**Know:**

<table>
<thead>
<tr>
<th>Concept One - Five Themes of Geography:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five themes of geography (location, place, movement, regions, interaction)</td>
</tr>
<tr>
<td>Difference between physical and political maps</td>
</tr>
<tr>
<td>Different types of special purpose maps (i.e., climate maps, population maps, resource maps)</td>
</tr>
<tr>
<td>Features of maps &amp; other geographical tools (i.e., compass rose, map key)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept Two - Physical Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major physical features of the earth</td>
</tr>
<tr>
<td>Rotations of the earth - night &amp; day</td>
</tr>
<tr>
<td>Revolutions of the earth - seasons</td>
</tr>
<tr>
<td>Climate regions found on earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept Three - Human Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features of human geography (population, migration, economics, political systems)</td>
</tr>
</tbody>
</table>

**Understand:**

Geographic representations are essential to explain how people, places, and environments are distributed on earth.

**Do:**

- Label continents and oceans of the world on a blank map
- Locate places in the world using latitude & longitude
- Compare and contrast strengths & weaknesses of globes and maps
- Compare & contrast democracy & dictatorship
- Compare and contrast capitalism & communism
**Topic:** A: Geography Skills  
**Subject(s):** Social Studies

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of push-pull factors on population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population distribution map of western</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hemisphere - densely populated areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences between rural and urban areas</td>
<td></td>
<td></td>
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<tr>
<td>Know:</td>
<td>Understand:</td>
<td>Do:</td>
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</tr>
<tr>
<td>Concept One - Phys. Features of Middle America</td>
<td>Middle America's geography, history, and mix of diverse cultures continue to influence the world today.</td>
<td>Label countries, capitals, major waterbodies on a blank map of the region.</td>
</tr>
<tr>
<td>Location of countries, capitals, and major waterbodies</td>
<td></td>
<td>Speculate on what caused the end of the Mayan civilization.</td>
</tr>
<tr>
<td>Central plateau of Mexico</td>
<td></td>
<td>Study the pictures in text (369 - Mayan ruins) What does this picture suggest about Mayan culture &amp; technology?</td>
</tr>
<tr>
<td>Isthmus</td>
<td></td>
<td>Study the picture in text (381) Compare and contrast battle tactics of the conquistadors and indigenous people.</td>
</tr>
<tr>
<td>Mountain ranges (Sierra Madres Oriental &amp; Occidental)</td>
<td></td>
<td>Study painting in text (403) What three social groups are depicted in the painting? What do we learn about the role of each social group from the painting?</td>
</tr>
<tr>
<td>Baja California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources - coffee, sugar, bananas, cacao, wood, cotton, minerals, oil, petroleum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept Two - History of Middle America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Mayan civilization, Hieroglyphics, concept of &quot;zero,&quot; maize, calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;mystery&quot; of the end of the Mayan Empire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current status of Mayas in Guatemala (14.2 in text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Aztec Empire, Tenochtitlan (Aztec capital that stood on a floating island on the site of present day Mexico City), irrigation, medicine, Moctezuma (Ruler of the Aztec)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know:</td>
<td>Understand:</td>
<td>Do:</td>
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<tr>
<td>---------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Empire at the time the Spanish arrived, calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernan Cortes (Conquistador who conquered the Aztec Empire), impact on indigenous people, fall of Aztec Empire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican Independence - Hidalgo, Iturbide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panama Canal - Purpose, failure of French, eradication of malaria, U.S. involvement,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept Three - Culture of Middle America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spread of Catholicism by Spanish</td>
<td></td>
<td></td>
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<tr>
<td>Impact of Europeans on language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mestizos, Campesinos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsistence &amp; cash crop farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference between life in rural and urban areas (plazas, villages, reasons people are leaving rural areas, squatters, maquiladoras)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See dos for paintings throughout text</td>
<td></td>
<td></td>
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<tr>
<td>Concept Four - Current Issues in Middle America</td>
<td></td>
<td></td>
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<tr>
<td>Know:</td>
<td>Understand:</td>
<td>Do:</td>
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</tr>
<tr>
<td>Ownership of Panama Canal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigration to U.S. - jobs, effect on families, effect on population in U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High population of Mexico City - air pollution (plateau surrounded by mountains)</td>
<td></td>
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</tr>
</tbody>
</table>
### Topic: C: The Caribbean

**Subject(s):** Social Studies  
**Grade(s):** 6th  
**Know:**  
- Concept One - Physical Geography of Caribbean  
  - Location of Haiti, Puerto Rico, Cuba, Dominican Republic, Bahamas, Jamaica, Grenada, their capitals, and major bodies of water  
  - Volcanic eruptions & coral skeletons as island origins  
  - Caribbean Islands as archipelago  
  - Mountain ranges, plains - tourism  
  - Natural resources - sugar cane, coffee, cacao, citrus, bananas, bauxite, nickel, oil,  
- Concept Two - History of Caribbean  
  - Toussaint L'Ouverture and fight for Haitian independence  
  - Impact on rest of world  
  - Papa Doc & Baby Doc as dictators - impact on people (illiterate, poverty)  
  - Castro's coup for power  
  - Positive & negative contributions of Castro  
  - Cuban refugees to the U.S.  

**Understand:**  
- The Caribbean's geography, history, and mix of diverse cultures continue to influence the world today.  

**Do:**  
- Label Haiti, Puerto Rico, Cuba, Dominican Republic, Bahamas, Jamaica, Grenada, their capitals, and bodies of water on a map  
- Using the PowerPoint After the Earthquake, discuss the impact of the natural disaster on Haiti (Cause & Effect graphic organizer can also be used)
Know: | Understand: | Do:
--- | --- | ---
Relationship between U.S. & Cuba (embargo, attempts to overthrow Castro, tensions) | | |
Concept Three: Culture of the Caribbean | | |
Diverse mix of ethnic groups | | |
Spanglish | | |
Island music - steel drums, calypso, reggae | | |
Carnival | | |
Concept Four - Current Issues in Caribbean | | |
Impact of hurricanes, earthquakes, | | |
Poverty - Haiti | | |
Puerto Rico & U.S. - options for future (text - 15.3) | | |
### Know:

<table>
<thead>
<tr>
<th>Concept One - Physical Features of South America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andes Mountains - Altiplano (A high plateau in the Andes Mountains)</td>
</tr>
<tr>
<td>Lake Titicaca</td>
</tr>
<tr>
<td>Amazon Rainforest (A large tropical rainforest occupying the Amazon Basin in northern South America)</td>
</tr>
<tr>
<td>Amazon River</td>
</tr>
<tr>
<td>Pampas</td>
</tr>
<tr>
<td>Atacama Desert</td>
</tr>
<tr>
<td>Change in the capital city of Brazil (pg. 495 in text) Rio de Janeiro - a large city in Brazil previously the capital of Brazil</td>
</tr>
<tr>
<td>Natural Resources - Oil, petroleum, minerals, cacao, coffee, wood, rainforest, shellfish,</td>
</tr>
</tbody>
</table>

### Understand:

| South America's geography, history, and mix of diverse cultures continue to influence the world today. |

### Do:

| Label countries, capitals, and major bodies of water on a map |
| Look at picture on 416 in text - how does geography contribute to these people keeping their traditional way of life? |
| Compare and contrast Mayas, Aztecs, Incas (ex: timeline or flowchart sequence graphic organizer) |
**Topic:** D: South America  
**Subject(s):** Social Studies

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census, roads, aqueducts, quipus, architecture, bridges,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition between Spain &amp; Portugal - spread of Christianity,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholocism, quest for gold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line of Demarcation - Treaty of Tordesillas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francisco Pizzaro - Conquistador who conquered the Incas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impact of disease, mestizos</td>
<td></td>
<td></td>
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<tr>
<td>Simon Bolivar (South American revolutionary leader) &amp; fight for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose de San Martin - A South American revolutionary leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil's independence - Don Pedro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept Three - Culture of South America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current conditions for indigenous people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference between rural and urban life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsistence farming &amp; cash crop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of soccer on culture (World Cup)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know:</td>
<td>Understand:</td>
<td>Do:</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Concept Four - Current Issues in South America</td>
<td>Preservation of natural resources</td>
<td></td>
</tr>
<tr>
<td>Destruction of rainforests</td>
<td>Oil in Venezuela - government - relationship with US - current leader -</td>
<td></td>
</tr>
</tbody>
</table>
**Key Learning:** Canada's geography, history, and mix of diverse cultures continue to influence the world today.

**Unit Essential Question(s):**

What is unique about Canada's geography, history, and culture?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Concept</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Geography of Canada</strong></td>
<td><strong>History of Canada</strong></td>
<td><strong>Culture of Canada</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Essential Question(s):</th>
<th>Lesson Essential Question(s):</th>
<th>Lesson Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the main physical geographical features of Canada?</strong> (A)</td>
<td><strong>Why were European rulers interested in Canada?</strong> (A)</td>
<td>How can the influence of French culture be seen in Quebec? (A)</td>
</tr>
<tr>
<td>How has access to water, farmland, forests, and mineral resources impacted lifestyles and the economy in Canada? (A)</td>
<td>How did European colonization impact the indigenous people of Canada? (A)</td>
<td>How has immigration influenced culture in Canada? (A)</td>
</tr>
<tr>
<td>How does the variety of climates found in Canada impact lifestyles? (A)</td>
<td>How did Canadians win control of their government without going to war? (A)</td>
<td>How have the indigenous people of Canada influenced culture? How has technology changed their traditional way of life? (A)</td>
</tr>
<tr>
<td>Throughout Canadian history, why is Quebec unique? (A)</td>
<td>How is Canada still tied to Britain today? (A)</td>
<td>How has Canadian culture influenced culture in the United States? (A)</td>
</tr>
</tbody>
</table>

**Vocabulary:**
- Tundra, Permafrost, Prairie, Alluvial Soil, Fossil Fuel, Aurora Borealis
- Dominion, Bilingual, Tariff, Federation, Francophone, Descent, Immunity, Boomtown, Exile
- Cultural Diversity, Cultural Exchange, Ethnic Group, Melting Pot, Reserve, Inuktitut
**Key Learning:** It is vital for the United States to maintain good relationships with other nations in the western hemisphere.

**Unit Essential Question(s):**
What role does the U.S. play in the western hemisphere?

**Concept:**
- **Physical Geography of the U.S.**
  
  
  Lesson Essential Question(s):
  - How is the physical geography of the U.S. similar to other nations in the western hemisphere? (A)
  - How does the physical geography of the U.S. influence our economy? (A)
  - Economically, how does the United States depend on other nations in the western hemisphere? (A)

- **U.S. Government**
  
  
  Lesson Essential Question(s):
  - What is the structure of the U.S. government? (A)
  - Compare and contrast the government in the U.S. with governments throughout the western hemisphere. (A)

- **Culture in the U.S.**
  
  
  Lesson Essential Question(s):
  - How has the U.S. been impacted by cultural diffusion from the western hemisphere? (A)

**Vocabulary:**

**Additional Information:**
- [www.theweek.com](http://www.theweek.com) - current events

**Attached Document(s):**
- Analyzing Perspectives
- Cause and Effect
- Compare Contrast Summary
Topic: E: Canada
Subject(s): Social Studies

Concept:
Current Issues in Canada
7.3.6.D, 7.3.6.E

Lesson Essential Question(s):
Why do many French Canadians want Quebec to be an independent country? (A)
How is Canada affected by pollution? (A)
What role might the fishing industry play in the economy of the Atlantic provinces in the future? (A)
Why is it important to maintain good relations between the United States and Canada? (A)

Vocabulary:
Federation, Quiet Revolution, Separatist, Acid Rain, Maritime, Aquaculture

Additional Information:
Text - 6 (all), 7.4, 7.5, 8.1, 8.3, 10 (all),
http://worldhistorymatters.org/ - Primary sources from World History
http://www.centenashistory.com/tv/index.htm - Primary sources
http://www.thebritishcanadian.com/ - British Canadian newspaper

Attached Document(s):
Analyzing Perspectives Flyer
Analysis of primary sources - graphic organizer
Cause and Effect Analysis Tool for Political Cartoons - graphic organizer
Frayer Diagrams Vocabulary Warm-Ups - Canada
Week 1
Chapter 6

Canada

**tundra (n)** — a cold, dry region covered with snow for more than half the year

**permafrost (n)** — a permanently frozen layer of ground below the top layer of soil

**prairie (n)** — a region of flat or rolling land covered with grasses

**alluvial soil (n)** — fertile topsoil left by a river, especially after a flood

\[
\text{hydroelectric : water :: solar electricity : sun} \\
\text{function/object}
\]

Week 2

province (n) — a political division of land in Canada

**agribusiness (n)** — a large company that runs huge farms

**fossil fuel (n)** — a fuel formed over millions of years from animal and plant remains

**acid rain (n)** (Chpt 7:4 & 5) — rain containing acids that are harmful to plants and trees

\[
\text{frozen : permafrost :: fertile : alluvial soil} \\
\text{definition}
\]

Week 3

Chapter 7:4 & 7:5 - 193)

dominion (n) — a self-governing area subject to Great Britain

**bilingual (adj)** - able to speak two languages

**tariff (n)** - a fee charged on imported goods

**free trade (n)** — trade without taxes on imported goods

\[
\text{state : United States :: province : Canada} \\
\text{classification – part to whole}
\]

Week 4

cultural diversity (n) — a variety of cultures

cultural exchange (n) — the process by which different cultures share ideas and ways of doing things

(Chapter 8.1 & 8.3 (p 214)

**ethnic group (n)** — a group of people who share a common language, history, and culture

**melting pot (n)** — a country in which many cultures blend together to form a single culture

( **reserve (n)** — an area of land set aside by the government — definition not used)

\[
\text{tariff : tax on imported goods :: free trade : no tax on imported goods} \\
\text{definition}
\]
**Week 5**  
Chapter 10  
federation (n) — a union of states, groups, provinces, or nations  
Francophone (n) — a person who speaks French as his or her first language  
Quiet Revolution (n) — a peaceful change in the government of Quebec  
separatist (n) — a person who wants Quebec to become an independent country  

*ethnic group : common or same culture :: melting pot : **blended culture***  
(characteristic)

**Week 6**  
descent (n) — a person’s ancestry  
immunity (n) — a natural resistance to disease  
boomtown (n) — a settlement that springs up quickly to serve the needs of miners  
exile (v) — to force someone to leave his or her native land or home  

*federation : **Canada** : states : USA*  
(part/whole, classification?)

**Week 7**  
maritime (adj) — having to do with navigation or shipping on the sea  
aquaculture (n) — the cultivation of fish or water plants  
aurora borealis (n) — the colorful bands of light that can be seen in the skies of the Northern Hemisphere  

*miners : boomtown :: **exile** : refugee*  
(place / people)

Inuktitut (n) — the native language of the Inuit

First one for USA unit...  
*agriculture : land :: **aquaculture** : sea*  
(classification)

---

Western Hemisphere  
Canada Unit
Canada (Chapter 6)
tundra (n) — a cold, dry region covered with snow for more than half the year
permafrost (n) — a permanently frozen layer of ground below the top layer of soil
prairie (n) — a region of flat or rolling land covered with grasses
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(Chapter 7:4 & 7:5 - 193)
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tariff (n) — a fee charged on imported goods
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reserve (n) — an area of land set aside by the government

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separatist (n) — a person who wants Quebec to become an independent country
descent (n) — a person’s ancestry
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aquaculture (n) — the cultivation of fish or water plants

aurora borealis (n) — the colorful bands of light that can be seen in the skies of the Northern Hemisphere
Inuktitut (n) — the native language of the Inuit
Topic: C: The Caribbean

Subject(s): Social Studies

Key Learning: The Caribbean's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s):
What is unique about the Caribbean's geography, history, and culture?

Concept:
Physical Geography of the Caribbean
7.2.6.A, 7.1.6.B

Concept:
History of the Caribbean

Concept:
Culture of the Caribbean

Lesson Essential Question(s):
How were the islands of the Caribbean formed? (A)
What are the main physical geographical features of the Caribbean? (A)
How has geography influenced lifestyles of the people living in the Caribbean? (A)
How do the natural resources of the region affect their economy? (A)
How do the lack of natural resources affect their economy? (A)

Lesson Essential Question(s):
How did Haiti inspire revolutions in the western hemisphere? (A)
How have dictators shaped life in Haiti? (A)
How has Cuba been shaped by Castro and his vision of communism? (A)
Why have Cubans tried to leave Cuba? What has been the impact? (A)
How has the relationship between Cuba and the United States evolved? (ET)
What event leads to Puerto Rico becoming a commonwealth of the United States? (A)
How are the people of Puerto Rico both American and Puerto Rican? (A)

Lesson Essential Question(s):
What different ethnic groups make up the people of the Caribbean? (A)
Why is there a vast amount of cultural diversity in the Caribbean? (A)
How have the different cultures of the Caribbean blended to influence celebrations, music, and food? (A)

Vocabulary:
Archipelago
Embargo

Topic: C: The Caribbean

Lesson Essential Question(s):
- How have people of the Caribbean been impacted by extreme natural disasters? (A)
- What role should the U.S. and other nations play in assisting the countries of the Caribbean? (A)
- What is the current relationship between Puerto Rico and the U.S.? What three options can Puerto Ricans consider for their future relationship with the U.S.? (A)

Vocabulary:

Additional Information:
Text - Chapter 11.1, 11.3 - Review
12.4 - Touch on independence/history
13.2 - Culture
15 (all) - focus on the countries
http://worldhistorymatters.org/ - Primary sources from World History
http://www.evewitnesshistory.com/ - Primary sources

Attached Document(s):
- Haiti Earthquake 2010 PowerPoint
- Caribbean Vocabulary Warm-Up Sheet
Vocab Report for Topic: C: The Caribbean
Subject(s): Social Studies

Concept: Physical Geography of the Caribbean
Archipelago -

Concept: History of the Caribbean
Embargo -
Western Hemisphere Vocabulary Warm Up

Caribbean

Week 1
Toussaint L’Ouverture - former slave who helped banish slavery from Haiti
Jean-Bertrand Aristide - former president of Haiti
Ethnic group - a group of people who share the same ancestry, language, religion, or culture (good time to discuss diversity)
Carnival (n) - a lively annual celebration just before Lent in Latin America

Week 2
Leeward - a group of smaller eastern Caribbean islands also known as the Lesser Antilles
Windward - a group of 4 continental islands (5 countries) located in the Northern Caribbean Sea also known as the Greater Antilles
Illiterate - unable to read and write
Ally - a country joined to another country for a special purpose

Week 3
Exile - a person who leaves his or her homeland for another country, often for political reasons
Refugee - person who leaves his or her homeland to protect personal safety and escape persecution
Fidel Castro, Raul Castro - brothers who were leaders in Cuba’s Communist government
Embargo - illiterate: not being able to read :: literate: able to read
(Def)

Week 4
Concept: History of Middle America
Creole - a person of mixed African and European descent, in Haiti, a language that mixes French and African languages
Francois Duvalier and Jean-Claude Duvalier - father and son dictators who ruled cruelly and stole government funds for personal use also known as Doc and Baby Doc
Constitution - a statement of a country’s basic laws and values
Commonwealth - a self-governing political unit that has strong ties to a particular country (review what a citizen is a person with certain rights and responsibilities under a particular government)

Fidel Castro: communism :: George Washington: democracy

Western Hemisphere Latin America Unit
Concept: Physical Geography of Middle America (Chapter 11)
Middle America (n) — Mexico and Central America
plateau (n) — a large raised area of mostly level land
isthmus (n) — strip of land with water on both sides that joins two bodies of land
tributary (n) — a river or stream that flows into another river
Natural Resources — things found in nature that people can use to meet their needs
renewable resources (n) — a natural resource that can be replaced
nonrenewable resources (n) — a resource that cannot be replaced

Concept: Culture of Middle America
subsistence farming (v) — growing enough food to meet the needs of the farmer’s family
cash crop farming (v) — a crop grown mostly for sale rather than for the needs of the farmer’s family
one-resource economy (n) — a country’s economy based largely on one resource or crop
diversify (v) — to add variety

Concept: History of Middle America
hieroglyphics (n) — a system of writing using signs and symbols
maize (n) — corn
Aztec (n) — a civilization of native people who arrived in the valley of Mexico in the 1100’s and built an empire in Middle America in the 1400’s
Maya (n) — a civilization of native people who lived in Central America and Southern Mexico in 250-900 AD
Tenochtitlan (n) — the Aztec capital that stood on a floating island on the site of present-day Mexico City
Moctezuma (n) — a ruler of the Aztec empire at the time the Spanish arrived
conquistador — one of the conquerors who claimed and ruled land in the Americas for the Spanish government in the 1500’s
Hernan Cortes (n) — a conquistador who conquered the Aztec empire
mestizo (n) — in Latin America a person of mixed Spanish and Native American ancestry
hacienda (n) — a large farm or plantation
revolution — (n) (Chapter 12: 4) overthrow of a government, with another taking its place
criollo — a person with Spanish parents who was born in Latin America
caudillo (n) — a military officer who rules a country very strictly
dictator (n) — a ruler with complete power
export (v) — to send products from one country to be sold in another
import (v) — to bring products into one country from another
foreign debt (n) - money owed by one country to other countries
regime (n) — a particular administration or government

Chpt 13
indigenous people (n) — descendants of the people who first lived in a region
campesino — a poor Latin American farmer or farm worker
emigrate (v) — to leave one country to settle in another
Fransisco Pizarro — a Spanish conquistador who conquered the Incas
Chapter 14
migrant worker (n) – a laborer who travels from one area to another, picking crops that are in season
plaza – a public square at the center of a village, a town, or a city
squatter (n) – a person who settles on someone else’s land without permission
land reform (n) – the effort to distribute land more equally and fairly
political movement (n.) – a large group of people who work together for political change
strike (n) – a refusal to work until certain demands of workers are met
lock (n) – a section of waterway in which ships are raised or lowered by adjusting the water level
Canal Zone (n) – a 10-mile strip of land along the Panama Canal, once governed by the United States
ecotourism (n) – travel to unspoiled areas in order to learn about the environment

Chapter 15 (all) Caribbean
Fidel Castro (n) – a former dictator of Cuba
communism (n) – an economic system in which the government owns all large businesses and most of the country’s land
illiterate (adj) – unable to read and write
ally (n) – a country joined to another country for a special purpose
exile (n) – a person who leaves his or her homeland for another country, often for political reasons
refugee (n) – someone who leaves his or her homeland to protect personal safety and escape persecution
Creole (n) – a person of mixed African and European descent; in Haiti, a language that mixes French and African languages
constitution (n) – a statement of a country’s basic laws and values
citizen (n) – a person with certain rights and responsibilities under a particular government
commonwealth (n) – a self-governing political unit that has strong ties to a particular country

Chpt 12:4 (385)
Toussaint L’Ouverture (n) – leader of Haiti’s fight for independence
revolution (n) – overthrow of a government, with another taking its place

13:2 (410)
West Indies (n) – the Caribbean islands
ethnic groups (n) – a group of people who share the same ancestry, language, religion, or cultural traditions
Carnival (n) – lively annual celebration just before Lent in Latin America

Concept: History of South America 12:2 (373) 12:3 (378) 12:4 (385)
Cuzco (n) – capital of the Incan empire
Topa Inca (n) – emperor of the Incas, who expanded their empire
census (n) – an official count of all the people in an area
quipu (n) — knotted strings on which the Incas recorded information
aqueduct (n) — pipe or channel that carries water from a distant source
Francisco Pizarro (n) — conquistador who conquered the Incas
mestizo (n) — Latin America, a person of mixed Spanish and Native American ancestry
hacienda (n) — a large farm or plantation
Simón Bolívar (n) — a South American revolutionary leader
José de San Martín (n) — a South American revolutionary leader
gaucho (n) — cowboy of the pampas of Argentina
subsistence farming (n) — growing only enough food to meet the needs of the farmer’s family
cash crop (n) — a crop grown mostly for sale rather than for the farmer’s own use

Chpt 16 (ALL) (494)
canopy (n) — the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) — a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) — a large city in Brazil previously the capital of Brazil
savanna (n) — a flat, grassy region, or plain
Altiplano (n) — a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) — the mountain region of Peru (hint: high soprano)
oasis (n) — a fertile area in a desert that has a source of water
Ferdinand Magellan (n) — Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe
circumnavigate (v) — to sail or fly all the way around something, such as the Earth
privatization (n) — the government’s sale of land or industries it owns to private businesses or individuals
coup (n) — the overthrow of a ruler or government by an organized group, which then takes power

Concept: Physical Geography of South America (Chapter 11)
pampas (n) — flat grasslands in South America
rain forest (n) — a dense evergreen forest that has abundant rainfall year-round
Amazon River (n) — a long river in northern South America
El Niño (n) — a warming of the ocean water along the western coast of South America
hydroelectricity (n) — electric power produced by rushing water
one-resource economy (n) — a country’s economy based largely on one resource or crop

Google Lost civilization Mayan – Youtube
Mexico Web quest from Dee Boggs -
Kim shared review and test on geography and history of LA

Ideas to share - vocabulary section in notebook
Bell ringer – analogy, map, vocabulary....
Journal – LEQ – have students answer the LEQ – HW assignment to answer, peer correct the next day for HW grade.

Vocab – discussion on how to
Read aloud – Kids Discover class sets vs Esperanza Rising, Cuba
Key Learning: Geographic representations are essential to explain how people, places, and environments are organized and distributed on the earth.

Unit Essential Question(s):
How are people, places, and environments organized and distributed on earth?

Lesson Essential Question(s):
Why is geography important? (A)
What is physical geography? (A)
How does physical geography influence culture? (A)

Concept: The Five Themes of Geography

- Why are the five themes of geography important? (A)
- What are the five themes of geography? (A)
- What are the major physical features of the earth? (A)
- How do we use the five themes of geography? (A)
- How do we use different types of geographic tools (i.e., maps, satellite images, globes)? (A)
- How do we use latitude and longitude to locate places? (A)
- How do different types of human geography influence culture? (A)
- How do physical features of the earth impact climate? (A)
- What is an economic system? (A)

Concept: Physical Geography

- Why are the five themes of geography important? (A)
- What is physical geography? (A)
- What are the major physical features of the earth? (A)
- How do we use different types of geographic tools (i.e., maps, satellite images, globes)? (A)
- How do we use latitude and longitude to locate places? (A)
- How do the movements of the earth cause night and day, as well as the seasons? (A)
- How does dictatorship differ from democracy? (A)
- How do physical features of the earth impact climate? (A)
- What is an economic system? (A)

Concept: Human Geography

- Why are the five themes of geography important? (A)
- What is human geography? (A)
- How do physical features of the earth impact climate? (A)
- What is an economic system? (A)
- How does society influence human geography? (A)
- How does migration impact culture? (A)

Vocabulary:
- Distribute
- Geography: Location, Region, Place, Population, Environment, Interaction
- Movement: Migration, Immigration, Population Density
- Economic System: Capitalism, Communism
- Urban, Rural
- Human Environment Interaction
- Revolution, Rotation, Revolution, Hemisphere, Equator, Migration, Immigration, Population Density, Compass Rose, Cardinal Directions, Cultural Diffusion, Capitalism, Communism, Intermediate Directions (Ordinal Directions), Dictatorship, Democracy, Economy, Rural, Distortion, Scale, Axis, Orbits, Elevation

Data August 2, 2012 ET
Concept: The Five Themes of Geography

- Distribute - Spread out over an area
- Geography - The study of the earth
- Location - Where a place is
- Region - A place with common physical or human features
- Place - Human and physical features at a specific location
- Movement - How people, goods, and ideas get from one place to another
- Human - Environment Interaction - How people affect their environment and how the environment affects people

Concept: Physical Geography

- Latitude - The distance north or south of the equator in degrees
- Longitude - The distance east and west of the Prime Meridian in degrees
- Prime Meridian - Zero degrees longitude
- Parallel - Synonym for the lines of latitude
- Rotation - A complete turn - what causes night and day, 24 hours
- Revolution - Circular journey of the Earth around the sun - 365 and 1/4 days
- Hemisphere - One half of the earth
- Equator - Zero degrees latitude
- Compass Rose - A diagram of a compass showing direction
- Cardinal Directions - The directions of North, East, South, West (Never Eat Soggy Worms)
- Intermediate Directions (Ordinal Directions) - Intermediate directions that lie between the cardinal directions (i.e., NW, NE, SE, SW)
- Distortion - Loss of accuracy
- Scale - A picture or model of something in proportion to the thing itself
- Axis - The imaginary line through Earth through the North and South Pole around which Earth turns
- Orbit - The path one body makes as it circles around another
- Elevation - The height of land above sea level
- Meridian - A synonym for the lines of latitude

Concept: Human Geography

- Push-pull factors - A theory of migration claiming that difficulties "push" people to leave their old homes, while hope for better living conditions "pulls" them to a new country. (Push away from something bad, pull towards something good)
- Human Geography - Patterns of human activity on Earth
- Migration - Movement of people from one country or region to another in order to make a new home
- Immigration - The act of moving from one country to another to take up permanent residence
- Population Density - The average number of people living within a certain area
- Cultural Diffusion - The movement of customs and ideas from one culture to another
- Capitalism - An economic system where private individuals or private groups of people own most businesses
- Communism - An economic system where the government owns all large businesses and most of the country's land and controls all aspects of citizens' lives
- Dictatorship - A country ruled by one person who has complete or absolute power (Ex - Cuba or North
Democracy - A government that is ruled by the people
Economy - A system for producing, distributing, consuming, and owning goods, services, and wealth (think money)
Rural - Having to do with the countryside (rural, rough, red-necks, "tree" out of the "R")
Urban - Having to do with the city and near-by towns (subways - U in subway, "skyscrapers" out of "U")
Culture - The way of life of a people including their language, beliefs, customs, and practices
**Topic:** Geography Skills  
**Subject(s):** Social Studies

### Additional Information:
- **Text** - Map Master (M1 - M18), Chapter 1 (all), 2.1, 2.4, 3 (all), 4.1.
- **[www.nationalgeographic.com/resource/hq/education/themes.html](http://www.nationalgeographic.com/resource/hq/education/themes.html)** - This website contains lesson ideas and instructional strategies with the five themes of geography.
- **[www.educationworld.com/lesson/lesson071.shtml](http://www.educationworld.com/lesson/lesson071.shtml)** - This website gives 5 different lesson ideas/activities for each of the five themes of geography.
- **[www.factapedia.com/](http://www.factapedia.com/)** - This website contains facts and information on all countries of the world. It also has political and physical maps.
- **[www.educationworld.com/lesson/00-24p2025.shtml](http://www.educationworld.com/lesson/00-24p2025.shtml)** - This is a link to a lesson plan utilizing latitude and longitude to locate a place. It also incorporates measurement.
- **theweek.com** - Current events & political cartoons

### Attached Document(s):
- Compare Contrast Summary  
- Five Themes of Geography Project  
- Vocabulary Analogy Help Sheet  
- Five Themes of Geography Poster Rubric  
- Vocabulary Warm-Ups for Unit  
- Locating a Place Graphic Organizer  
- Vocabulary Guide - Student Edition  
- Political Cartoon Samples
Western Hemisphere Vocabulary Warm Up
Geography

- Introduce the help sheet on analogies (to be created)

Week 1 - Introduce with example:
study of the Earth : geography :: (the study of the ocean) : oceanography ✓

Geography (n) — the study of the Earth
Location (n) — where a place is
Region (n) — a place with common physical or human features
Hemisphere (n) — one half of Earth

half : whole :: hemisphere : Earth
(part – whole)

Week 2
Place (n) — human and physical features at a specific location
Movement (v) — how people, goods, and ideas get from one place to another
Human Environment Interaction (v) — how people affect their environment and how the environment affects people
Distribute (v) — spread out over an area

Franklin County: region :: CAMS: __location__
(classification)

Week 3
Latitude (n) — the distance north or south of the Equator in degrees
Longitude (n) — the distance east and west of the Prime Meridian in degrees
Parallel (n) — synonym for the lines of latitude
Meridian (n) — synonym for the lines of longitude

Recycling: Human Environment Interaction :: __various__ : movement
(characteristic)

Week 4
Equator (n) — zero degrees latitude
Prime Meridian (n) — zero degrees longitude
Compass Rose (n) — a diagram of a compass showing direction
Cardinal Directions (n) — the directions of North, East, South, West

Longitude : meridian :: Latitude : __parallel__
(synonym)

Western Hemisphere Geography Unit Chapters 1-5
Week 9
Capitalism (n) — an economic system where private individuals or private groups of people own most businesses
Communism (n) — an economic system where the government owns all large businesses and most of the country’s land and controls all aspects of citizens’ lives
Dictatorship (n) — a country ruled by one person who has complete or absolute power (example: Cuba and North Korea)
Democracy (n) — a government that is ruled by the people

culture: people :: economy : money
(classification or whole/part)

Week 10
Rural (n) — having to do with the countryside (rural rough red-necks, “tree” out of the “R”)
Urban (n) — having to the city and nearby towns (subways – U in subway, “skyscrapers” out of “U”)
Teacher’s choice of any other two vocabulary words that the students seem to have struggled with in this unit.

Cuba : Communism :: United States : _Democracy_ (classification)

Week 11 – segue into Central America

countryside ; rural :: city : _urban_ (synonym)
Western Hemisphere Vocabulary Warm Up

Geography

— Introduce the help sheet on analogies (to be created)

**Week 1** - Introduce with example:

study of the Earth : geography :: (the study of the ocean) : oceanography

Geography (n)— the study of the Earth
Location (n) – where a place is
Region (n)— a place with common physical or human features
Hemisphere (n) – one half of Earth

half : whole :: **hemisphere** : Earth
(part – whole)

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**Week 2**
Place (n)— human and physical features at a specific location
Movement (v) — how people, goods, and ideas get from one place to another
Human Environment Interaction (v) – how people affect their environment and how the environment affects people
Distribute (v) – spread out over an area

Franklin County: region :: CAMS: ___location___
(classification)

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**Week 3**
Latitude (n)— the distance north or south of the Equator in degrees
Longitude (n)— the distance east and west of the Prime Meridian in degrees
Parallel (n)— synonym for the lines of latitude
Meridian (n)— synonym for the lines of longitude

Recycling: Human Environment Interaction :: ____various___ : movement
(characteristic)

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**Week 4**
Equator (n) – zero degrees latitude
Prime Meridian (n)— zero degrees longitude
Compass Rose (n)— a diagram of a compass showing direction
Cardinal Directions (n) – the directions of North, East, South, West

Longitude : meridian :: Latitude : ***parallel***
(synonym)
**Week 5**
Intermediate Directions (Ordinal Directions) (n) – intermediate directions that lie between the Cardinal Directions (ie. NE, NW, SE, SW) must be lead by North or South.
Distortion (n) – loss of accuracy
Scale (n) – a picture or model of something in proportion to the thing itself
Elevation (n) – height of land above sea level
  Equator: zero latitude :: _____Prime Meridian___ : zero longitude
  (synonym)

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**Week 6**
Rotation (v) – a complete turn – what causes night and day, 24 hours
Revolution (v) – circular journey of the Earth around the Sun – 365 ¼ days
Axis (n) – the imaginary line through Earth through the North and South Pole around which Earth turns
Orbit (n) – the path one body makes as it circles around another
  North : Cardinal Direction :: Northeast : ___intermediate directions____
  (part/whole)

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**Week 7**
Push-pull factors (n) – a theory of migration claiming that difficulties “push” people to leave their old homes, while a hope for better living conditions “pulls” them to a new country. (push away from something bad, pull towards something good)
Human Geography (n) – patterns of human activity on Earth
Migration (v) – movement of people from one country or region to another in order to make a new home.
Immigration (v) – the act of moving from one country to another to take up permanent residence
  rotation : day :: ___revolution___ : year
  (open for discussion – characteristic / other)

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**Week 8**
Population Density (n) – the average number of people living within a certain area
Cultural Diffusion (v) – the movement of customs and ideas from one culture to another (we
Economy (n) – a system for producing, distributing, consuming, and owning goods, services and wealth (think money)
Culture (n) – the way of life of a people including their language, beliefs, customs, and Practices
  push : war :: pull : ___various__________
Week 9
Capitalism (n) — an economic system where private individuals or private groups of people own most businesses
Communism (n) — an economic system where the government owns all large businesses and most of the country’s land and controls all aspects of citizens’ lives
Dictatorship (n) — a country ruled by one person who has complete or absolute power (example: Cuba and North Korea)
Democracy (n) — a government that is ruled by the people

culture: people :: economy : money
(classification or whole/part)

Week 10
Rural (n) — having to do with the countryside (rural rough red-necks, “tree” out of the “R”)
Urban (n) — having to the city and nearby towns (subways – U in subway, “skyscrapers” out of “U”)

Teacher’s choice of any other two vocabulary words that the students seem to have struggled with in this unit.

Cuba : Communism :: United States : _Democracy__________
(classification)

Week 11 — segue into Central America

countryside ; rural :: city : __urban________
(synonym)
Topic: B: Middle America
Subject(s): Social Studies

Key Learning: Middle America's geography, history, and mix of diverse cultures continue to influence the world today.

Unit Essential Question(s):
What is unique about Middle America's geography, history, and culture?

Concept:
Physical Geography of Middle America

Lesson Essential Question(s):
What are the main physical geographical features of Middle America? (A)
How has geography influenced lifestyles of the people living in Middle America? (A)
How do the natural resources of the region affect their economy? (A)

Concept:
History of Middle America

Lesson Essential Question(s):
What was life like during the Mayan civilization? (A)
How did the Mayan civilization influence our society in past and present? (A)
What was life like during the Aztec empire? (A)
How did the Aztec Empire influence society in past and present? (A)
Why were European rulers interested in Middle America? (A)
How did European conquerors and explorers impact life in Middle America? (A)
How did Mexico achieve independence? (A)
How did the construction of the Panama Canal impact the region and the world? (A)

Concept:
Culture of Middle America

Lesson Essential Question(s):
How do the languages and religions of Middle America reflect the region's history? (A)
How does life for people differ in rural and urban areas of Middle America? (A)
How do subsistence and cash crop farming differ? What is the impact of each on culture? (A)
What can we learn about Middle America from the arts? (A)

Vocabulary:
Middle America, Plateau, Isthmus, Tributary, Natural Resources, Renewable Resources, Nonrenewable Resources

Vocabulary:
Indigenous People, Mestizo, Campesino, Hieroglyphics, Maze, Aztec, Mayan, Conquistador, Hacienda, Revolution, Criollo, Caudillo

Vocabulary:
Subsistence Farming, Cash Crop Farming, One-Resource Economy, Diversity
Topic: B: Middle America

Concept:

Current Issues in Middle America

Lesson Essential Question(s):

1. How has ownership and responsibility of the Panama Canal changed? (A)
2. Why are more rural residents moving to urban areas in Middle America? (A)
3. Why are more Middle Americans immigrating to the U.S.? (A)
4. What is the impact of immigration on Middle America and the United States? (A)
5. What factors cause pollution in the cities of Middle America and what is the impact (i.e., Mexico City)? (A)

Vocabulary:
Dictator, Export, Import, Foreign Debt, Regime, Emigrate, Migrant Worker, Land Reform, Political Movement, Strike, Lock, Ecotourism

Additional Information:

Text - Chapter 11, Chapter 12 (except 12.2), Chapter 13.1, Chapter 14

www.theweek.com - Current events


Collapse of Mayas- http://wwwlearner.org/interactive/collapsemayas.html


http://home.freeuk.net/eloughton13/mexico.htm - Life & culture of the Aztecs

http://www.eyewitnesshistory.com/eyindx.htm - Primary Sources

http://worldhistorymatters.org/ - Primary Sources for World History

Attached Document(s):
Analyzing Perspectives
Analyzing Primary Sources - Graphic Organizer

Compare Contrast Summary
Vocabulary Guide Sheet - Student Edition

Analysis Tool for Political Cartoons
Middle American Vocabulary warm-Up Sheet
Western Hemisphere Vocabulary Warm Up
Latin America

Week 1
Concept: Physical Geography of Middle America (Chapter 11)
Middle America (n) – Mexico and Central America
plateau (n) – a large raised area of mostly level land
isthmus (n) – strip of land with water on both sides that joins two bodies of land
tributary (n) – a river or stream that flows into another river

countryside; rural :: city: urban
(synonym)

Week 2
Natural Resources (n) – things found in nature that people can use to meet their needs
renewable resources (n) – a natural resource that can be replace
nonrenewable resources (n) – a resource that cannot be replaced
*review examples of renewable & non-renewable resources

Central Mexico; plateau :: Central America: isthmus
(characteristic)

Week 3
Concept: Culture of Middle America
subsistence farming (v) – growing enough food to meet the needs of the farmer’s family
cash crop farming (v) – a crop grown mostly for sale rather than for the needs of the farmer’s family
one-resource economy (n) – a country’s economy based largely on one resource or crop
diversify (v) – to add variety

renewable : trees :: nonrenewable : various
(classification)

Week 4
Concept: History of Middle America
hieroglyphics (n) – a system of writing using signs and symbols
maize (n) – corn
Aztec (n) – a civilization of native people who arrived in the valley of Mexico in the 1100’s and built an empire in Middle America in the 1400’s
Maya (n) – a civilization of native people who lived in Central America and Southern Mexico in 250-900 AD

Subsistence: family :: cash crop: public
(object function

Western Hemisphere Latin America Unit
Week 5
Tenochtitlan (n) – the Aztec capital that stood on a floating island on the site of present-day Mexico City
Moctezuma (n) – a ruler of the Aztec empire at the time the Spanish arrived
conquistador (n) – one of the conquerors who claimed and ruled land in the Americas for the Spanish government in the 1500’s
Hernan Cortes (n) – a conquistador who conquered the Aztec empire

Maize : corn :: writing : hieroglyphics
(synonym)

Week 6
mestizo (n) – in Latin America a person of mixed Spanish and Native American ancestry
hacienda (n) – a large farm or plantation
revolution – (n) ‘(Chapter 12: 4) overthrow of a government, with another taking its place
criollo – a person with Spanish parents who was born in Latin America

Cortes: conquistador : Moctezuma: ruler
(person/known for)

Week 7
caudillo (n) – a military officer who rules a country very strictly
dictator (n) – a ruler with complete power
export (v) – to send products from one country to be sold in another
import (v) – to bring products into one country from another

mestizo: mixed Spanish & native ancestry : criollo : Spanish ancestry
(characteristic/definition)

Week 8
foreign debt (n) - money owed by one country to other countries
regime (n) – a particular administration or government
indigenous people (n) – descendants of the people who first lived in a region
campesino – a poor Latin American farmer or farm worker

export: import : dictator : elected official
(antonym)
Week 9
emigrate (v) – to leave one country to settle in another
Fransisco Pizarro – a Spanish conquistador who conquered the Incas
Chapter 14
migrant worker (n) – a laborer who travels from one area to another, picking crops that are in season
plaza – a public square at the center of a village, a town, or a city

indigenous : native : immigrant : foreigner
(synonym)

Week 10
squatter (n) – a person who settles on someone else’s land without permission
land reform (n) – the effort to distribute land more equally and fairly
political movement (n) – a large group of people who work together for political change
strike (n) – a refusal to work until certain demands of workers are met

Pizarro : Inca : Cortes : Aztec
(person/known for)

Week 11
lock (n) – a section of waterway in which ships are raised or lowered by adjusting the water level
Canal Zone (n) – a 10-mile strip of land along the Panama Canal, once governed by the United States
ecotourism (n) – travel to unspoiled areas in order to learn about the environment
Concept: Physical Geography of Middle America (Chapter 11)
Middle America (n) — Mexico and Central America
plateau (n) — a large raised area of mostly level land
isthmus (n) — strip of land with water on both sides that joins two bodies of land
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Natural Resources — things found in nature that people can use to meet their needs
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diversify (v) — to add variety

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caudillo (n) — a military officer who rules a country very strictly
dictator (n) — a ruler with complete power
export (v) — to send products from one country to be sold in another
import (v) — to bring products into one country from another
foreign debt (n) — money owed by one country to other countries
regime (n) — a particular administration or government
Chpt 13
indigenous people (n) — descendants of the people who first lived in a region
campesino — a poor Latin American farmer or farm worker
emigrate (v) — to leave one country to settle in another
Fransisco Pizarro — a Spanish conquistador who conquered the Incas
Chapter 14
migrant worker (n) – a laborer who travels from one area to another, picking crops that are in season
plaza – a public square at the center of a village, a town, or a city
squatter (n) – a person who settles on someone else’s land without permission
land reform (n) – the effort to distribute land more equally and fairly
political movement (n.) – a large group of people who work together for political change
strike (n) – a refusal to work until certain demands of workers are met
lock (n) – a section of waterway in which ships are raised or lowered by adjusting the water level
Canal Zone (n) – a 10-mile strip of land along the Panama Canal, once governed by the United States
ecotourism (n) – travel to unspoiled areas in order to learn about the environment

Chapter 15 (all) Caribbean
Fidel Castro (n) – a former dictator of Cuba
communism (n) – an economic system in which the government owns all large businesses and most of the country’s land
illiterate (adj) – unable to read and write
ally (n) – a country joined to another country for a special purpose
exile (n) – a person who leaves his or her homeland for another country, often for political reasons
refugee (n) – someone who leaves his or her homeland to protect personal safety and escape persecution
Creole (n) – a person of mixed African and European descent; in Haiti, a language that mixes French and African languages
constitution (n) – a statement of a country’s basic laws and values
citizen (n) – a person with certain rights and responsibilities under a particular government
commonwealth (n) – a self-governing political unit that has strong ties to a particular country

Chpt 12:4 (385)
Toussaint L’Ouverture (n) – leader of Haiti’s fight for independence
revolution (n) – overthrow of a government, with another taking its place

13:2 (410)
West Indies (n) – the Caribbean islands
ethnic groups (n) – a group of people who share the same ancestry, language, religion, or cultural traditions
Carnival (n) – lively annual celebration just before Lent in Latin America

Concept: History of South America 12:2 (373) 12:3 (378) 12:4 (385)
Cuzco (n) – capital of the Incan empire
Topa Inca (n) – emperor of the Incas, who expanded their empire
census (n) – an official count of all the people in an area
quipu (n) — knotted strings on which the Incas recorded information
aqueduct (n) — pipe or channel that carries water from a distant source
Francisco Pizarro (n) — conquistador who conquered the Incas
mestizo (n) — Latin America, a person of mixed Spanish and Native American ancestry
hacienda (n) — a large farm or plantation
Simón Bolívar (n) — a South American revolutionary leader
José de San Martín (n) — a South American revolutionary leader
gauchos (n) — cowboys of the pampas of Argentina
subsistence farming (n) — growing only enough food to meet the needs of the farmer’s family
cash crop (n) — a crop grown mostly for sale rather than for the farmer’s own use

Chpt 16 (ALL) (494)

Canopy (n) — the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) — a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) — a large city in Brazil previously the capital of Brazil
savanna (n) — a flat, grassy region, or plain
Altiplano (n) — a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) — the mountain region of Peru (hint: high soprano)
oasis (n) — a fertile area in a desert that has a source of water
Ferdinand Magellan (n) — Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe
circumnavigate (v) — to sail or fly all the way around something, such as the Earth
privatization (n) — the government’s sale of land or industries it owns to private businesses or individuals
coup (n) — the overthrow of a ruler or government by an organized group, which then takes power

Concept: Physical Geography of South America (Chapter 11)
pampas (n) — flat grasslands in South America
rain forest (n) — a dense evergreen forest that has abundant rainfall year-round
Amazon River (n) — a long river in northern South America
El Niño (n) — a warming of the ocean water along the western coast of South America
hydroelectricity (n) — electric power produced by rushing water
one-resource economy (n) — a country’s economy based largely on one resource or crop

Google Lost civilization Mayan — Youtube
Mexico Web quest from Dee Boggs -
Kim shared review and test on geography and history of LA

Ideas to share - vocabulary section in notebook
Bell ringer – analogy, map, vocabulary....
Journal – LEQ – have students answer the LEQ – HW assignment to answer, peer correct the next day for HW grade.

Vocab – discussion on how to
Read aloud – Kids Discover class sets vs Esperanza Rising, Cuba
#### Topic: D: South America

**Subject(s):** Social Studies

**Concepts:**
- Physical Geography of South America
- History of South America
- Culture of South America

**Lesson Essential Question(s):**

- **Physical Geography of South America:**
  - What are the main physical geographic features of South America? (A)
  - How has geography influenced the lifestyles of the people living in South America? (A)
  - How do natural resources of the region affect their economy? (A)

- **History of South America:**
  - What was life like during the Incan Empire? (A)
  - How did the Incans influence our society in past and present? (A)
  - Why were European rulers interested in exploring this region? (A)
  - How did European conquistadors and explorers impact life in South America? (A)
  - What was the significance of the Treaty of Tordesillas? (A)
  - How did Bolivar unite South Americans to achieve independence? (A)

- **Culture of South America:**
  - What are current living conditions like for indigenous South Americans? (A)
  - How has the geography of South America shaped culture? (A)
  - What can we learn about South America from the arts? (A)
  - How does life differ in rural and urban areas in South America? (A)
  - How is culture influenced by popular sports? (ET)

**Vocabulary:**
- Pampas, Rainforest, El Nino, Hydroelectricity
- Cuzco, Census, Quipu, Aqueduct, Gauchos

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**Key Learning:** South America's geography, history, and mix of diverse cultures continue to influence the world today.

**Unit Essential Question(s):**

What is unique about South America's geography, history, and culture?
**Concept:**
Current Issues in South America

**Lesson Essential Question(s):**
- What role should the world play in preserving natural resources in this region? (A)
- Why are Brazil's rainforests important to the world? How are they endangered? (A)
- How has the availability of oil in Venezuela impacted their lifestyles and relationship with the U.S.? (A)
- What type of government is found in Venezuela? (A)

**Vocabulary:**

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**Additional Information:**
Text - 12.2, 12.3, 12.4, 13.3, 16 (all), 11 (all)

- [http://www.eyewlmeaschiatory.com/eylndx.htm](http://www.eyewlmeaschiatory.com/eylndx.htm) - primary sources
- [http://worldhistorymatters.org/](http://worldhistorymatters.org/) - primary sources from world history

**Attached Document(s):**
- [Cause and Effect](#)
- [Galapagos Islands Notes](#)
- [Vocabulary Guide Sheet - Student Edition](#)
- **Compare Contrast Summary**
- [Analyzing a primary source - graphic organizer](#)
- [Vocabulary Warm-Up Sheet - South America](#)
- **Flow Chart Sequence**
- [Analysis Tool for Political Cartoon](#)
Concept: Physical Geography of South America

- Pampas - Flat grasslands in South America (noun)
- Rainforest - A dense evergreen forest that has abundant rainfall all year-round (noun)
- El Nino - a warming of the ocean water along the western coast of South America (noun)
- Hydroelectricity - Electric power produced by running water (noun)

Concept: History of South America

- Cuzco - Capital of the Incan Empire (noun)
- Census - An official count of all the people in an area (noun)
- Quipu - Knotted strings on which the Incas recorded information (noun)
- Aqueduct - Pipe or channel that carries water from a distant source (noun)
- Gauchos - Cowboys of the pampas of Argentina
Western Hemisphere Vocabulary Warm Up

South America

Week One

Cuzco (n) – capital of the Incan empire
Topa Inca (n) – emperor of the Incas, who expanded their empire
census (n) – an official count of all the people in an area
quipu (n) – knotted strings on which the Incas recorded information

West Indies: archipelago or islands :: Florida: peninsula
(classification/definition)

Week Two

aqueduct (n) – pipe or channel that carries water from a distant source
Simón Bolívar (n) – a South American revolutionary leader
José de San Martín (n) – a South American revolutionary leader
gauchos (n) – cowboys of the pampas of Argentina

Cuzco: Inca :: Tenochtitlan: Aztec
(location)

Week Three

canopy (n) – the dense mass of leaves and branches that form the top layer of a rain forest
Amazon rain forest (n) – a large tropical rain forest occupying the Amazon Basin in northern South America
Rio de Janeiro (n) – a large city in Brazil previously the capital of Brazil
savanna (n) – a flat, grassy region, or plain

Gaucho: cowboy :: aqueduct: water channel
(Classification)

Week Four

Altiplano (n) – a high plateau in the Andes Mountains (hint: middle high alto)
sierra (n) – the mountain region of Peru (hint: high soprano)
oasis (n) – a fertile area in a desert that has a source of water
Ferdinand Magellan (n) – Portuguese explorer sailing for Spain, whose expedition first circumnavigated the globe

Canopy, Rainforest: grassland :: savanna
(part/whole)
What is unique about South America’s geography, history, and culture?
What are the main physical geographic features of South America?

How has geography influenced the lifestyles of the people living in South America?
How do natural resources of the region affect their economy?
What was life like during the Incan Empire?

How did the Incans influence our society in past and present?
Why were European rulers interested in exploring this region?

How did European conquistadors and explorers impact life in South America?
What was the significance of the Treaty of Tordesillas?

How did Bolivar unite South Americans to achieve independence?
What are current living conditions like for indigenous South Americans?

How has the geography of South America shaped culture?
What can we learn about South America from the arts?
How does life differ in rural and urban areas in South America?
How is culture influenced by popular sports?
Why are Brazil’s rainforests important to the world?

How are they endangered?
How has the availability of oil in Venezuela impacted their lifestyles and relationship with the U.S.?

What type of government is found in Venezuela?