

**South America- Geography and Culture
Social Studies Curriculum Unit**

**Masha Pandre
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Unit Overview

The study of South America is one that seems to get put on the backburner in many school systems. Before delving into this unit, I did not have a very full picture of the culture and history as well as the economy of this region of the world. However, with an increasingly diverse student body, particularly a higher number of people of Brazilian decent, it is vital that our schools make an effort to study and emphasize the importance of this region, as well as to broaden our students' horizons.

This unit emphasizes the geography of the region, and building the students' background knowledge as it is likely to be limited. However, this unit also introduces the students to the history of South America, its current economy, how it has developed over time, and also what it means to be an independent nation. In our ever more global society, it so important that students have an idea not only what it is like to be an American but also what it might be like to live in a different place, and how someone coming from a different place might feel if they all the sudden moved to America, why their background knowledge might not be the same as our own.

In addition to providing students with important information that they can ideally generalize to areas outside the classroom, this unit aims to hold students' attention by providing many opportunities for them use different forms of technology, as well as expectations for results that are not your traditional pencil-and-paper report. By providing various opportunities for expression, this unit develops the students thinking skills and creativity, as well as expanding their knowledge of the content matter.

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A World View Through Geography

The study of Geography is often remembered as an exercise in rote memorization, something we all had to get through whether we liked it or not. The overall purpose of this study was not well known by its students. It seemed like we should just know where all the countries are located, and their capitals because that is something you are “supposed” to learn, with no real connection to other areas of study, even other areas of Social Studies. However, in recent years, both national and local curriculum frameworks have refocused on the importance of geography. The Massachusetts Curriculum Frameworks states that students study geography in order to better understand the “five major concepts: location, place, human interaction with the environment, movement and regions”, (pg.33). If today’s students are beginning to get a better conceptual understanding of geography, how it’s related to current events, and other vital concepts, than perhaps we are on the right track, but as the National Council for Geography Education asserts:

“Surveys show that US students' geography knowledge ranks far below students in such countries as Japan, the United Kingdom, Germany, and Canada. Even worse, geographical literacy has declined over the years, so now many children cannot read maps or locate states, cities or other important physical features, even in the United States” (<http://ncge.net/geography/power/family/page1.cfm>)
If we are to raise productive, good citizens as the NCSS strives for, we need to provide this next generation with a dynamic, multi-dimensional understanding of world

geography, and the concepts behind it. To do this is no small task, but one that if tackled in earnest, can and must be achieved.

The NCGE claims that “Lack of geographical knowledge is more than an embarrassment, it can effect the future of our country.”

(<http://ncge.net/geography/power/family/page1.cfm>) Since geographical knowledge helps students relate concepts of foreign policy, weather patterns and immigration, among other things, children and adults without a strong foundation in this subject area are left without anyway to explain most of the news that they hear about, it all seems like fragmented information. Having a conceptual way to relate news to prior knowledge, which a strong geographical knowledge base would no doubt provide, is invaluable in today’s world.

Although this refocusing on the value of geography has been discussed in the educational realm for a while now, students (even at the undergraduate level) have many misconceptions about the value of the study of geography, as well as the purpose of teaching itself, as described in a study prepared by Bradbeer et. al. in 2004. For example, the vast majority of under-graduate students, in the United States as well as in New Zealand, Australia and the UK, thought that purpose of teaching was solely for “information transfer” versus “helping learning”, which in itself exemplifies that for the most part, students coming out of the educational system now still see school in the traditional teacher centered way versus from a constructivist student-centered approach which of course leads to a deeper understanding of most school content, including geography. If, as it seems is currently the trend, schools turn to educating from a more student centered approach, the students of the future will undoubtedly make more connections between what they learn in geography class, and what is going on in the

world, in history class, and in their neighborhoods. Along with surveying students about their conceptions of teaching, Bradbeer also asked students from United States as well as in New Zealand, Australia and the UK if they had relational or non-relational knowledge of geography. Overall, he found that students from all of these countries have similar percentages of relational and non-relational knowledge of geography, about half having relational knowledge of Geography. Although it is often claimed that students in the United States lag behind students from other nations in their knowledge of geography, from what Bradbeer found, it seems that while students in other nations may have a better cursory understanding of geography, than their counterparts in the United States, neither have the deeper relational knowledge, that is crucial to making connections to current events and historical issues, which is so essential in our increasingly global society.

As Van der Schee et. al. wrote in their article “The International Challenge of More Thinking Through Geography” “Geography can be relevant in understanding real-world issues, but whether or not they [students] do or not largely depends on the ideas pupils are offered and how they are involved in critically evaluating these ideas and making them their own” (pg. 339). Along with his colleagues, he offered pictures of several educational systems around the world who have begun to use a constructivist teaching approach. In the area of geography, and the results have shown that students who are taught in this way, and able to come to their own understanding about things like climate and how it effects daily life, about the religions of the world and the connections that can be forged through a relational understanding of world geography.

It is essential that in the increasingly interconnected world that we live, educators find ways to teach their students the relational geography skills that they need for

successful future, as the National Council for Geography Education underlines. There are many ways to connect the study of geography to other areas of the curriculum, It may take some creativity, but it is crucial to get it our study of this subject matter out of the textbook, and into the real world so that they remember and connect what they learn, and not simply memorize for a map test and forget as quickly as they had learned it.

Works Cited:

Bradbeer, Healey & Kneale (2004). Undergraduate Geographers' Understandings of Geography, Learning and Teaching: A Phenomenographic Study. *Journal of Geography in Higher Education*, 28(1), 17-34

Massachusetts History and Social Studies Curriculum Frameworks.(2003, August). *Grade 6, 33-41*. Retrieved July 20, 2008 from Massachusetts DOE Resource Database.

The Power of Geography. National Council for Geography Education. Retrieved July 20, 2008 from <http://ncge.net/geography/power/family/>

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Introductory Lesson Plan

Description of Grade Being Taught: Grade 6

Overall Purpose of the lesson: Social Studies

Massachusetts Curriculum Frameworks and Learning Standards:

Concepts and Skills:

History and Geography

1. Use the following demographic terms correctly: *ethnic group*, *religious group*, and *linguistic group*.

Learning Standards:

South America

1. On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.

Behavioral Objectives/ Learning Outcomes:

Students will be able to

1. Locate South America, and its bordering Oceans on a map of the world
2. Locate South America's major physical landmarks on map of South America.
3. Use prior knowledge to come up with a class list of already known information about the region
4. Make predictions/inferences about stereotypes about the region, and where they are coming from.

Materials:

1. A World map in front of the class
2. Posterboard/Markers

Relationship to Curriculum Unit: Making a KWL chart of information already known about the region, as well as laying the groundwork for the geography of the South America, and where it is related to the rest of the world, will be invaluable background knowledge as the students delve further into their study of South America. Also, thinking about if there are any stereotypes the students already have about the region or its people will give them a later understanding of why it is important to really study the culture and history of a region before you jump to conclusions or believe everything you hear.

Instructional Practice:**Time Required:** 30 minutes

1. As a whole class we look at a world map and see if students can locate South America and the Atlantic and Pacific Oceans.
2. On a map of South America, see if students can already locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. If not, direct them to find these places, providing brief (a few minutes each) discussion time about each place.
3. Once again, as a whole group make a KWL chart about South America, telling students to think of questions related to all aspects of the regions: geography, history, culture, economy, politics, climate etc...
4. Once the KWL chart has been finalized, tell the students to look it over individually, and try to think of at least 1 stereotype they have about the region, whether negative or positive and write it down.
5. As a group, make a list of the stereotypes you came up with, making sure to discuss where they are from, why they think that they are true or false, and what we might learn about the reality in South America.
6. Keep these lists up throughout the unit and encourage students to add to the lists/ check off anything that we learned along the way. Also, encourage students to cross off stereotypes as we disprove them, and write down the actual facts that we learned that went against the stereotypes.

Motivational Techniques: Learning about a new region, especially one that is not often discussed, is intrinsically interesting. However, empowering students with the power to decide what they want to get out of this study additionally motivates students. Although as in any case, teachers should always guide the class so they remain on topic, students often go above and beyond when given the opportunity to direct their own learning.

Wrap Up: At the conclusion of the unit, go back to the KWL chart and discuss if there are any topics that are left to be covered if students have free time, what questions students have on the subject, and what surprised them about South America. Also lead a class discussion about what was learned through the unit about not believing all stereotypes and judgments about a cultural group, until you have some background knowledge yourself.

Assessment: The teacher will informally assess the students' background knowledge and thinking skills through out class discussion. Also, the teacher should keep in mind what the students know/didn't know on the first day of the unit and how this knowledge changes and grows throughout the unit's progression.

Modification/ Adaptation: Because this lesson is of a group nature, minimal modifications would have to be in place, however the teacher should keep in mind and remind the students that everyone's ideas are of value, no one should control the discussion or feel as if they can't participate. Perhaps if a particularly severe case the teacher might say that each student has to come up with at least 3 ideas, but share no more than 5, in order to insure equal opportunity for all class members to participate.

Primary Source Lesson Plan

Description of Grade Being Taught: Grade 6

Overall Purpose of the lesson: Social Studies

Massachusetts Curriculum Frameworks and Learning Standards:

Concepts and Skills:

History, Geography and Economics

1. Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.
2. Identify how current world atlases are organized and the kind of information they provide for each continent and country.
3. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.

Learning Standards:

South America

1. Use a map key to locate the countries and major cities of South America.
2. Explain how the following five factors have influenced settlement and the economies of major South American countries: Absolute and Relative Location, Climate, Population, Natural resources, Physical Characteristics

Behavioral Objectives/ Learning Outcomes:

Students will be able to:

5. Use an atlas and/or credible online resources to find key information about a specific South American Country
6. Be able to Identify and locate all South American Counties on a map
7. Produce a booklet about 1 South American country including critical information such as the capital, neighboring countries, Climate, Population, Natural resources, Physical Characteristics
8. Be able to compare in groups and as a class the similarities and differences between their countries, and infer what this means about the countries economy, living standards etc...

Materials:

3. A Class set of atlases
4. Access to the internet/ A Printer
5. Craft Art supplies, i.e. construction paper, stapler, crayons/ markers, glue

Relationship to Curriculum Unit: Making an Introductory pamphlet about geographical information of a specific South American country will give the students background information that will be necessary when studying about these nations governments, economies etc.. Also, the finished product, a class display of all the South American country pamphlets will be an easy and colorful reference for the students to go back to as they progress in studying the region.

Instructional Practice:

1. As a whole class we will go over what information you can get in atlas, how to use it best, and where the information is located
2. Also as a whole class the students will describe what they know about credible internet sources, how to be sure something is credible.
3. After some research ground rules have been set, each student will pair up and pick one of these South American countries to research and make a pamphlet about.(Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela)
4. The following directions will be discussed in class, as well as put up on the board:
 - a. Research the following information about your country: flag, capital, neighboring countries, Climate, Population, Natural resources, Physical Characteristics, using the internet and/or atlas. Taking Notes on the Provided Sheet.
 - b. Print out or trace a large picture of your country (at least ½ the size of a piece of paper)
 - c. Using the printout as a template, cut out 5 country shapes from construction paper and staple them to create a booklet
 - d. On the cover draw a flag, write your countries name, population, and neighboring countries.
 - e. On each of the additional pages, label one each climate, physical characteristics, natural resources and fun facts (or something similar of your choosing)
 - f. With your partner, think of creative ways to display this information, and then put at least 5 facts (per category) on each page of your pamphlet.
 - g. When you are done find another pair to share/compare your findings with.
5. After you have discussed your findings with another group, find the right place (relatively) to hang your pamphlet on the wall so that we have a map of South America in our classroom.

Motivational Techniques: Since this is a cooperative and hands on activity, that alone is intrinsically motivational. Although, to make sure all the students remain focused rousing will be in pairs that are known to work well together, also the teacher should circulate throughout the activity and provide hints and suggestion about aspects of the lesson if students seem to be struggling.

Wrap Up: After each pair has shared with another pair, the class will have a discussion about what similarities and differences they found amongst their countries, what they think the economies, living conditions governments, education systems are like and what their clues about this are. Also remind the students that we now have an excellent

reference in the classroom to go back to for background information as we go deeper into our study of South America.

Assessment: The pamphlets that the students make will give the teacher a good understanding about the students' research skills, organizational abilities and general background knowledge about South America.

Modification/ Adaptation: For students that are struggling, the amount of information could be decreased from 5 to 3 per category, also the student should be placed with a peer that is helpful but not overwhelming. Also, students that are excelling, can do extra research if they finish early such as on the economy, education system or history of that country, information that will be of use as the unit progresses.

Name _____

Date _____

Research the following information about your South American Country, using credible Internet Sources, atlases or encyclopedias, cite your sources at the bottom of this page. Then, make an informational pamphlet with all your information in the shape of your country, each page should be a different category of information, be creative in how you display the information you find. (don't just list, use visuals, maps etc...)

Page 1:

Description of Flag: _____

Capital: _____

Neighboring Countries: _____

Population: _____

Page 2: Climate

1. _____

2. _____

3. _____

4. _____

5. _____

Page 3: Natural Resources

6. _____

7. _____

8. _____

9. _____

10. _____

Page 4: Physical Characteristics

11. _____

12. _____

13. _____

14. _____

15. _____

Page 5: Fun Facts

16. _____

17. _____

18. _____

19. _____

20. _____

Sources:

Inspiration Lesson Plan

Brief Description of Group to be Taught: Grade 6

Overall Purpose of this Lesson: Social Studies/ Inspiration Software

Social Studies Curriculum Frameworks Strand and Learning Standards – Massachusetts:

Concepts and Skills

Civics and Government

1. Define what a nation is and give examples of the different ways nations are formed
Learning Standards

South America

2. SAM.4 Identify when South American countries became independent nations and explain how independence was achieved.

Technology Standards:

3. 3.4 Identify and explain how symbols and icons (e.g., international symbols and graphics) are used to communicate a message.

Behavioral Objectives/Learning Outcomes:

Students Will Be Able to:

1. Define what a nation is, and understand what it means to be independent and self-governed
2. Understand the chronological order of events that took place in order for each of the independent South American Nations to be formed, and how each event caused the next.
3. Further reinforce their Inspiration Program skills, especially in making a cause and effect chart.
4. Reinforce the students' note taking skills, and ability to glean key information from a resource.

Key Vocabulary: nation, independence, self-governed

Materials:

Classroom computer, screen and projector, Inspiration computer program, access to a computer lab, printer, internet access, 3x5 note cards, access to Britannica online, or other credible encyclopedia source, copies of Brazil Independence history from Britannica Online

Relationship of this lesson to curriculum/theme:

At this point of the unit students will already possess a knowledge of the overall geography of South America, major cities, economy, culture and natural resources. This lesson will help students to conceptualize what it means to be an independent nation, why this is so important to people, and also what events took place in order for independence to occur, how a series of events can have the same effect, and how to organize cause/

effect relationships.

Instructional Practice:

Time Required: 90 min. (2 Days)

1. As a class review the definitions of the key vocabulary words.
2. Using a classroom computer and overhead begin the lesson by doing one nation as a group, Brazil.
3. From Britannica online, print enough copies of the information about Brazilian independence, have each student read the article and take down notes on a 3x5 card about the cause and effects that lead up to Brazilian independence, make sure students know that they are expected to be able to justify their reasons why these are the most important facts from the article.
4. Open the Inspiration software on the classroom computer and as a class, go through the information you just read about Brazilian independence to produce a cause and effect chart on Inspiration, let the students go up and try out the software, by adding a box, designing the layout etc..
5. Once the class has finished making a cause and effect chart for Brazil. Break the students up into groups of two each assigned to make their own cause and effect chart for the independence of a South American country.
6. In the computer lab, have each pair open up the Britannica article related to their assigned countries independence, and take notes about it on a 3x5 card.
7. After the students have completed their notes, and read the article thoroughly, instruct them to open up Inspiration and make a cause and effect chart for their assigned nation.
8. While the students are working, circulate around the lab to make sure students remain on task, and questions they may have, and also ask pointed questions to help students figure out the steps toward their specific nations independence.
9. Have each pair print out their completed charts.
10. Once all students have completed their charts, encourage class discussion about the similarities and differences of how each nation achieved independence, what stuck out to the students, and if they thought of any questions they would like to research further while doing this assignment.

Assessment/Evaluation:

1. Look at each students finished cause and effect charts to make sure they have a good understanding on the content, and of Inspiration software.
2. Listen actively during class discussion, and group work to make sure students are on the right track as far note taking skills, and processing the historical information.

Adaptation:

For those students who are having difficulty with the reading level of the research materials, you could find a slightly simpler text for them to study, or provide a note taking guide sheet that had bullet points such as fill-in the blank for key events. Also, make sure pairings are done to maximize cooperative learning of students. If students are done with this activity early, they may go onto Britannica and research something that

few people know about their country, it is an excellent resource and one that is worth exploring if time allows.

Cross-Curricular Lesson Plan

Brief Description of Group to be Taught: Grade 6

Overall Purpose of this Lesson: Social Studies/ ELA

Social Studies Curriculum Frameworks Strand and Learning Standards – Massachusetts:

Concepts and Skills

Economics

1. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.

Learning Standards

South America

2. SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size

Optional Areas of Study:

3. Describe major ethnic and religious groups in selected countries in South America.
4. Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments.

ELA Curriculum Frameworks Strand and Learning Standards – Massachusetts:

1. 9.4: Relate a literary work to information about its setting.
2. 25.3: Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.

Behavioral Objectives/Learning Outcomes:

Students Will Be Able to:

1. Summarize a grade-level appropriate historical fiction novel using various methods, visual art, dramatic performance, or written narrative.
2. Connect what they have read, to prior knowledge about South American culture, history, geography and economy.
3. Follow directions in order to represent a novel in a non-traditional way.
4. Compare different stories of South American settings and characters, for similarities, differences and common themes.

Materials:

- A selection of grade-level appropriate historical fiction novels about South/ Central America such as *The Captive* by Scott O'Dell, *Esperanza Rising* by Pam Munoz Ryan, *Behind the Mountains* by Edwidge Danticat and *It's a Jungle Out There* by Ron Snell.
- Handouts describing the assignment/ criteria for each student
- Art Supplies such as poster board, glue, markers, scissors, pastels, old magazines for collage.

Relationship of this lesson to curriculum/theme:

At this point of the unit students will already have a knowledge of the history and geography as well as the culture of many South American countries. This lesson is meant to help students connect to what it would be like to grow up in South American country, to be a South American immigrant in America, taking into account the cultural, historical, economic and gender norms from that region of the world. Also this lesson will help students find ways to express the main idea and important elements of a novel in ways other than the traditional written narrative.

Instructional Practice:

Time Required: several weeks to read the novels, 1 hour of class time to put presentations together, time used at home as needed.

1. After the class has been studying South America for a few weeks, explain that they will break into groups of and read historical fiction about the region.
2. Inform the students that they will be doing a group project related to the novel, after reading.
3. Provide brief descriptions of each of the books you will have available (enough titles so each group of 4 has their own book)
4. Make a sign up chart so that after looking at the descriptions of the novels, students can sign up for the novel they have the most interest in.
5. Provide the students with a reasonable amount of time to complete reading their novels at home (a few weeks)
6. After the students have read their novel handout assignment sheets that describe the different choices for the project (making a collage of important elements including an explanation paper, making a mural and explanation, making puppets and a show of the important characters in the novel, or writing and performing a skit that includes the turning point and climax in your novel) (See attached assignment sheet)
7. Also on the assignment sheet state that the students are expected to come up with a short presentation, about 5 minutes to explain to the class how this novel related to our study of South America, how it was realistic, or how it was unrealistic.
8. Provide the students with a rubric describing all the elements of the project and presentation.
9. Give each group about 1 hour in class to work on their presentations, circulating throughout the room during this time to offer suggestions and listen actively for connections students are making about their novel.

10. During the presentations, take notes on the project rubric.
11. After each Presentation provide time for the other members of the class to ask question/ comment about what they liked about the presentation and how their novel relates to the other groups novels.

Assessment/Evaluation:

1. Grade the students presentations/projects according to the rubric provide
2. Listen actively during class discussion, and group work to make sure students are on the right track as far as connections to prior knowledge, and cooperative learning strategies.

Adaptation:

For those students who are having difficulty with the reading level of the materials, find a slightly simpler text for them to read, and also place them in a group where they will work well and their work will be valued. If a student needs additional challenge, locate a novel of a slightly higher reading level, and add an additional research element into the presentation to connect the novel to the South America unit using researched information from a credible source.

South America Historical Fiction Assignment

Once you have made your groups, and decided what book each group will read decide whether you want to make a collage/art project related to your book, or a skit/puppet show. Along with the project you make, each group will also have to make a 5 minute presentation in front of the class describing how your book related to our study of South America,

Choice 1: Collage/ Mural:

- Make a collage or mural that represents the main elements of your novel, setting, plot character, turning point or climax. You may focus on one element, but make sure you can justify why you think this element is most important.
- Use a variety of materials, old magazines, cray-pas, watercolors etc... be creative, try to think outside the box.
- Find three passages from the novel that support your project's message, explain why each passage is significant.

Choice 2: Skit/Puppet Show:

- Write and act out a skit or puppet show that is about 5 minutes long that tells the main turning point and climax from your novel.
- Make sure everyone in your group has an important role.
- Find the main three passages in the text that made you think your skit is about the turning point/climax, be able to justify your choices
- Once again you need to be creative, think outside the box, try to be entertaining as well as informative, use humor, sarcasm etc...

Presentation (Everyone):

- As a group you need to come up with a five minute presentation that informs the class how your novel is related to our study of South America
- Think about the areas we have studied, Population, climate, natural resources, history, culture etc....
- Are there any misconceptions or stereotypes in the novel that you picked up on?
- How was this book similar/different from what you thought it would be like?

Oral Presentation Rubric : Historical Fiction Novel

Teacher Name: **Ms. Pandre**

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Current Event Connection Lesson Plan

Description of Grade Being Taught: Grade 6

Overall Purpose of the lesson: Social Studies

Massachusetts Curriculum Frameworks and Learning Standards:

Concepts and Skills:

Civics, Government and Economics

1. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions
2. Compare the standard of living in various countries today using gross domestic product per capita as an indicator

Learning Standards:

South America (Optional Topics for Study)

1. Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)

Behavioral Objectives/ Learning Outcomes:

Students will be able to

1. Find credible articles using reading level appropriate newspapers and or magazines.
2. Summarize a newspaper article, and relate it to classroom study about South America
3. Share information with the class in a concise and relevant manner, ask peers questions related about their articles.

Materials:

1. Access to the internet/ a printer
2. Several recent newspapers/ news magazine such as *News Week*, *Time for Kids*, *The Boston Globe*
3. 3 x 5 index cards

Relationship to Curriculum Unit: By the end of this unit, the students should have a relatively good idea of the history, geography, and economic structure of South America and its many nations. However, this lesson in particular will extend the students understanding of the topic, and relate it to their own life, and current events by comparing what they have learned about South America through classroom study with something

that they read about the region in a current events newspaper or magazine. It will help the students to appreciate that people in South America are just like everyone else, that there are people there experiences joy and hardship right now, it's not just a place to be read about in a history book.

Instructional Practice:

Time Required: 60 minutes

1. As a whole class brainstorm any events or situations that the students have heard of that are currently occurring in South America or related to immigrants of South American decent.
2. Before letting the students loose, remind students what we have been learning about, How each South American country became a nation, the natural resources and geography of the region, the educational system and economy there, as well as the overall cultural aspects of the region.
3. Tell the students that they are responsible for finding an article related to one of the situations/ events in a current newspaper or magazine, Have several different varieties available, as well as access to the internet/printer if student would like to look for a credible online article related to South America.
4. Each student will need to find an article in one of these periodicals, which is related to something we have studied in class.
5. After reading the article, each student should take some time to summarize the article writing down key point on up to 2 3 x 5 index cards.
6. When the students have completed their initial notes, have them write a more put together 1-2 paragraph summary of the article which also relates it to content matter that has been talked about in class.
7. Throughout this entire process, circulate around the room and direct students as needed as well as make sure they are on the right track.
8. Once each student has summarized their article, come back together as a group and have each student share their summaries (they may read what they have written, or paraphrase as they choose)
9. Encourage classmates to ask students what they learned that didn't expect from the article, as well as clarification as to how the article was related to prior class learning about South America.

Motivational Techniques: It is part of human nature to want to relate what you are learning to what you already know. Therefore, because this lesson aspires to relate students evolving world knowledge with classroom study of South America, it is inherently motivational. Also, at this age many students want to begin to read more adult level periodicals, and this lesson incorporates this desire with a classroom topic that is already being covered.

Wrap Up: Finish off with a short discussion about the current economy in South America, if the students think most children there are able to have a good education, why or why not, and also how the economy might be affected by current global climate changes.

Assessment: For formal assessment, the teacher will have the students' summaries, notes and presentations to look over, and see if the students are on track as far as note taking, summarizing and making connections between classroom discussions and reading material. As far as more informal assessment, through listening actively during class discussion, and circulating while the students are working the teacher will be able to evaluate the students strategies for note taking, and their thinking about the subject.

Modification/ Adaptation: Making sure all students are able to successfully complete the assignment may require teachers to pre-read several articles in order to direct students that may be struggling to a slightly more accessible article, while students that are ready for more challenging reading may want a longer/ more in-depth article to summarize. Also, providing students that are struggling with a note-taking outline may be helpful.

South America Unit Assessment

After completing our formal study of South America, the students will have already made a pamphlet about the geography of a South American nation, researched how a South American nation became independent and made a cause and effect diagram using Inspiration to illustrate the process, read and analyzed a Historical Fiction novel related to the region and read articles related to current events happening in the region.

For a final unit assessment the students will be required to make an imaginary travel scrapbook chronicling a week long trip to the region, incorporating what they have learned, and researching anything that they still do not know about the region.

Travel Scrapbook Assignment

Please make an imaginary travel scrapbook of a vacation or journey you could take in South America. Your scrapbook should be of a weeklong trip, it can be a trip you could take right now, or one that you could have taken long ago. Include visit to At least 3 countries, 3 major cities, 3 Physical Landmarks Features and at least 2 schools, economic or governmental organizations found in the region.

Use information we have learned during our Study of South America, if needed you may do additional research, but make sure to include where you got your information.

Be creative when making your scrapbook, the finished result should not look like a report but a journal you might have kept if you actually went on this trip, use different art materials, decorations, pictures etc... Make it memorable and unique!

Your scrapbook should include the following:

Cover page:

- ◇ Your name and date, as well as when this trip would take place
- ◇ A picture of somewhere you would go on this trip
- ◇ The names of the Countries you will go on your trip

A Page describing Each Country you visit:

- ◇ A map of the country, including the route you would take while there, and the Capital city labeled
- ◇ 2 pictures of things you would see in each country
- ◇ A paragraph description of what you would do while visiting each place, and what you would see there.

A Paragraph describing a major city you would visit in each one of the countries:

- ◇ 1 quality paragraph describing the history and people of each city, what you saw and experienced while visiting.

- ◇ A picture of a significant place in that city.

A Paragraph describing a physical landmark/ feature in each one of the countries:

- ◇ 1 quality paragraph relating why this landmark/feature is important to the economy, climate and/or people of that nation.
- ◇ A picture of each landmark/feature.

A Paragraph each describing 2 schools, economic or governmental organizations you visited on your trip:

- ◇ A picture of what each place might look like
- ◇ A quality paragraph describing what you saw there, what the people were like, the history and/or purpose of the organization.

If you used any additional sources, other than those previously used in class, please cite them on a Works Cited page.

Adaptations/ Modifications: This type of assessment would be very easy to simplify or extend as needed, for students that need support or are struggling the requirements could be shortened, and since the students' work will be graded on effort, as long as they do their best work, every student can be successful. If students want to be challenged, they can add extra parts to their scrapbook, what a visit to an orphanage might be like, an imaginary interview with a political figure in of a South American nation etc...

Making A Brochure : South America Travel Scrapbook

Teacher Name: **Ms. Pandre**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the scrapbook are accurate.	99-90% of the facts in the scrapbook are accurate.	89-80% of the facts in the scrapbook are accurate.	Fewer than 80% of the facts in the scrapbook are accurate.
Writing - Organization	Each section in the scrapbook has a clear beginning, middle, and end. All required information is included	Almost all sections of the scrapbook have a clear beginning, middle and end. Almost all required information is included	Most sections of the scrapbook have a clear beginning, middle and end. Most required information is included	Less than half of the sections of the scrapbook have a clear beginning, middle and end. There is a lot of required information missing
Attractiveness & Organization	The scrapbook has exceptionally attractive formatting and well-organized information.	The scrapbook has attractive formatting and well-organized information.	The scrapbook has well-organized information.	The scrapbook formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the scrapbook.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the scrapbook.	Student can accurately answer some questions related to facts in the brochure and to technical processes used to create the scrapbook.	Student appears to have little knowledge about the facts or technical processes used in the brochure.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Annotated Bibliography:

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5. Bradbeer, Healey & Kneale (2004). Undergraduate Geographers' Understandings of Geography, Learning and Teaching: A Phenomenographic Study. *Journal of Geography in Higher Education*, 28(1), 17-34

-Scholarly Journal article about the state of geography education in the United States as well as abroad

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-Article about the power geography can have if it is valued and explored

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8. Inspiration Software Program