|  |  |  |
| --- | --- | --- |
| **Unit 3**  **Central America, South America, and the Caribbean**    **World Geography** | |          [**Learning Plan (Activities)**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#learn)   * [**Assessment Resources**](https://blackboard.stpsb.org/bbcswebdav/institution/ccss/ss/world_geo/res_w_geo/assessments/geog_assess_main.docx)            [**Course Resources**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/ss_geog_course_res/ss_geog_course_res_main.htm)           [**Scope & Sequence**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/res_curr/timelines/ss/wldgeo_ss_time.doc)           **State Testing Resources** |
| **Unit Length and Description:**    **Length**    This unit focuses on the physical and human geography of Central America, South America and the Caribbean. Regarding physical geography, the unit explores the relationship between landforms, population and weather patterns. The unit also analyzes human activities such as deforestation and trade agreements. | | |
| **Standards:**    **GLEs:** WG.1.4, WG.2.3, WG.2.4, WG.3.1, WG.4.2, WG.4.3, WG.5.1, WG.5.2,  WG.5.3, WG.5.4, WG.6.2, WG.6.3, WG.6.4  **CCSSs:** RH.9-10.2, RH.9-10.4, RH.9-10.7, RH.9-10.8, WHST.9-10.4, WHST.9-10.9 | | |
| **Enduring Understandings:**             Where you live influences how you live.           People adapt to and modify their environment.           The movement and migration of people, goods, and ideas affects the past, present, and future. | **Essential Questions:**             How does where people live influence how they live?           In what ways do humans interact with the environment?           What social, political, and economic opportunities and problems arise when cultures interact? | |
| **Academic Vocabulary:**    natural processes, human processes, demographics, conservation, interdependence | | |
|  | | |
| **Learning Plan:**             [**Activity 1**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson1)**– Mapping Latin America**           [**Activity 2**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson2)**– Migration to and from Central America, South America, and the Caribbean**           [**Activity 3**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson3)**– Natural and Human Processes of Central America, South America and the Caribbean**           [**Activity 4**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson4)**– Population Pyramids and the Demographic Transition Model**           [**Activity 5**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson5)**– Latin American Rainforests**           [**Activity 6**](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/u3a.htm#lesson6)**– Trade Agreements** | | |
|  | | |
| **Activity 1** | | |
| **Mapping Latin America**    **GLEs: WG.1.4, WG.4.2, WG.5.4, WG.6.3**  **CCSSs: RH.9-10.2, RH.9-10.4, WHST.9-10.4**    **Materials List:**     * [Latin America outline map](http://www.phschool.com/curriculum_support/map_bank/pdfs/latin_america_politicalA.pdf) * [Latin America physical map](http://www.phschool.com/curriculum_support/map_bank/pdfs/latin_america_physicalA.pdf) * Latin America political maps- [South America](http://www.eduplace.com/ss/maps/pdf/s_america_nl.pdf), [Central America](http://www.eduplace.com/ss/maps/pdf/cent_amer_polnl.pdf) * [Latin American Map BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_latin_map_blm.doc) * [Latin America land use and resource map](http://static.ddmcdn.com/gif/maps/pdf/SAM_THEM_LandUse.pdf) * [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) * [Landforms Vocabulary Self-Awareness Chart BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_landforms_vocab_blm.doc) * [Latin American Economies Research BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_latin_econ_research_blm.doc) * [Latin American Economies BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_latin_econ_blm.doc)     **Multimedia Resources:**     * Discovery Education video segment- [Amazon River Basin](http://app.discoveryeducation.com/player/view/assetGuid/BA4EDD3B-0597-4AD1-9C37-477AE61661B8) * Discovery Education video segment- [Andes Mountains](http://app.discoveryeducation.com/player/view/assetGuid/D08B7E39-6B4E-4397-A0B9-B0355653D7A8)       **Part 1:**    Latin America is the collective name given to Central America, South America, and the Caribbean. This name is used because these areas all share a similar culture, including a language derived from Latin (Spanish or Portuguese) and a religion (Roman Catholic).    Provide students with an outline map of Latin America (Caribbean and Central and South America) which can be found at <http://www.eduplace.com/ss/maps/>. Students will label all countries, landforms, island regions, and bodies of water on the outline map using the physical and political maps as their guide. Provide students with a copy of the Latin America Map BLM or display it for students to copy. The Latin America Map BLM (see sample below) provides students with a list of countries, landforms, and bodies of water that should be added to the outline map. Student maps can be peer edited and checked for accuracy.     |  |  |  |  | | --- | --- | --- | --- | | **Countries** | **Island Regions** | **Landforms** | **Bodies of Water** | | Mexico | Greater Antilles | Andes Mountains | Caribbean Sea | | Belize | Lesser Antilles | Llanos | Atlantic Ocean |     Have students complete a vocabulary self-awareness chart (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) for the types of landforms found on the maps (see Landforms Vocabulary Self-Awareness Chart and sample BLM below). As students complete the chart, ask students to rate their understanding of the landforms using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. These definitions should then be discussed as a class. Students should add information to the chart as the definitions are discussed. The completed chart will be used as study guide for vocabulary and unit tests.     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Vocabulary Term** | **+** | **?** | **-** | **Explanation** | **Example/ Sketch** | | Mountains |  |  |  |  |  | | Plains |  |  |  |  |  |     Use *discussion* (See Course Resources for description) in the form of Think-Pair-Square-Share to identify the types of jobs people have who live in plains areas (i.e., farming, sheep herding, and cattle ranching). This form of *discussion* is based on the idea that students learn and remember best when they participate in an interactive dialogue about class topics. This strategy promotes deeper processing of content and rehearsal of newly learned content. Students will analyze both physical and land use maps in order to determine the types of jobs found in plains areas. Students may also use the world fact book, encyclopedia, or textbook to check the information gathered from the maps.    After students study the maps, conduct research, and identify the types of jobs found in plains areas, ask students to think alone for a short period of time then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming, in effect, small groups of four students. Follow the small group sharing with a class discussion in which all groups can check their work for accuracy and misconceptions can be corrected. Students should record their thoughts about the types of jobs available in the plains areas of Latin America in their *learning logs*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).    Next, explain to the students that the Amazon River in South America is the largest river (widest and water volume) in the world while the Nile River in Africa is the longest. Explain the difference to the students. (The largest river means it has more tributaries and distributaries than any other river.) The video segment listed in the multimedia resources explains the Amazon vs. the Nile. Ask students to analyze physical maps and land use maps to determine the types of jobs people have who live along rivers. Again use *discussion*in the form of Think-Pair-Square-Share to allow students to discuss the jobs available along rivers. Follow the small group sharing with a class discussion in which all groups can check their work for accuracy and misconceptions can be corrected. Student responses should be written in their *learning logs.*    Then, explain that the Andes Mountains are the longest and second highest mountain range in the world. Mount Aconcagua is the highest mountain in Latin America and the Western Hemisphere. The Andes were created due to plate tectonics. A brief conversation about plate tectonics may be needed to refresh students’ memory of the concept from middle school science class. The video segment listed in the multimedia resources reviews the concept of plate tectonics. Ask students to analyze land use and physical maps of Latin America to determine the types of jobs people have who live in the mountains using *discussion*in the form of Think-Pair-Square-Share method and have students record their findings in their *learning logs*. Follow the small group sharing with a class discussion in which all groups can check their work for accuracy.    **Part 2: Country Research**    Divide students into pairs and assign each group a country in South America, Central America, or the Caribbean. Students will conduct research using encyclopedias, Internet, textbooks, or the [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) and find the per capita income, GDP, standard of living, and quality of life in their assigned country. Students should also research the type of economy, major economic activities (legal and illegal), and the major exports from their assigned country. Each group will create a map of their country which depicts the natural resources and economic activities in their assigned country. Students can record the information from their research in the Latin American Economies Research BLM (see sample below).     |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Per Capita Income** | **GDP** | **Standard of Living** | **Quality of Life** | **Type of Economy** | **Economic Activities** | **Natural**  **Resources** | **Exports** | |  |  |  |  |  |  |  |  |     Each group will share their information with the class by presenting in a multimedia format (PowerPoint, Prezi, Photo Story, Movie Maker, etc.) During the presentations, all students will add the natural resources and economic activities presented by each groupto their outline map. In addition, students will complete a *graphic organizer*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) depicting the important economic information about each country. (See sample Latin American Economies BLM below)  This graphic organizer will be used to assist students in class discussion and will also be used as a study aid for the unit test.     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Country** | **Type of Economy** | **Economic Activities** | **Exports** | **Per Capita Income** | **Standard of Living** | **Natural**  **Resources** | |  |  |  |  |  |  |  |     After all groups have presented their information, lead the class in a discussion about the relationship between natural resources and the standard of living in a country. The discussion should also include the differences in the standard of living in countries with developing economies and those with developed economies. Students should brainstorm the impact of various types of government on a country’s economy and standard of living. Students should use the information from their earlier *discussions*(Think-Pair-Square-Share) as well as their *learning logs* to assist them in this discussion. | | |
| **Activity 2** | | |
| **Migration to and from Central America, South America, and the Caribbean**    **GLEs: WG.4.3, WG.5.1**  **CCSSs: RH.9-10.2, WHST.9-10.9**      **Material List:**     * [Latin American Split-page Notes BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_latin_splitnotes_blm.doc) * Secondary sources on [Argentina](http://www.migrationinformation.org/Profiles/display.cfm?ID=374), [Ecuador](http://www.migrationinformation.org/Profiles/display.cfm?ID=575), [Mexico](http://www.migrationinformation.org/usfocus/display.cfm?ID=208), [Brazil](http://www.migrationinformation.org/Profiles/display.cfm?ID=311), [Haiti](http://www.oas.org/atip/regional%20reports/migrationinthecaribbean.pdf).     **Multimedia Resources:**     * Discovery Education video segment- [South America Today: Argentina- Early History and Immigration](http://app.discoveryeducation.com/player/view/assetGuid/DF3FE8A4-A470-4498-91A8-78141BF119DD) * Discovery Education video segment- [South America Today: Ecuador- History and Culture](http://app.discoveryeducation.com/player/view/assetGuid/7E91AA34-EE6C-4902-A1F4-2C7890B60D20) * Discovery Education video segment- [South America Today: Brazil- Geography and History](http://app.discoveryeducation.com/player/view/assetGuid/920CE5C0-BBF8-4268-98CE-6C51795FA4F5) * Discovery Education video segment- [Haiti](http://app.discoveryeducation.com/player/view/assetGuid/BE3435C8-0066-4203-8ABA-11B7866572D4) * Discovery Education video segment- [Mexico](http://app.discoveryeducation.com/player/view/assetGuid/6C12F95A-D089-4B4D-BC0E-E1EE4B4F2AD5)       Provide information to students about the various ethnic groups found in Latin America. This can be done through lecture notes, a slideshow, or video. Divide students into four or five small groups. Assign each group one of the following areas to research: Mexico, Haiti, Brazil, Ecuador, or Argentina (additional areas may be added). Students should use a variety of resources (textbooks, encyclopedias, Internet, etc.) to research the history of their assigned area. If students are using the internet to research, they should use [Advanced Google Search](http://www.google.com/advanced_search). For more information on Advanced Google Search, teachers should read [12 Reasons to Teach Searching Techniques with Google Advanced Search](http://21centuryedtech.wordpress.com/2012/05/04/12-reasons-to-teach-searching-techniques-with-google-advanced-search-even-before-using-the-basic-search/).    During their research, students should focus on the history of the area including pre-Columbian civilizations, colonization, reasons for colonization, independence, and the migration of ethnic groups in both past and present times (including urbanization and the factors that impact settlement patterns). Students should also classify the reasons for migration as push or pull factors. Monitor groups as they research to insure accuracy of information being written. Check each group’s notes for accuracy prior to their presentations.    Each student groups should create a multimedia presentation (PowerPoint, Prezi, Movie Maker, Photo Story, etc.) demonstrating their findings. As each group shares their research, their classmates will use *split-page note taking* (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) to record presented information. *Split-page note taking* is a strategy that assists students in organizing their notes and helps to encourage active reading, listening, and summarizing. It provides a visual study guide for student use when preparing for a test. Students will organize their page into two columns. The left column (usually about a third of the page) is used to record the main themes or ideas. The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea. Students should use the Latin American Split-page Notes BLM to record the research on their assigned country and then set up four more split-page notes like this one to record information about the other areas presented (see sample BLM below).     |  |  | | --- | --- | | **Topic: History** | **Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | What country first colonized the area? |  | | How did colonization impact the area? |  |     After all group presentations have been completed, elicit observations from the class and discuss the similarities and differences between factors influencing migration throughout time and the impact of human characteristics on economic activities and settlement patterns on the regions covered in the presentations. Some teacher guidance may be needed.    Students will use their *split-page notes* page to study for unit quizzes and tests by covering information in the right column, then using the prompt in the left column to recall the covered information on the right side. Students should also be given time to quiz each other using their *split-page notes*. | | |
| **Activity 3** | | |
| **Natural and Human Processes of Central America, South America and the Caribbean**    **GLEs: WG.2.4, WG.6.2**  **CCSS: RH.9-10.4**      **Materials List:**     * [Natural and Human Processes Vocabulary Cards BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_natural_processes_blm.doc) * nine 3x5 index cards for each student (optional) * poster board, colored pencils, paper clips     **Multimedia Resources:**     * [National Geographic Forces of Nature](http://www.youtube.com/watch?v=ldV8nHJqhxQ) (use segments) * National Geographic video segment- [El Nino](http://video.nationalgeographic.com/video/environment/environment-natural-disasters/landslides-and-more/el-nino/) * National Geographic video segment- [Hurricanes 101](http://video.nationalgeographic.com/video/101-videos/hurricanes-101) * National Geographic video segment- [Volcanoes 101](http://video.nationalgeographic.com/video/101-videos/volcanoes-101) * National Geographic video segment- [Earthquakes 101](http://video.nationalgeographic.com/video/environment/environment-natural-disasters/earthquakes/earthquake-101/) * National Geographic video segment- [Erosion](http://www.natgeoeducationvideo.com/film/1056/erosion) * National Science Foundation video segment- [Deforestation in the Amazon Rainforest](http://youtu.be/rm8TyJ2fOaw) * National Geographic video segment- [Floods 101](http://video.nationalgeographic.com/video/environment/environment-natural-disasters/landslides-and-more/floods/)       **Part 1: Understanding Natural and Human Processes**    Present information to students about the natural and human processes in the region including El Niño, La Niña, hurricanes, global climate change, earthquakes, flooding, volcanoes, erosion, weathering, and deforestation. This information may be presented through teacher notes, slideshows, videos, or informational texts. Students will use this information to create *vocabulary cards* (See Course Resources for description,[Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) about these natural processes. This strategy allows students to see connections between words, examples of the word, and the critical attributes associated with the word. Draw a sample *vocabulary card* on the chalkboard. Have students copy the blank vocabulary card into their notebook nine times or distribute nine 3x5 index cards to each student and ask them to follow directions in creating a *vocabulary card*. (See the Natural and Human Processes Vocabulary Card BLM and the sample below.) The target word, El Niño, should be placed in the middle of the card. Students then provide a definition of the word in the appropriate location. Next, students will complete the characteristics, effect, and illustration sections on the card. Have students create cards for the other natural processes and related vocabulary terms. After completing the vocabulary cards, students should use them as a study aid both individually and with a partner to assist in preparation for both vocabulary quizzes and the unit test.      Students should predict the effects of the natural and human processes on each of the three regions (Central America, South America, and the Caribbean) and indicate how the natural and human processes contribute to the identity of the place (be sure students distinguish between natural and human processes or determine if it is both natural and human). Students should determine where each of these natural and human processes occurs and why natural and human processes are more likely to occur in some areas rather than others. Students should also predict the impact of these natural and human processes on Latin America in the future.    Elicit observations from the students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.    **Part 2: Human Environmental Interaction**    On a piece of poster board, use a blue marker or colored pencil to draw and color a river. Then cut the poster into four sections (cut in half both horizontally and vertically) and number each piece so you can correctly put them back together (number top left 1A, bottom left 1B, top right 2A, bottom right 2B). Repeat this process with a second piece of poster board and continue numbering (top left 3A, bottom left 3B, top right 4A, and bottom right 4B). The eight pieces of poster board will represent one continuous river divided into 8 parts (each section should have part of the river as well as empty white space).    Divide the class into eight groups and provide each group with one section of the prepared poster board. Tell the class that they have been given a piece of land, represented on their poster board as white space, and five million dollars to develop it. Have each group discuss how they want to develop their land and then draw this on their poster board. Groups will use the numbers on their poster board to place their pieces in the proper order. Tell the class that all of their posters fit together like a puzzle and represent the development that may happen along any river in Latin America (or the world). Allow each group to present to the class how they chose to develop the land. As the groups present, they will receive a paper clip for each way they helped increase erosion, or caused pollution of the land or waterway. Any paperclips representing pollution of the water shall be passed to the next group. This will continue until all groups have presented their land development. After the last presentation, explain the compound effect of pollution on a river system such as the Amazon or, in the United States, the Mississippi River.    Hold a class discussion about the activity. Be sure to discuss the impact of humans and human processes on the environment as well as the impact of humans and human processes on the activities of other humans. (Example: Any human activity will contaminate the natural environment and cause some type of pollution and if one group of humans cause pollution of a river it will impact the ability of others to use the river as well as their ability to gather safe food supplies from the region.) | | |
| **Activity 4** | | |
| **Population Pyramids and the Demographic Transition Model**    **GLEs: WG.4.3, WG.5.2, WG.5.4**  **CCSSs: RH.9-10.7, WHST.9-10.4**      **Materials List:**     * copies of the [Demographic Transition Model](http://pages.uwc.edu/keith.montgomery/Demotrans/demtran.htm) * population pyramids for the [United States](http://www.indexmundi.com/united_states/age_structure.html) and [Mexico](http://www.indexmundi.com/mexico/age_structure.html) * [Population data for Puerto Rico and Argentina](http://esa.un.org/unpd/wpp/unpp/panel_indicators.htm) * [Rule of 72 Worksheet BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_ruleof72_blm.doc) ([answers](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_ruleof72_answers_blm.doc)) * [Population Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_pop_anticipation_blm.doc) * copies of  [“Earth: The Apple of our Eye” Student Activity](https://www.populationeducation.org/sites/default/files/earth_apple_of_our_eye_sec.pdf) from the Population Connection website * [Sample Rubric BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_sample_rubric_blm.doc)     **Multimedia Resource:**     * You Tube video segment- [Population Pyramids: Powerful Predictors of the Future- Kim Preshoff](http://www.youtube.com/watch?v=RLmKfXwWQtE) * You Tube video segment- [Demographic Transition and Population Pyramids](http://youtu.be/nonCD5GR9bw)       Provide the class with a copy of a [Demographic Transition Model](http://pages.uwc.edu/keith.montgomery/Demotrans/demtran.htm). This model illustrates population changes in developed countries. Discuss each stage with students and provide them with an understanding of each stage.    The following is a demographic model of the stages of population growth in countries (pre-industrial to advanced economy):    **Stage 1**: Low growth rate, high birth rates, high death rates, pre-industrial economy    **Stage 2:**Rising growth rate, declining death rate, high birth rate, early industrial economy    **Stage 3:**High growth rate, declining death rate, declining birth rate, advanced        industrial economy    **Stage 4:**Low growth rate, low birth rate, low death rate, advanced economy    Distribute and have students complete the Rule of 72 Worksheet BLM (see BLMs). After completing the worksheet, discuss with students the food supplies and natural resources available to the world.    The *anticipation guide* (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) will assist students in activating prior knowledge as well as set a purpose for learning. This strategy is especially useful to struggling or reluctant readers and learners, as it helps focus their attention to important information. Have students read the statements from the Population Anticipation Guide (See sample below) and determine if the statement is true or false in their *learning logs*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/))*.*Guide the class in a discussion of the prompts and allow students to use their *learning logs* as they contribute to the class discussion.    Using the information about the demographic transition model, along with population pyramids for the [United States](http://www.indexmundi.com/united_states/age_structure.html) and [Mexico](http://www.indexmundi.com/mexico/age_structure.html), students will determine the stage of the Demographic Transition Model in which each country is currently classified. Guide the students through this process using the population pyramid of the United States. Then have students use the [Mexico population pyramid](http://www.indexmundi.com/mexico/age_structure.html) to complete this task on their own.    Provide students with [population data for Puerto Rico and Argentina](http://esa.un.org/unpd/wpp/unpp/panel_indicators.htm). Use the population data for Puerto Rico to guide students through the process of creating a population pyramid. Then allow students to use the population data for Argentina to create their own population pyramid.    Using all of the information from the Demographic Transition Model as well as the population pyramids, students should predict the impact of population growth on each individual country studied and on Latin America as a whole. Have students list cultural characteristics (e.g., religion, life affirming, death denying, etc.) that influence population growth. Lead a class discussion on the various cultural characteristics. Have students return to the Population Anticipation Guide and revise their answers to the statements based on their study of the Demographic Transition Model, population pyramids, and information about population growth. Allow students to share their responses with the class and correct misconceptions as they arise.    Distribute copies of the [“Earth: The Apple of our Eye” Student Activity](https://www.populationeducation.org/sites/default/files/earth_apple_of_our_eye_sec.pdf) from the Population Connection website. Explain to students that only about three percent of the Earth’s surface is capable of growing food. Over the past century, farming technology has made it possible to produce more food from the world's limited cropland to feed the growing world’s population. However, much of this arable (farmable) land has been taken out of production for urban/suburban development and livestock grazing, or has been mismanaged leading to irreparable soil erosion. This activity provides students with a visual representation of Earth’s land area.    **Activity-Specific Assessment:**    Have students write a one page paper analyzing the current and future impact of population growth on the world. The paper should include a paragraph on each of the following: impact on food supply, impact on natural resources, and impact on standard of living. The paper will be assessed using a rubric such as the one found in the Materials List. | | |
| **Activity 5** | | |
| **Latin American Rainforests**    **GLEs: WG.2.3, WG.2.4, WG.4.2, WG.6.4**  **CCSSs: RH.9-10.2, RH.9-10.8, WHST.9-10.4**      **Materials List:**     * [Rainforest PowerPoint](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_rainforest.ppt) * Student copies of the newspaper articles: “[Conservation or Colonialism?](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_article_conservation_colonial.doc)” and “[Brazil’s Plan to Save the Rainforest](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_article_brazils_plan.doc)” * Internet access (optional)     **Multimedia Resource:**     * Video segment- [Amazon Rainforest](http://www.teachersdomain.org/resource/tdc02.sci.life.oate.rainforest/)       Provide students with information about Latin America’s rainforests through teacher notes, a slideshow presentation, or a video. This information should include where these rainforests are located, the resources found within the rainforest (be sure to include plant and animal life) and the reasons conservation of the rainforest is needed. Students will then determine:     * The importance of the rainforest * Problems facing the rainforest * Causes of the problems facing the rainforest     Lead students in a discussion concerning rainforests conservation, especially in Brazil, where it has become an international issue. Brazil is a sovereign nation and does not have to take into consideration world pressure to protect its rainforest. The class should discuss the national self-interest of Brazil, Brazil’s conservation policies, and how other nations may approach Brazil about changing their policies. Have students use Close Reading to analyze the articles, “Conservation or Colonialism?”  and “Brazil’s Plan to Save the Rainforest”. More information on Close Reading and text dependent questions can be found in the Course Resources. Because of the length of the articles, teachers might choose to assign “Brazil’s Plan to Save the Rainforest” to more advanced readers.    Discuss the readings as a class including the thesis or main idea presented by the authors as well as the evidence presented to support this idea.    Now have students complete a *RAFT*activity (See Course Resources for description,[Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) with the following elements:     |  |  | | --- | --- | | **R**ole | a member of the United Nations | | **A**udience | the leaders of the Brazilian government | | **F**ormat | formal letter | | **T**opic | change in Brazil’s conservation policies |       The letter should be written in the students’ *learning logs* (See Course Resources for description [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) and should include current Brazilian conservation policies for the rainforest, a proposed change to the policy, and a minimum of three reasons why this policy change is needed.    Allow student volunteers to share their *RAFT* letters with the class while students listen for accuracy and logic. Students should refer to their *RAFT*during a guided class discussion on the role of businesses and the government in the conservation of the rainforests. | | |
| **Activity 6** | | |
| **Trade Agreements**    **GLEs: WG.3.1, WG.5.3**  **CCSSs: RH.9-10.2, WHST.9-10.4**      **Materials List:**     * [Trade Agreements Graphic Organizer BLM](https://blackboard.stpsb.org/bbcswebdav/pid-140458-dt-content-rid-2881032_4/institution/ccss/ss/world_geo/res_w_geo/res_u3/ss_geog_u3_trade_agree_blm.doc) * information on [NAFTA](http://www.ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta), [CAFTA](http://www.ustr.gov/trade-agreements/free-trade-agreements/cafta-dr-dominican-republic-central-america-fta), and the [WTO](http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm) * Internet access (optional) * white, blue, and red poker chips (3 per student)     **Multimedia Resources:**     * Discovery Education video segment- [Location of Industry and NAFTA](http://app.discoveryeducation.com/player/view/assetGuid/FE90D431-2499-4C35-99D4-45714DA75828) * CSPAN video segment- [CAFTA Legislation Signing](http://www.c-spanvideo.org/program/188179-1)       Spread the poker chips out on the floor at one side of the room and line students up in a straight line on the opposite side of the room. On the count of three, allow students to run and grab as many poker chips as possible (tell students they may not grab more than 4 chips). Tell students red chips represent food supply, blue chips represent water supply, and white chips represent natural resources. Students will then randomly pick the name of a country out of a cup (the cup should contain names of countries from all over the world, not just Latin America). Tell students in order for their country to prosper, they need at least one poker chip of each color. They may trade with other countries to get the chips they need. However, if their country is not in a trade agreement with the country with which they plan to make the trade, they must pay a “tax” of an extra chip. Hold a guided discussion about trade, the importance of having the proper resources to trade, and the possible impacts of trade agreements.    Provide information to students about trade alliances such as the North American Free Trade Agreement (NAFTA), the Central American Free Trade Agreement (CAFTA), and the World Trade Organization (WTO). This information could be from teacher notes, a slideshow, or assigned readings. Students should be provided with informational text about each organization. Information on the trade organizations may be found at the following links:             [CAFTA](http://www.ustr.gov/trade-agreements/free-trade-agreements/cafta-dr-dominican-republic-central-america-fta)           [NAFTA](http://www.ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta)           [WTO](http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm)    Students will use this information and information found in their textbook to complete a *graphic organizer* (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) to compare and contrast these three trade organizations. (See the Trade Agreements Graphic Organizer BLM.)  Students should add the purpose of the trade agreements, member countries, etc., in the appropriate places on the *graphic organizer.*Then, students will use the information placed in the *graphic organizer* to discuss the resources each of these countries is trading. This discussion should focus on the need for trade and interdependence, citing specific examples of economic interdependence between countries involved with all three trade agreements. The discussion should also focus on possible conflicts caused by the possession of a natural resource.    Students will use the information learned from the poker chips activity, *graphic organizer,* and class discussions to write a short essay on trade organizations. The first paragraph should include information about the purpose of trade agreements and benefits of trade agreements to member countries. The second paragraph should focus on economic interdependence and the disadvantages of trade agreements to members and nonmembers. The third paragraph should focus on the student’s opinion about trade agreements and if a country should in fact become a member of such an organization.    Exemplary essays will be shared with the class followed by a class discussion of the main ideas that should have been included in the essays. Students will check their essays for accuracy. Short essays provide practice for constructed response items on assessments. | | |