- What ethnic and religious groups are in Latin America; include major customs and traditions?

The student will understand that humans, their society, and the environment affect each other.
- How does deforestation impact Latin America and how are they dealing with this issue?
- How does natural disasters and political instability impact economic activity?

The student will understand that location affects as society’s economy, culture, and development.
- How is the location of major physical features impact a society’s economy, culture, and development?
- What are the major climates in Latin American countries and how are they adapting to climate change in their daily lives?
- How do geographic features and climatic patterns affect population distribution?

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- What conclusions can you draw from the development of resources in Latin American countries which allows countries such as Brazil to compete in the global market?
- How does the development of resources improve industrial productivity?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

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<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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<tbody>
<tr>
<td>* Introductory Activity to Unit</td>
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<td>* Observation</td>
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<tr>
<td>* Teachers complete an on-line search for pictures of Latin America -- cultural and geographical features (source Google images). Prepare transparencies or a PowerPoint slide show.</td>
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<td>* Dialogue and Discussion</td>
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<tr>
<td>* Students are to use their “geographic eyes” which means they are to look beyond the obvious instead of stating that there is a raised area, they would note that there are mountains or hills or plateaus. They are to record their general observations using descriptive words, symbols, and/or drawings.</td>
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<td>* Constructed Response</td>
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<td>* Summary paragraph</td>
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<td>* Self-Assessment</td>
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- Have a student go to the board and create a graphic organizer on the board/overhead/computer screen of the students’ observations. Ask: “What did you observe in the picture?”
- Conclusion – Instruct the students to write a diary entry that includes their observations about the cultural and geographical features pictures.

- Display for all students: an overhead, globe, or flat wall map of Latin America. Provide the students with a blank map of Latin America and instruct the students to label the physical features of Latin America.
  - Then ask the following or similar types of questions:
    - “What bodies of water are in or around Latin America?”
    - “What natural physical features are in and around Latin America?”
    - “How would the water features impact the people of Latin America?”
    - “How would the physical features impact the people of Latin America?”
    - “Based on the physical features, both water and land, why do you think this region with its extensive latitudinal span is called Latin America?”
    - “What else do we need to know in order to determine why this region is called Latin America?”
  - Source for maps to hand out to students --- http://www.nationalgeographic.com/xpeditions/atlas/
  - Using their maps, class discussion, and readings from their text ask the students to reflect, in writing, how this region developed into Latin America.

- Students will use their textbook, atlas, encyclopedia, or internet to research the major climates of Latin America. Each student will complete the major climates and vegetation chart. (see attached)
- On their map – have the students create a key and color in the major climate zones of Latin America.
- On a political map – Have the students label the countries that make-up Latin America.
- Students will use the Weather Channel to research the weather conditions in this region of the world. Have each student write a weather report -- from a teacher designated country or climate zone -- for that day or week.
  
  www.weather.com/common/welcomepage/world.html
### World Geography Framework Unit 7

| 7d | *Observation*  
|    | *Dialogue and Discussion*  
|    | *Self-Assessment*  
|    | *Map work*  
|    | *Essay*  
|    | *Multiple choice quiz or test*  

- **Class discussion**
  - “In what ways do people in – name a region or country - adapt to climate change in their daily life?”
  - “Why is it important to understand how climate change impacts the economics of a society?”
  - “To what extent has natural climate shifts impacted human societies?”

- **7e**
  - *Research*
  - *Dialogue and Discussion*
  - *Constructed Response*
  - *Self-Assessment*

- **7f**
  - *Dialogue and Discussion*
  - *Self-Assessment*
  - *Research pamphlet*

#### Notes:

- Students are to locate maps of Latin America that show the pattern of population distribution. On their own map of Latin America have the students produce a population map of Latin America – use Internet sources or their textbook.
- Students in a class discussion: explain how a concentration of population in a particular area often tells us about the land. (i.e. geographic features, climate, resources)
- Have students use their previous research, knowledge from their textbook, and maps to complete a short essay that explains how Latin America’s physical features and climatic patterns affect population distribution.

- Students will research – using their textbook, encyclopedias, and the Internet - natural disasters and political instability. With a partner they will discuss and complete a Venn Diagram to demonstrate the similarities and differences between natural disasters and political instability. Website: [http://www.eduplace.com/graphicorganizer/pdf/venn.pdf](http://www.eduplace.com/graphicorganizer/pdf/venn.pdf)

- Class discussion – students will determine whether natural disasters or political instability has the greatest impact on economic activity.

- Students will use their textbook, internet sources listed below, and other sources to describe the ethnic and religious groups in Latin America; include major customs and traditions.
  - Students will prepare a Latin America pamphlet with a section for each of the following: South America, Central America, and the Caribbean. The pamphlet will address ethnic and religious groups and major customs and traditions in each of these regions.
  - Have students display their pamphlets for other students to read.
- Students will discuss in small groups the following questions:
  - “Are the tropical rainforests of Latin America an important resource for the whole world?”
  - “How is deforestation affecting Latin America?”
  - “Should other countries, outside of Latin America, be allowed to interfere with the way they are utilizing their natural resources?”
  - “How can the world help Latin America have sustainable forest development?”
- After the students complete the small group discussion on the impact of deforestation, they will research the current conservation measures in consideration. Sources for research: textbook, books, maps, encyclopedias, magazines, and the Internet.
- In conclusion, each student will write a report on their findings - include a map of the areas being impacted by deforestation with the statistics and data.

Performance Task for Unit 7 – Students will present at a press conference.

At the conclusion of Unit 7 – the students will be given a cumulative test which includes vocabulary, multiple choice, short answer, and/or essay.

FOR SAMPLE PERFORMANCE TASKS FOR THIS UNIT, PLEASE VISIT

http://www.georgiastandards.org/socialstudiesframework.aspx

Resources for Unit

Community Resources
- Local Library
- Local members of the community that migrated from Latin America
- National Geographic Magazines – past issues

On-line Resources for Research for Cultural Briefing:
- British Broadcast News (BBC News) ---
- BBC News Country Profiles - "Full profiles provide an instant guide to history, politics and economic background of countries. They also include audio and video clips from the BBC archives."
  http://news.bbc.co.uk/2/hi/country_profiles/default.stm
One Stop Shop For Educators

- British Broadcast News [http://news.bbc.co.uk/2/hi/americas/3201742.stm]
- CIA Factbook --- Central Intelligence Agency [https://www.cia.gov/library/publications/the-world-factbook]
- Southern Center for International Studies [http://www.southerncenter.org]
  The Southern Center for International Studies (SCIS), founded in 1962, is a non-profit educational institution based in Atlanta, Georgia. The primary mission of SCIS is to internationalize the thinking of the American public.
  - Latin America in Transition
- National Geographic Education [http://www.nationalgeographic.com/education]
- National Geographic Expeditions [http://www.nationalgeographic.com/xpeditions/lessons]
  Lessons plans using the 18 Geography Standards. Grade levels K-2, 3-5, 6-8 and 9-12
- GRACE promotes community based solutions for the production and consumption of food and energy. Working with research, policy, consumer and grassroots communities, GRACE raises public awareness and advances innovative solutions to create an economically and environmentally viable future, and eliminate practices that are harmful to the environment and public health. [http://www.gracelinks.com]
- Population Reference Bureau (PRB) [http://www.prb.org]
  PRB informs people around the world about population, health and the environment, and empowers them to use that information to advance the well-being of current and future generations.
- National Council for the Social Studies [www.socialstudies.org]
- World Wise Schools --- Peace Corps [www.peacecorps.gov]
  Classroom resources based on Peace Corps Volunteer Experiences
- Library of Congress [http://lcweb2.loc.gov/frd/cs/]
  This Web site contains the online versions of books previously published (1988-98) in hard copy by the Federal Research Division of the Library of Congress under the Country Studies/Area Handbook Program sponsored by the U.S. Department of the Army. Because the original intent of the series' sponsor was to focus primarily on lesser-known areas of the world or regions in which U.S. forces might be deployed, the series is not all-inclusive. At present, 101 countries and regions are covered. The date of information for
each country appears on the title page of each country and at the end of each section of text.

- U.S. Department of State
  These publications include facts about the land, people, history, government, political conditions, economy, and foreign relations of independent states, some dependencies, and areas of special sovereignty. The Background Notes are updated/revised by the Office of Electronic Information and Publications of the Bureau of Public Affairs as they are received from the Department's regional bureaus and are added to the database of the Department of State website you are now using.
  http://www.state.gov/r/pa/ei/bgn/

*This unit was created by Cathy Powell and Nadine Wright with additional input from the GaDOE Social Studies staff and the Social Studies Advisory Council. It was updated 2/06/2008.

Latin America
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<th>Climate Zones</th>
<th>Climate Types</th>
<th>Characteristics /Vegetation</th>
<th>Countries</th>
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<tbody>
<tr>
<td>Tropical</td>
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<td>Dry</td>
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<tr>
<td>Mid-Latitude</td>
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