


## World Geography Curriculum Bundle #4

<b>Title</b>		<b>Suggested Dates</b>
Latin America		October 26 – November 13, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>Latin America is a continent with extreme differences within its physical environment which contributes to varied cultures, economic systems, and levels of development within and among its individual countries.</li> </ul>	<ul style="list-style-type: none"> <li>What were the most significant effects of the Columbian Exchange?</li> <li>What are Latin America's most influential physical features?</li> <li>To what extent do Latin America's physical features influence humans?</li> <li>How and why does the standard of living vary across Latin America?</li> <li>Why do people practice different levels of agriculture in different places?</li> <li>What is the specific interdependence between people and the rainforests?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>WG.1 History. The student understands how geographic contexts the geography of places in the past and processes of spatial exchange diffusion influenced events in the past and helped to shape the present. The student is expected to:</b></p> <p>WG.1B trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.</p>	<p><b>IMPORTANT TERMS:</b></p> <ul style="list-style-type: none"> <li>spatial diffusion - is the process by which an idea or innovation is transmitted from one individual or group to another across space.</li> <li>Columbian Exchange (page 136 in book)</li> </ul> <p><b>COLUMBIAN EXCHANGE BETWEEN NEW AND OLD WORLD</b></p> <p>Students label the following plants, animals and diseases (these students MUST know, others can be included) to trace movement between the Western and Eastern Hemisphere</p> <ul style="list-style-type: none"> <li>Plants: corn, tobacco, potatoes, coffee beans, sugar cane, bananas</li> <li>Animals: livestock (cattle, sheep, pigs, horses)</li> <li>Diseases: smallpox, influenza</li> </ul> <p>Students will describe the effects of the Columbian Exchange on</p> <ul style="list-style-type: none"> <li>New World: Introduction of domesticated animals (cattle, horse), diseases wiped out natives</li> </ul>	<p>Definition of diffusion from page 72 of textbook. Make sure that you emphasize <a href="#">SPATIAL diffusion</a>.</p> <p>Textbook page 136, graphic on exchange of plants, animals and diseases.</p> <p><a href="#">Information for anticipation guide to start lesson</a>. A series of Did You Knows, to assess prior knowledge because most students have been exposed to this topic before.</p> <p><a href="#">Article on the exchange of plants, animals and diseases</a> and how it is reflected today.</p> <p><a href="#">Chart of what plants, animals and diseases were exchanged.</a></p> <p><a href="#">Overview of the Columbian Exchange and specifically the impact of disease on the Native Americans.</a></p> <p>Image of smallpox from United Streaming.</p> <ul style="list-style-type: none"> <li>Search 'Cortez' invasion results in Aztecs? smallpox.'</li> </ul> <p><a href="#">The Great Food Migration</a>, Newsweek article on the impact</p>

## World Geography Curriculum Bundle #4

	<p style="text-align: center;">who did not have immunity, plants that turned into cash crops that needed slave labor (ex. Sugar cane)</p> <p style="text-align: center;">Old World: Introduction of potato and corn as staple crops</p>	<p style="text-align: center;">of the exchange of food.</p>
<p><b>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</b></p> <p>WG.4B relate the physical processes to the development of distinctive land forms; and</p>	<p><b>TEACHER NOTE:</b> If you have not already taught how distinctive landforms are created in the Introduction to Geography bundle, do this first and then give specific examples from the Latin American region.</p> <p>Students must be able to locate the following physical features on a map:</p> <ul style="list-style-type: none"> <li>• Andes Mountains</li> <li>• Galapagos Islands</li> <li>• Atacama Desert</li> <li>• Amazon River</li> <li>• Amazon Basin (rainforest)</li> </ul> <p><b>Andes Mountains</b> as example of how mountains are formed (When two continental plates collide, they push up against each other and the plates buckle. The fold results in a mountain range)</p> <p><b>Galapagos Islands</b> as example of how volcanoes are created (As plates push together, one plate is forced under the other in a process called subduction (transform). As the bottom plate starts to melt, magma rises and forms volcanoes)</p> <p><b>Atacama Desert</b> which was created by the Andes Mountains working as a barrier against the moisture off the Pacific Ocean (Humbolt ocean current) creating a rainshadow effect</p> <p><b>Amazon River</b> is the largest by volume in the world due to its location in a tropical rainforest</p>	<p>Beginning of unit textquest using textbook pages 190-199, 204, 207 to introduce students to unit data file including political, physical and thematic maps (colonization, religion, climate, languages, urbanization, country data, natural resources, vegetation).</p> <p>Landforms and rivers map on page 203 of textbook.</p> <p><a href="#">Review of tectonic plates</a> and convergent boundaries and subduction.</p> <p><a href="#">Subduction caused the formation</a> of the Andes Mountain range.</p> <p>Andes Mountain textbook page 201.</p> <p><a href="#">Galapagos Islands</a> formed by subduction.</p> <p><a href="#">Volcanic processes</a> contributed to the islands formation.</p> <p>The Andes Mountains affect the climate, vegetation and ecosystem of the <a href="#">Atacama Desert</a>.</p> <p><a href="#">Extreme Atacama Desert</a> introductory material.</p> <p>Amazon River textbook page 203.</p> <p>Images of Amazon River on United Streaming, search Amazon River</p> <p>How the <a href="#">Amazon River formed</a></p>
<p><b>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</b></p>	<p><b>TEACHER NOTE:</b> If you have not already taught how climate zones and the relationship to vegetation in the Introduction to Geography bundle, do this first and then give specific examples from the Latin American region.</p> <p>Students must be able to locate the following physical</p>	<p>Physical maps in textbook on pages 191 and 203.</p> <p>Compare and contrast climate (textbook page 194) and vegetation (textbook page 207) maps of Latin America.</p> <p>Geography Alive: Adapting to the Andes activity pages</p>

## World Geography Curriculum Bundle #4

<p>WG.4C explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.</p>	<p>features on a map:</p> <ul style="list-style-type: none"> <li>• Andes Mountains</li> <li>• Amazon Basin (rainforest)</li> <li>• Llanos</li> <li>• Pampas</li> <li>• Brazilian Highlands</li> <li>• Atacama Desert</li> </ul> <p>Students must be able to explain the relationship between the climate and vegetation of certain areas of Latin America and how that influences human-environment interaction</p> <ul style="list-style-type: none"> <li>• <b>Andes Mountains:</b> formation of mountains affects vegetation and animals.</li> <li>• <b>Tropical rainforests of the Amazon Basin:</b> climate influences vegetation which influences the logging industry</li> <li>• <b>Llanos and cerrado (Venezuela and Brazil):</b> climate influences vegetation (grasslands) which influences the agricultural industry because of the expansive flat and treeless land.</li> <li>• <b>Atacama Desert:</b> lack of precipitation caused by rainshadow affect vegetation and animals.</li> </ul>	<p>191-201 in textbook with accompanying activities</p> <p>United Streaming video clip on effect of vegetation and animals:</p> <ul style="list-style-type: none"> <li>• World’s Best: South America, Andes Mountain clip (3:20)</li> </ul> <p>United Streaming video clip on effect of vegetation and animals:</p> <ul style="list-style-type: none"> <li>• World’s Best: South America, Amazon River clip (3:51) and Amazon Rainforest clip (3:48)</li> </ul> <p>United Streaming video clip on effect of vegetation and animals:</p> <ul style="list-style-type: none"> <li>• World’s Best: South America, Cerrado Savannah clip (3:59)</li> </ul> <p>United Streaming video clip on effect of vegetation and animals:</p> <ul style="list-style-type: none"> <li>• World’s Best: South America, Atacama Desert clip (3:42)</li> </ul>
<p><b>WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</b></p> <p>WG.5B analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p><b>TEACHER’S NOTE:</b> Population terms and population pyramids were introduced in the Introduction to Geography bundle, those terms and pyramids will be applied with specific examples from Latin America.</p> <p><b>IMPORTANT TERMS:</b> <b>Standard of living</b> is a function of the level of development in a country, measured by factors such as the amount of personal income, levels of education, food consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p>Students should be able to compare and contrast a country with a high standard of living and a country with a low standard of living to evaluate how it affects a country’s political, economic and social landscape. For example comparing the United States with a country in Latin</p>	<p><a href="#">Human Development Index</a> map of the world. Geography Alive! Textbook pages 148-149. Explains HDI and shows where in the world low/med/high HDIs are. Has FAQs for HDI.</p> <p><a href="#">Population Pyramids</a> to illustrate population trends. Select countries, U.S. and Mexico and compare and contrast with other countries in Latin America.</p> <p>Maps 101 <a href="#">more vs. less developed countries</a>.</p> <p>To compare political, economic, social and demographic use <a href="#">CIA World Factbook</a>.</p> <p>Colonization of Latin America by Europe article on United Streaming, search Latin America.</p>

## World Geography Curriculum Bundle #4

	<p>America with a lower standard of living:</p> <p>United States – High Standard of Living</p> <p>Political - Democracy  Economic – Market Economy based on free enterprise  Social – Majority of Americans live in urban areas  Demographic data</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infant mortality rate - Low</li> <li><input type="checkbox"/> Life expectancy - High</li> <li><input type="checkbox"/> Literacy rate - High</li> <li><input type="checkbox"/> Per capita GDP – High Average</li> </ul> <p>Instructor chooses country.  _____ – Low Standard of Living</p> <p>Political -</p> <p>Economic –</p> <p>Social –</p> <p>Demographic data</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infant mortality rate - High</li> <li><input type="checkbox"/> Life expectancy – Low</li> <li><input type="checkbox"/> Literacy rate – Low</li> <li><input type="checkbox"/> Per capita GDP – Low Average</li> </ul> <p>Students should be able to compare and contrast population pyramids of U.S. and Mexico versus the rest of Latin America.</p> <p>Students should be able to analyze the effects of Spanish colonization on the standard of living in Latin America.</p> <p><b>TEACHER NOTE:</b> Students will be expected to compare and contrast the effect of Spanish colonization on Latin America with the effect of Europe colonization on Africa later in the year.</p>	<p>Spanish colonization of Latin America, pages 230-235 in textbook</p> <p>Impact of colonization on Latin American governments, pages 249-251 in textbook</p>
<p><b>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is</b></p>	<p><b>TEACHER'S NOTE:</b> Students should have already explored world population trends at the beginning of the year in the Intro to Geography unit. Therefore they should</p>	<p>Maps 101 <a href="#">Urban Population</a> around the world.  Urbanization map in textbook page 195</p>

## World Geography Curriculum Bundle #4

<p><b>expected to:</b></p> <p>WG.7C describe trends in past world population growth and distribution; and</p>	<p>already know the general trends of Latin America.</p> <p>The student is expected to be able to identify the following cities and countries on a map:</p> <ul style="list-style-type: none"> <li>• Rio de Janeiro, Brazil</li> <li>• Mexico City, Mexico</li> </ul> <p><b>Rural to urban migration:</b> There has been a shift in population during the latter half of the 20th century from rural areas to the urban centers. People move in search of economic opportunities, available healthcare, and education. Students are also expected to understand the consequences of this migration on urban areas.</p> <ul style="list-style-type: none"> <li>• Specific examples of this migration are Rio de Janeiro, Brazil (overcrowding and thus an income gap) and Mexico City, Mexico (overcrowding and pollution)</li> </ul>	<p>Reasons for urbanization and the impact in textbook pages 211-212</p> <p>Video on urban sprawl from learner.org (each teacher needs to set up his/her own, free account to be able to access videos)</p> <p>Brazil: The Sleeping Giant Sao Paulo: The Outer Ring — The sprawling mega-city of Sao Paulo is evidence that Latin America is among the most rapidly urbanizing regions.</p> <p><b><u>Rio De Janeiro, Brazil</u></b></p> <p>Picture of Rio De Janeiro skyscrapers and slums on United Streaming, search Dwellings of poor with skyscrapers, 1982. Income gap case study in textbook pages 252-255</p> <p><b><u>Mexico City, Mexico</u></b></p> <p>United Streaming clip on Mexico City (Mexico: The Nation, The Capital clip, 3:27) and how it's a huge metropolitan area. <a href="#">Case study on Mexico City pollution problems</a> .</p>
<p><b>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</b></p> <p>WG.8A explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;</p>	<p><b>Amazon Rainforest Slash and Burn:</b></p> <ul style="list-style-type: none"> <li>• Analyze the different points of view to deforestation and the use of slash and burn in the Amazon Basin.</li> <li>• Identify how humans have modified, adapted, depended and interacted with the environment.</li> <li>• <b>Points of view:</b></li> <li>• Logging industry</li> <li>• Native Amazonians</li> <li>• Environmentalists</li> <li>• Rubber Tappers</li> <li>• Cattle Ranchers</li> <li>• Settlers</li> </ul>	<p>Maps 101 <a href="#">Annual Deforestation rates</a> around the world</p> <p>Textbook pages 245-247.</p> <p>Geography Alive point of view activity pages 177-189 in textbook with accompanying activities</p> <p>Should we be allowed to destroy the <a href="#">Amazon Rainforest?</a></p> <p>Video on urban sprawl from learner.org (each teacher needs to set up his/her own, free account to be able to access videos)</p> <ul style="list-style-type: none"> <li>• 23. Brazil: The Sleeping Giant A Second Chance for Amazonia? — An American scientist discovers new possibilities for sustainable</li> </ul>

## World Geography Curriculum Bundle #4

		<p>development in the Amazon basin.</p> <p><a href="#">All perspectives</a> of destruction of the rainforest</p> <p><a href="#">General article</a> on types of economies</p>
<p><b>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</b></p> <p>WG.10B explain how traditional, command, and market economies operate in specific countries; and</p>	<p><b>TEACHER NOTE:</b> If you have not already taught how different types of economies in the Introduction to Geography bundle, do this first and then give specific examples from the Latin American region.</p> <p>Students will be able to explain the different types of economic systems in Latin America, specifically:</p> <ul style="list-style-type: none"> <li>• Traditional economy in the Andes</li> <li>• Command economy in Cuba</li> <li>• How Latin America is trying to gain stable market economies</li> </ul>	<p>Traditional economy of Andes from Inca empire, United Streaming, The Explorers: Francisco Pizarro and the Incas, Inca agriculture and building clip (3:32)</p> <p>Article on the <a href="#">economy of Cuba</a></p> <p><a href="#">Political cartoon</a> on Cuba</p> <p>Latin America market economies, United Streaming clip Mexico's Free Market Economy (0:52)</p>
<p><b>WG.10 Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</b></p> <p>WG.10C compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p>	<p><b>IMPORTANT TERMS:</b> <b>Subsistence agriculture</b> is practiced most often in the less developed countries of the world. Food is grown by a family for its own consumption rather than to sell. Subsistence agriculture is usually very small-scale and uses a very low level of technology. It involves the use of human and animal labor and natural fertilizers.</p> <p><b>Market-oriented or commercial agriculture</b> is widely practiced in the more developed countries of the world. It involves the use of expensive technology and chemical fertilizers and pesticides. Crops are grown to sell and are subject to the demands of the marketplace.</p> <p>Students will compare and contrast Latin American countries that practice subsistence agriculture (Guatemala) versus market-oriented, commercial agriculture (Argentina or Brazil)</p>	<p><b><u>Subsistence agriculture</u></b></p> <p><a href="#">Terrace agriculture</a> in Latin America</p> <p>Subsistence farming and its impact in Haiti, united streaming clip, search Subsistence Farming and Its Environmental Consequences in Haiti (2:14)</p> <p>Guatemala coffee industry on United Streaming, search Guatemala's coffee economy (5:09)</p> <p><b><u>Commercial agriculture</u></b></p> <p><a href="#">Commercial agriculture</a> with slash and burn in Latin America</p> <p><a href="#">Impact of cattle industry</a> in Argentina's commercial economy. Also United Streaming clip: South America today: Argentina, Pampas History and Economy clip (2:09)</p>

## World Geography Curriculum Bundle #4

<p><b>WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</b></p> <p>WG.19A evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment; and</p>	<p><b>IMPORTANT TERMS:</b> Slash and burn agriculture and the idea of prescribed or controlled burning – It regenerates seeds, reduces fuels, improves wildlife habitat, controls competing vegetation, improves forage for grazing, improves accessibility, helps control tree disease, and perpetuates fire dependent species.</p> <p>Students will evaluate the use of fire, including slash-and-burn, in the rainforest areas of Central and South America. How that modifies the environment and the consequences of using this technology.</p>	<p>Textbook pages 210-211</p> <p><a href="#">Slash and burn</a> picture</p> <p><a href="#">Effects of slash and burn</a> in the Amazon Rainforest</p>
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