

GEOGRAPHY:

South America
Chile
Peru

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.

5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere. Include: North America (Canada and the United States) Mesoamerica (Mexico and Central America), Caribbean, South America

5.4c The physical environment influences human population distribution, land use, and other forms of economic activity. Students will map the regions within the Western Hemisphere and locate major physical features within each region. Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the

PRESENT THE STORY OF SOUTH AMERICA

Use various plants, animals, tools and cultural components when telling this story including maps, globes and scents like Palo Santo.

Use the Augmented Reality Sandbox to create South American, delineate countries and mark land and water forms of importance.

This is a great opportunity for Socratic Quizzing.

Present an Introduction to Chile with a 35 Picture Tour

A. GEOGRAPHY:

- Chile is a long narrow country which extends like a ribbon down the west coast of South America. While the coastline is over 4,000 miles (6,437 kilometers) long, it is only about 61 miles (91 kilometers) wide. The country has suffered from many earthquakes, such as the massive 8.8-magnitude quake that struck the country in February 2010.
- Cape Horn is the southernmost tip of South America. In the past, ships had to round the horn to sail from Pacific to Atlantic ports and to Europe before the Panama Canal was built. Cape Horn is known for high winds and treacherous waves.
- Punta Arenas has a privileged location, due to its proximity to the Antarctic Peninsula and because it is home to the headquarters of the Chilean Antarctic Institute, which provides excellent access to researchers and visitors from Chile and the world. Currently, more than twenty nations that are part of the Antarctic Treaty System

states. Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.

4.2 Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native American Indians interacted with the environment and developed unique cultures.

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter. Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.

pass through Punta Arenas before their trip to the continent, more than any other place in the world.

- 1,240 kilometers is the distance that separates this city from King George Island, one of the reasons that makes it a "gateway" to the continent along with Ushuaia (Argentina), Cape Town (South Africa), Hobart (Australia), Christchurch (New Zealand).
 - The Andes Mountains form one of the longest continuous mountain ranges in the world, extending along South America's western coast. The range is about 7,000 km (4,300 mi) long, passing through Argentina, Bolivia, Chile, Colombia, Ecuador, Peru, and Venezuela. The Chilean Andes form most of the border between Chile and Argentina and include the highest section of the mountain range. The highest peak stands almost 6,962 m (22,841 ft) above sea level in the province of Mendoza, Argentina. The Chilean Andean system plays a strong role in Chile's weather, with the two sides of the Andes exhibiting strong climatic differences.
 - Once you have presented the above and in Socratic, discuss WHY the landscapes have formed based on their work with SUN and EARTH and ZONES.
- B. PEOPLE & CULTURE:
- Today only about 5 percent of the population is native Mapuche and other indigenous groups. Nearly 95 percent of Chileans have a mixture of native and European roots. There are areas in the

south where the Mapuche live, speak their language, and practice their own religion.

- About 40 percent of the population lives in the area around the capital of Santiago. Children in rural areas need to wake up at

5:00 - 6:00 a.m. to walk to school or meet the bus. Their journeys sometimes take two hours each way. After school, they help their parents in the fields and do their homework.

- In SOCRATIC, create a Venn diagram about the PEOPLE of Chile and the PEOPLE of America. Notice similarities and differences. Do we have a similar geography? If so, why would the things we do be different?

C. NATURE:

- The region is rich in natural beauty and plant and animal life. The long coastline is home to penguins, pelicans, and sea lions, and migratory whales can be seen in the waters as they journey to and from feeding and breeding grounds. Puma, alpacas, vicunas, foxes, condors, and flamingos are all found on the diverse landscapes of Chile.
- The Atacama Desert is one of the driest areas on the Earth. There are many species of reptiles and cacti. The country's rich supply of copper is also found in the desert region.

A GREAT CONNECTOR TO RADIANT HEAT ON EARTH.

- Northern Chile has some of the largest copper (\pm gold \pm iron) deposits in the world. These copper deposits formed from a combination of factors, but are generally associated with

intrusive-extrusive magmatism and tectonic activity on the western boundary of the South American plate

- The eastward migration of the volcanic arc (as mentioned above) has resulted in a west to east zonation of several “metallogenic” belts that developed on the margin. Belts are interpreted as

reflection of changes in the tectonic setting and igneous activity during the evolution of the Andean Oregon.

- These copper deposits are known as “porphyry copper” deposits (due to their association with porphyritic intrusions). Most of these formed during the Eocene to Miocene in Chile. Examples of some of the most giant porphyry copper deposits are Chuquicamata and Rio Blanco-Los Bronces.

D. MONKEY PUZZLE TREE:

- monkey puzzle tree, (*Araucaria araucana*), also called Chile pine, an evergreen ornamental and timber conifer of the family Araucariaceae, native to the Andes Mountains of South America. Although the tree was declared a natural monument in Chile in 1976 to afford it protection from logging, the species is listed as an endangered species by the IUCN Red List of Threatened Species because of illegal felling activity and habitat fragmentation in its native habitat.
- The monkey puzzle tree may grow to a height of 45–50 meters (150–164 feet) with a diameter of 2.5 meters (8 feet) and may live for more than 700 years. Its spiral arrangement of rigid needle-pointed leaves along stiff branches inspired its common name, evoked by a comment about the challenge this prickly

network might pose to climbing monkeys. The plants are usually dioecious, meaning male and female cones are most commonly borne on separate individuals. The female cones are somewhat spherical in shape and can produce about 200 edible seeds.

- Pose the following questions: Why was the monkey tree so important to native people? Is it still used today? Create a picture in the Atelier of the tree to display on the wall

E. GOVERNMENT & ECONOMY:

- The country is governed by an elected president, who is both the chief of state and head of government. Presidential elections are held every four years. The president picks cabinet members. There are two houses of congress, the National Congress and the Senate.
- The country is one of the largest exporters of grapes.
- Chile is the top copper producer in the world with 29 percent of global copper production and the world's second-largest producer of lithium with a 22 percent share of world production. Chile is also the number one producer of iodine, rhenium, and sodium, and potassium nitrate.

F. HISTORY:

- The northern part of the country was ruled by the Inca before the Spanish took control in the 16th century. Native Mapuche people lived in the southern and central regions before the country became a Spanish colony.

- The country gained independence from Spain in 1810. Toward the end of the 1800s, many Europeans began to settle in Chile, including Germans, French, British, and Italians. Many Chinese moved to Chile to help build the railroad.
- Chile was once considered to be a very stable and free country. But in 1973 a bloody battle overthrew Salvador Allende's elected
- Marxist government and the country suffered 16 years under the dictatorship of Gen. Augusto Pinochet. Democracy was restored in 1989.

G. SELECT ONE from the CHOICE BOARD:

- ALL will participate in a beautiful TIMELINE of CHILE how it was formed, when certain flora and fauna arrived. CHOOSE an Animal, Plant or point of Culture or History from Chile. Write a mini report with a drawing and place it on the Timeline where appropriate. USE THE

Use the Research Questions BELOW!

H. CHOOSE ONE additional project:

- DRAW a MAP of Chile and insert 10 important AREAS of INTEREST with written descriptions. CREATE a documentation of this in the classroom.
- In a TEAM OF FOUR, RESEARCH and make a CHILEAN dish of food.

- Make enough for the Educators and give to them for LUNCH. Before creating this dish, you must EACH write a brief history of it and all of its ingredients also explaining why those ingredients grow well in Chile.
- WRITE a three-paragraph essay about how the Chilean and the United States Judicial System are similar and/or different.

RESEARCH QUESTIONS FOR COUNTRY RESEARCH:

- What is the population of the country?
- What is the country's racial composition?
- What languages are spoken in this country? Do they have an official language?
- What religion do the majority of people practice? What are the practices of that religion?
- What are some of the celebrations and traditions that take place in the country you are studying?
- What are some customs of the people?
- What holidays and festivals do they celebrate?
- Do the customs vary based on whether the people live in urban, suburban, or rural communities? If so, how?
- How does the geography of the country you are studying impact the way people live? What resources does it provide the people?

Present an Introduction to Peru with a 35-picture Tour

A. GEOGRAPHY:

- Peru is the third largest country in South America, after Brazil and Argentina. It is made up of a variety of landscapes, from mountains and beaches to deserts and rainforests. Most people live along the coast of the Pacific Ocean, where the capital, Lima, is located.
- Along Peru's west coast is a narrow strip of desert 1,555 miles (2,500 kilometers) long. Ancient people, called the Chimú and the Nasca, first inhabited this region thousands of years ago. The coastal desert makes up only about 10 percent of Peru, but it is home to more than half of all Peruvians.
- The world's largest rainforest, the Amazon, covers nearly half of Peru. Called the selva in Spanish, this huge jungle, which also covers half of Brazil, is home to plants and animals that do not live anywhere else on Earth. Some scientists think there may even be Indian tribes there that have never seen the outside world.
- The second highest mountain range in the world runs through Peru. These peaks, called the Andes, are so tall and forbidding that the ancient Inca people thought they were gods. They run from north to south and can be seen from Peru's beaches 50 miles (80 kilometers) to the west. The highest peak, Mount Huascarán, is 22,205 feet (6,768 meters) high.
- Once you have presented the above and in Socratic, discuss WHY the landscapes have formed based on their work with SUN and EARTH and ZONES.

B. PEOPLE & CULTURE:

- The people of Peru are a mix of many different cultures, including Indians, Spaniards and other Europeans, descendants of African slaves, and Asians. Until recently, most people lived in the countryside. But now, more than 70 percent live in cities. Most Peruvians follow the Catholic religion introduced by the Spanish.
- In Socratic, create a Venn diagram about the PEOPLE of Peru and the PEOPLE of America. Notice similarities and differences. Do we have a similar geography? If so, why would the things we do be different?

C. NATURE:

- Because it has so many different ecosystems, Peru is home to a wider variety of plants and animals than most other countries on Earth. For many reasons, Peruvians have not had as much of an impact on their natural world as many other countries, and much of these ecosystems have been undisturbed.
- A 250-acre (100-hectare) plot of Peruvian rain forest is home to more than 6,000 kinds of plants! There are hundreds of species that are only found in the Amazon. To protect these plants and animals, Peru has created special forest areas called reserves.
- On the Pacific Coast, many interesting plant and animal species have adapted to the dry desert climate. And off the coast, the Peru Current nourishes huge numbers of small fish, which in turn support large populations of bigger fish and seabirds, including Humboldt penguins.

- Peru's mountains support special types of grasses and plants, which provide food for mammals like llamas, alpacas, and vicuñas. One plant that grows in the Andes, the puya raimondi, grows for a hundred years before blooming.
- Lake Titicaca is the largest freshwater lake in South America and the highest of the world's largest lakes. Titicaca is one of less than twenty ancient lakes on earth, and is thought to be million years old. Lake Titicaca sits 3 810 m above sea level and is situated between Peru to the west and Bolivia to the east.
- Altiplano, English High Plateau, also called Puna, region of southeastern Peru and western Bolivia. The Altiplano originates northwest of Lake Titicaca in southern Peru and extends about 600 miles (965 km) southeast to the southwestern corner of Bolivia. It is a series of intermontane basins lying at about 12,000 feet (3,650 meters) above sea level. Lake Titicaca occupies the northernmost basin; to the south are Lake Poopó and the Coipasa and Uyuni salt flats. The basins are separated by spurs reaching eastward from the Cordillera Occidental of the Andes Mountains. On the eastern side of the Altiplano, however, there is a continuous passageway of gentle gradient extending southward across Bolivia. The Cordillera Oriental of the Andes forms the eastern boundary of the Altiplano.
- The Bayóvar mine is a large mine in the Sechura Desert in the Piura Region of Peru. Bayóvar represents one of the largest phosphate reserves in Peru, having estimated reserves of 238 megatonnes.

D. GOVERNMENT & ECONOMY:

- Peru is a constitutional republic, with a president, a congress, and a supreme court. Peruvians are required to vote by law. Presidents serve five-year terms and can only be elected twice in a row.
- Peru is one of the richest countries in the world in terms of natural resources. Gold, silver, copper, zinc, lead, and iron are found across the country, and there are reserves of oil and natural gas.

Even so, jobs there can be very hard to find, and Peru remains one of the world's poorest countries.

E. HISTORY:

- Peru is a very old country. The earliest inhabitants arrived there about 15,000 years ago. Societies emerged on the west coast more than 5,000 years ago and began to spread inland. These included the Chavín, the Moche, and the Nasca.
- One of the most important Peruvian cultures was the Inca, who lived in Peru around 600 years ago. Their capital, Cusco, is still a major city today. The Inca also built Machu Picchu, a famous and mysterious ancient city in the Andes. They thrived for centuries before being conquered by the Spanish in 1532.
- Create a timeline of historical events in Peru
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