The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World Geography Course.

**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 an 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

<table>
<thead>
<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>
<td>7, a - i</td>
<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></td>
<td>* Summary paragraph</td>
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<td>* Self-Assessment</td>
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</tbody>
</table>
- 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.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (7)</th>
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<tbody>
<tr>
<td>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. <a href="http://www.weather.com/common/welcomepage/world.html">www.weather.com/common/welcomepage/world.html</a></td>
<td>7d</td>
</tr>
<tr>
<td><strong>Class discussion</strong></td>
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<tr>
<td>➢ “In what ways do people in – name a region or country - adapt to climate change in their daily life?”</td>
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<tr>
<td>➢ “Why is it important to understand how climate change impacts the economics of a society?”</td>
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<tr>
<td>➢ “To what extent has natural climate shifts impacted human societies?”</td>
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<tr>
<td>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.</td>
<td>7e</td>
</tr>
<tr>
<td>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: <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a></td>
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<tr>
<td>Class discussion – students will determine whether natural disasters or political instability has the greatest impact on economic activity.</td>
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<tr>
<td>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.</td>
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</table>
- 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.

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<tr>
<th>Performance Task for Unit 7 – Students will present at a press conference.</th>
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- 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.

**Enduring Understandings:**

- The student will understand that the:
  - culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
  - humans, their society, and the environment affect each other.
  - location affects a society’s economy, culture, and development.
  - production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Performance Task for Unit 7**

- Research pamphlet
- *Observation*
- *Discussion*
- *Self-Assessment*
- *Written Report*

**Final Unit Evaluation**

- Research
- *Presentation*
- *Typed paper*
Standards: SSWG 7 – Elements: e, f, g, h, and i

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

   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.

   Every day press conferences are held for many reasons. Some of these reasons are in order to share information, explain situations, or to just answer questions.
   Your teacher will designate a current issue in Latin America for you and your partner to research.
   You and your partner will prepare a press release on a teacher designated current issue in Latin America. Your team will prepare a written (typed) statement – press release – that includes an explanation of the issue and a solution(s) for the issue. Based on your research you are to explain the impact of this issue on the people of Latin America and how to solve this issue. Within your press release, you are to include the Unit 7 Enduring Understanding associated with your issue. For example: If the issue was deforestation then you could state that “humans, their society, and the environment affect each other.”
   You are to turn in your press release to your teacher – she will make copies to distribute.
   Each member of the class will use all the other teams’ press releases along with their personal notes to type a news report. The typed news report is to include a paragraph on each issue that addresses the relationship between the issue and solution and one the following Enduring Understandings associated with that issue:
   - Culture of society is the product of the religion, beliefs, customs, traditions, and government of that society.
   - Humans, their society, and the environment affect each other.
   - Location affects a society’s economy, culture, and development.
   - Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Latin American Issues:
  • Sustainable Forests – How can we curb deforestation?
  • Natural Disasters – What type(s) of impact do natural disasters have on economic stability?
  • Political instability – How will political stability in this region impact economic activity?
  • Brazil develops resources – How has the development of resources in Latin American countries such as Brazil helped them to compete in the global market and to improve industrial productivity?
  • Illegal drug production and trade – How would you evaluate the impact of illegal drug production and trade on Latin America?

** Teachers may choose other topics to add to the list.
~ Encourage the students to view a press conference on CNN, some other news source, or a televised press conference from the White House.

**Note to teacher - as a further extension to the activity:**

- Have each team present their press release - research at a mock press conference in the class.
- Allow each team 5 minutes - per person - to present the explanation of the issue and the solution(s) to the issue. (Extend time if needed.)
- The class will act as reporters and guests. The reporters and guests will be allowed an opportunity to ask questions, at the conclusion of each team’s press conference presentation. Instruct the students (reporters and guests) to take notes during the press conference.
- Prior to the mock press conference, instruct each team to prepare a visual aid such as a chart, map, picture and/or prop to help illustrate their research.

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,6,7,8,11,12</td>
<td>1,2,6,8,9,11,12,14,15,16</td>
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</table>

*Note concerning rubrics:* Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

**Rubric for Performance Task**

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<tbody>
<tr>
<td>Analyzes physical and cultural aspects of the Latin American Issue.</td>
<td>Incorrectly describes physical and cultural aspects of the Latin American Issue.</td>
<td>Correctly describes physical and cultural aspects of the Latin American issue.</td>
<td>Correctly describes physical and cultural aspects of the Latin American issue.</td>
<td>Everything in a 3 PLUS: Analyzes more than one physical and more than one cultural aspect of the Latin American issue. Analyzes how the country profile or other demographics may impact the Issue.</td>
</tr>
<tr>
<td>Analyzes how location affects the Latin American issue.</td>
<td>Incorrectly explains how location affects the Latin American Issue.</td>
<td>Correctly explains the impact of location, but the explanations are vague. Does not use specific examples to support analysis.</td>
<td>Clearly explains the impact of location. Uses specific examples to explain the impacts of location.</td>
<td>Everything in a 3 PLUS: Explains impacts of location on economy, culture and development.</td>
</tr>
<tr>
<td>Criteria</td>
<td>1 - Below Expectation</td>
<td>2 - Needs Improvement</td>
<td>3 - Meets Expectation</td>
<td>4 - Exceeds Expectation</td>
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<tr>
<td>Students produce a product that is <strong>attractive.</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects etc. to enhance the presentation.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
</tr>
<tr>
<td>Students produce a product that is <strong>organized.</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
</tr>
<tr>
<td>Students produce a product that exhibits proper <strong>mechanics.</strong></td>
<td>More than 4 errors are spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
<td>No misspellings or grammatical errors.</td>
</tr>
<tr>
<td>Team prepares a typed press release that includes the explanation and solution(s) of the issue</td>
<td>Does not provide a press release</td>
<td>Provides a typed press release. The handout does not clearly explain the issue or the solution(s)</td>
<td>Provides a typed Press Release that explains the issue and the solution(s).</td>
<td>Everything in a 3 PLUS: Incorporates and thoroughly explains how the issue impacts Latin America.</td>
</tr>
</tbody>
</table>
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."
  [Link to BBC News Country Profiles](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)
- British Broadcast News
  [Link to British Broadcast News](http://news.bbc.co.uk/2/hi/americas/3201742.stm)
- CIA Factbook --- Central Intelligence Agency
  [Link to CIA Factbook](https://www.cia.gov/library/publications/the-world-factbook)
- Cable News Network
  [Link to CNN](http://www.cnn.com/WORLD/africa/archive)
- Southern Center for International Studies
  [Link to 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
  [Link to National Geographic Education](http://www.nationalgeographic.com/education)
- National Geographic Expeditions
  [Link to 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.
  - How to hold a press conference
    [Link to How to Hold a Press Conference](http://www.gracelinks.com/guide)
- Population Reference Bureau (PRB)
  [Link to Population Reference Bureau](http://www.prg.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

## Major Climates and Vegetation

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