

Essential Question Preview

Are the biggest challenges South American countries face economic, political, or environmental?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Tell students that deforestation and soil exhaustion threaten two of South America's most important resources—the rain forest and the lands used for commercial farming.
- Point out that many South American countries have experienced political unrest and economic crises at various times in the past and continue to search for ways to improve their economies.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

What conditions might lead to political unrest in a nation? How might political and economic tensions be connected?

Why might it be difficult for people experiencing economic hardship to care deeply about the environment?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ANALYZE VIDEOS

Oil Exploration in Ecuador Invite students to watch the video to learn about how oil exploration affects the environment. **Geography** What are the potential advantages and disadvantages to oil exploration in the Amazon rain forest? *Possible answers:*

Advantages—jobs, money to repay Ecuador's debt, money to invest in roads, education, infrastructure; Disadvantages—oil spills, deforestation, toxic waste, destruction of ecosystems



Module 11
South America

Essential Question
Are the biggest challenges South American countries face economic, political, or environmental?

Explore ONLINE!

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image Carousel: Venezuela's Canaima National Park
- ✓ Channel One News Video: Oil Exploration in Ecuador
- ✓ Image with Hotspots: The Amazon Rain Forest
- ✓ Image with Hotspots: Climate Zones in the Andes
- ✓ Compare Images: El Niño

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In this module, you will learn about the varied physical geography of South America. You'll read about the different people who have shaped its history and developed the continent's many and diverse cultures.

What You Will Learn

Lesson 1: Physical Geography	323
The Big Idea	South America is a continent made up of diverse physical features, wildlife, climates, and resources.
Lesson 2: Brazil	331
The Big Idea	The influence of Brazil's history can be seen all over the country in its people and culture.
Lesson 3: Argentina, Uruguay, and Paraguay	336
The Big Idea	Argentina, Uruguay, and Paraguay have been influenced by European immigration and a tradition of ranching.
Lesson 4: Colombia, Venezuela, and the Guianas	342
The Big Idea	Spanish conquest and valuable natural resources have shaped the histories, cultures, and economies of Colombia, Venezuela, and the Guianas.
Lesson 5: Ecuador, Bolivia, Peru, and Chile.	350
The Big Idea	Native cultures and Spanish colonization have shaped the history of Pacific South America, and today people of the region are working to overcome poverty and political instability.

Lesson 1 Big Idea

South America is a continent made up of diverse physical features, wildlife, climates, and resources

Main Ideas

- Coastal lowlands, mountains and highlands, and river systems shape much of Caribbean South America.
- Atlantic South America's rain forests are its major source of natural resources.
- The Andes mountains are Pacific South America's main physical feature.

- Brazil's society reflects a mix of people and cultures.

- Brazil today is experiencing population growth in its cities and new development in rain forest areas.

Lesson 3 Big Idea

Argentina, Uruguay, and Paraguay have been influenced by European immigration and a tradition of ranching.

Main Ideas

- European immigrants have dominated the history and culture of Argentina.
- Argentina's capital, Buenos Aires, plays a large role in the country's government and economy today.
- Uruguay has been influenced by its neighbors.
- Paraguay is the most rural country in the region.

Lesson 2 Big Idea

The influence of Brazil's History can be seen all over the country in its people and culture.

Main Ideas

- Brazil's history has been affected by Brazilian Indians, Portuguese settlers, and enslaved Africans.



Geography The Amazon Basin covers a huge forested region in northern Brazil.

History Early cultures in Peru made beautiful gold and silver objects, like this mask.



Culture Cowboys called *llaneros* work on the plains of Venezuela.

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Explore the Map and Images

South America: Political Situated mostly south of the equator, South America is made up of 12 countries.

Geography Ask students to name natural resources that might come from a rain forest. Tell them that in addition to wood, food, and rubber, plants for medicine also come from rain forests in South America.

History Spanish conquistadors sought riches like silver and gold when they explored South America. Invite students to share what they know about what happened to the Incas after the arrival of the Spanish.

Culture While *llaneros* work on the plains of Venezuela, *huasos* ride the rodeo in Chile and *gauchos* herd cattle in Argentina.

Analyze Visuals

Have students examine the images and answer the following questions:

1. What can you tell about South America by looking at the political map? *the locations of countries, cities, and rivers*
2. What can you infer about South America's geography from the pictures of the cowboy and the rain forest? *The region likely has diverse physical features and climates, as evidenced by the plains and the rain forest.*
3. Based on these photos, where would you choose to live: the Amazon Basin, Rio de Janeiro, or Chile? Why? *Possible answer: Rio de Janeiro, because I would love to live in a coastal area*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Lesson 4 Big Idea

Spanish conquest and valuable natural resources have shaped the histories, cultures, and economies of Colombia, Venezuela, and the Guianas.

Main Ideas

- Native cultures, Spanish conquest, and independence shaped Colombia's history.
- In Colombia today, the benefits of a rich culture and many natural resources contrast with the effects of a long period of civil war.
- Spanish settlement shaped the history and culture of Venezuela.
- Oil production plays a large role in Venezuela's economy and government today.
- The Guianas have diverse cultures and plentiful resources.

Lesson 5 Big Idea

Native cultures and Spanish colonization have shaped the history of Pacific South America, and today people of the region are working to overcome poverty and political instability.

Main Ideas

- The countries of Pacific South America share a history influenced by the Inca civilization and Spanish colonization.
- The culture of Pacific South America includes American Indian and Spanish influences.
- Ecuador struggles with poverty and political instability.
- Bolivia's government is trying to gain stability and improve the economy.
- Peru has made progress against poverty and violence.
- Chile has a stable government and a strong economy.

Reading Social Studies

Reading Social Studies

Reading Focus

Identify Supporting Details

Explain to students that writers are more effective when they provide credible statements that explain or prove their points. To illustrate this to students, ask students to write a short paragraph about a physical or human feature in their community.

For example, they could write about a local monument, lake, or river. Ask students to evaluate their paragraphs. Ask them what is missing that could make their writing more effective. Help students to see that by adding supporting details, such as facts, statistics, and examples, their paragraphs would be more interesting and informative. You may also wish to point out that when students conduct research, they should avoid using source material that does not include supporting details to back up its main points.

You Try It!

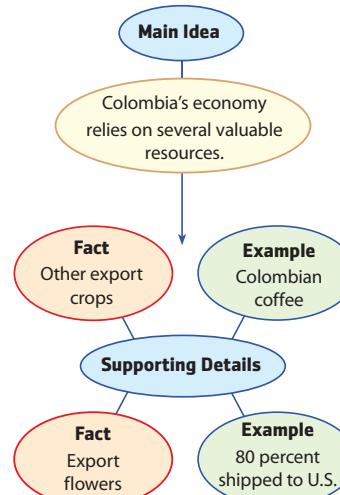
Main Idea: Caribbean South America is home to some remarkable wildlife. **Examples:** hundreds of bird species, piranhas, crocodiles; **Statistics:** Colombia has world's highest concentration of plants and animals; **Facts:** Colombia's wildlife includes jaguars, ocelots, several species of monkeys

Identify Supporting Details

READING FOCUS

Why believe what you read? One reason is because of details that support or prove the main idea. These details might be facts, statistics, examples, or definitions. In the example below, notice what kind of proof or supporting details help you believe the main idea.

Colombia's economy relies on several valuable resources. Rich soil, steep slopes, and tall shade trees produce world-famous Colombian coffee. Other major export crops include bananas, sugarcane, and cotton. Many farms in Colombia produce flowers that are exported around the world. In fact, 80 percent of the country's flowers are shipped to the United States.



YOU TRY IT!

Read the following sentences. Then identify the supporting details in a graphic organizer like the one above.

Caribbean South America is home to some remarkable wildlife. For example, hundreds of bird species, meat-eating fish called piranhas, and crocodiles live in or around the Orinoco River. Colombia has one of the world's highest concentrations of plant and animal species. The country's wildlife includes jaguars, ocelots, and several species of monkeys.

As you read this module, identify supporting details to help add to your understanding of the text.



Physical Geography

- Venezuela's Canaima National Park
- The Amazon Rain Forest
- El Niño

- The River of Doubt
- Rainforest Destruction and Preservation

Visuals

Videos

LESSON 1

Big Idea

South America is a continent made up of diverse physical features, wildlife, climates, and resources.

Extend and Enrich

Maps, Graphs, and Charts

Sources

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

- Map: Caribbean South America: Physical
- Map: Atlantic South America: Physical
- Map: Pacific South America: Physical
- Map: Bolivia: Resources

- Document-Based Investigation: Climate Zones in the Andes

► Online Lesson 1 Enrichment Activities

The River of Doubt

Video Students view documentary footage of Theodore Roosevelt's scientific expedition to the Amazon and then create an illustrated journal entry in the voice of an expedition member of the events and discoveries made on one day of the journey.



Rain Forest Destruction and Preservation

Brochure Students learn more about the threat of deforestation in Brazil's Amazonian rain forest, and then create a brochure to educate people about the environmental issues at stake.

Physical Geography

The Big Idea

South America is a continent made up of diverse physical features, wildlife, climates, and resources.

Main Ideas

- Coastal lowlands, mountains and highlands, and river systems shape much of Caribbean South America.
- Atlantic South America's rain forests are its major source of natural resources.
- The Andes mountains are Pacific South America's main physical feature.

Key Terms and Places

Andes
cordillera
Llanos
Orinoco River
Amazon River
Río de la Plata
estuary
Pampas
deforestation
soil exhaustion
altiplano
El Niño

If YOU lived there ...

You live on the coast of Brazil, near the mouth of the Amazon River. Now you are taking your first trip up the river deep into the rain forest. The river is amazingly wide and calm. Trees on the riverbanks seem to soar to the sky. Your boat slows as you pass a small village. You notice that all the houses rest on poles that lift them eight to ten feet out of the water.

What would it be like to live in the rain forest?

Caribbean South America

Look at the map of Caribbean South America on the next page. As you can see, this region features rugged mountains, highlands, and plains drained by huge river systems. Caribbean South America also has one of the world's highest concentrations of plant and animal species.

Physical Features The highest point in the region is in Colombia, a country larger than California and Texas combined. On the western side of Colombia, the **Andes** (AN-deez) mountains reach 18,000 feet (5,490 m). The Andes form a **cordillera** (kawr-duhl-YER-uh), a mountain system made up of roughly parallel ranges. Some of the Andes' snowcapped peaks are active volcanoes. Eruptions and earthquakes shake these mountains frequently.

Lying on the Caribbean coast, Venezuela is located in the middle of the other countries in the region. Venezuela's highest elevation is in the Guiana Highlands, which stretch into Guyana and Suriname. For millions of years, wind and rain have eroded these highlands' plateaus. However, some of the steep-sided plateaus are capped by sandstone layers that have resisted erosion. These unusual flat-topped formations are sometimes called **tepuis** (tay-PWEEZ). The **tepuis** create a dramatic landscape as they rise about 3,000 to 6,000 feet (900 to 1,800 m) above the surrounding plains.

As you look at the map, notice how much the elevation drops between the highlands and the Andes. This region of plains is known as the **Llanos** (YAH-nohs). The Llanos is mostly

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Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

What would it be like to live in the rain forest?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the CLIMATE:

- constant rain
- moist, humid air
- warm temperatures

Consider the ENVIRONMENT:

- wide variety of plants and trees
- many different animals
- wide rivers and flooded land

2. Direct Teach

Introduce the Big Idea: *South America is a continent made up of diverse physical features, wildlife, climates, and resources.* Remind students that location determines a region's climate. Ask them to predict how the climate of a mountainous region such as the Andes might differ from that of the Amazon rain forest. Then ask them to speculate on what kinds of wildlife and resources might be native to each region. Tell students they will learn more about the physical geography of South America in this lesson.

3. Practice/Assess/Inquire

Have students make a table with three columns labeled *Caribbean South America*, *Atlantic South America*, and *Pacific South America*. Then have them read through the lesson and write down facts about each region in the appropriate column.

4. Explore (Collaborative Exploration)

Have students share facts they wrote down and ask them to volunteer additional related information they might know about each region.

5. Whole Group/Close/Reflect

Have students select one fact from their sheets to research further and write a paragraph about. Have volunteers read their paragraphs to the class.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ONLINE DOCUMENT-BASED INVESTIGATION

South America

Climate Zones in the Andes is the first of five document-based investigations in the South America module. Students use the interactive features to explore the visual.

Teach the Main Idea

Coastal lowlands, mountains and highlands, and river systems shape much of Caribbean South America.

Identify What are the grasslands of Venezuela and Colombia called? *the Llanos*

Interpret Which are higher: the Andes mountains or the Guiana Highlands? *the Andes*

Draw Conclusions Why does the rain forest have more trees than the Llanos? *Rain falls throughout the year in the rain forest, but the Llanos has wet and dry seasons.*

Identify Name two energy sources available in the region. *oil and hydroelectric power*

More About ...

The “Four-Eyed Fish” The *anableps* is a small fish that lives in the brackish water of the Orinoco Delta. It is sometimes called a “four-eyed fish,” but that is not quite true. The *anableps*'s two eyes are divided horizontally into two separate lens areas. The fish can swim at the surface of the water and watch for predators above and below water at the same time.

National Bird of Colombia As in the United States, a bird of prey symbolizes freedom for Colombians. The Andean condor, with a wingspan of up to 10 feet (3 m), is the largest bird of prey in the world. It nests as high as 18,000 feet (5,486 m) in the Andes mountains and is one of the world's highest flying birds. The condor was chosen in 1834 for the Colombian coat of arms as a symbol of liberty.

► ONLINE GRAPHIC ORGANIZER

Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Evaluate Which physical feature do you think most shapes life in South America? Explain. *Possible answer: the Amazon River because its waters and basin supports a vast rain forest with diverse animals and plants*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Andes, cordillera, Llanos, Orinoco River, Amazon River, Rio de la Plata, estuary, Pampas, deforestation, soil exhaustion, altiplano, El Niño.**

► ONLINE INTERACTIVE MAPS

Caribbean South America: Physical

Have students explore the map using the interactive features and answer the associated questions.

Location Which major river runs through Venezuela? *Orinoco River*

In print edition, see map of same title.

1. **Location** Which major river runs through Venezuela? *Orinoco River*

2. **Region** How is the elevation of Colombia different from that of the rest of Caribbean South America? *Western Colombia has tall mountains—the Andes.*

► ONLINE INTERACTIVE VISUALS

Image Carousel: Venezuela's Canaima National Park

Have students navigate through the carousel and note the different aspects of culture on display. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What do you think attracts millions of people from around the world to visit Canaima National Park? *beautiful scenery, wildlife, access to natural areas*

grassland with few trees. At a low elevation and without much vegetation, these plains flood easily.

Flowing for about 1,600 miles (2,575 km), the **Orinoco** (OHR-ee-NOH-koh) **River** is the region's longest river. Snaking its way through Venezuela to the Atlantic Ocean, the Orinoco and its tributaries drain the plains and highlands. Two other important rivers, the Cauca and the Magdalena, drain the Andean region.

Climate and Vegetation Caribbean South America's location near the equator means that most of the region has warm temperatures year-round. However, temperatures do vary with elevation. For example, in the Andes, as you go up in elevation, the temperature can drop rapidly—about four degrees Fahrenheit (two degrees Celsius) every 1,000 feet (305 m).

In contrast, the vast, flat landscape of the Llanos region has a tropical savanna climate. Here, both the wet and dry seasons provide favorable conditions for grasslands to grow.

Rain forests, another type of landscape, thrive in the humid tropical climate of southern Colombia. This area is a part of the Amazon Basin. Here, rain falls throughout the year, watering the forest's huge trees. These trees form a canopy where the vegetation is so dense that sunlight barely shines through to the jungle floor.

► Explore ONLINE!



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INTERPRET MAPS

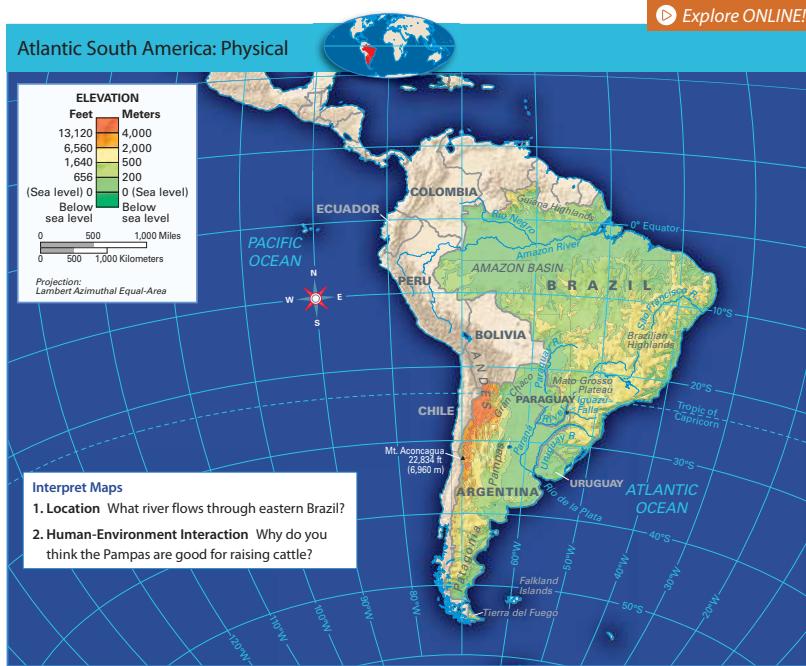
Map the Region

1. Have students draw their own map of the Caribbean South American region. Have them use the political and physical maps from the Module Opener and Lesson 1 in their textbooks as sources. Maps should include the following:

- names of countries
- capital cities
- compass rose
- surrounding bodies of water and countries
- rivers, lakes, and mountain ranges
- lines of latitude and longitude

2. Encourage students to be precise and neat, but also creative. For example, students could add symbols such as a waterfall to indicate Angel Falls, cattle on the Llanos, or fish in the sea.

*Alternative Assessment Handbook, Rubric 20: Map Creation



Reading Check
Summarize
What are the region's major physical features?

Natural Resources Good soil and moderate climates help make most of Caribbean South America a rich agricultural region. Major crops include rice, coffee, bananas, and sugarcane.

In addition, the region has other valuable resources, such as oil, iron ore, and coal. Both Venezuela and Colombia have large oil-rich areas. Forests throughout the region provide timber. While the seas provide plentiful fish and shrimp, the region's major rivers are used to generate hydroelectric power.

Atlantic South America

The region of Atlantic South America includes four countries: Brazil, Argentina, Uruguay, and Paraguay. This large region covers about two-thirds of South America.

Physical Features The world's largest river system, the Amazon, flows eastward across northern Brazil. The **Amazon River** is about 4,000 miles (6,440 km) long. It extends from the Andes mountains in Peru to the Atlantic Ocean. Hundreds of tributaries flow into it, draining an area that includes parts of most South American countries.

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SPECIAL NEEDS STUDENTS

Length of the Amazon River

1. Read aloud the text about the Amazon River. Emphasize to students that the Amazon is the world's largest river system.
2. Next, tell students that the Mississippi River in the United States is just over 2,300 miles (3,701 km) in length. To help students understand the differences in size and how long the Amazon is, have them take out a piece of paper and fold it in half lengthways. On the top half, have students draw a wide blue river. Tell them that this represents the Mississippi River.

Then have them continue the river down to near the bottom edge of the paper. Only about 1.5 inches (3.8 cm) of paper should remain uncolored. Tell them that this is the size of the Amazon, nearly double the size of the Mississippi.

3. To reinforce the drawings, direct just over half the students to stand up and form a line and have that line represent the Mississippi. Then have the rest of the students join the line to represent the entire length of the Amazon.

*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

Teach the Main Idea

Atlantic South America's rain forests are its major source of natural resources.

Explain Describe the main landforms of the region of Atlantic South America. *The region's landforms mainly consist of plains and plateaus.*

Describe What are the main climates in Atlantic South America? *There are cool climates in southern and highland areas, tropical and moist climates in northern and coastal areas, hot and dry climates in the northeast areas, and in Southern Argentina, Patagonia has a cool, desert climate.*

Define What is deforestation? *the clearing of trees*

Recall What is soil exhaustion? *infertile soil that has lost its nutrients due to planting the same crop every year*

More About . . .

The Amazon Rain Forest Tropical forests have four distinct layers: the forest floor, the understory or lower canopy, the upper canopy, and emergent trees. The forest floor is almost bare. The upper canopy is where most of the rain forest animals live.

ONLINE INTERACTIVE MAPS

Atlantic South America: Physical

Have students explore the map using the interactive features and answer the associated questions.

Region Which elevation best describes Amazon Basin? *between sea level and 1,640 feet (500 m)*

In print edition, see map of same title.

1. **Location** What river flows through eastern Brazil? *Sao Francisco*
2. **Human-Environment Interaction** Why do you think the Pampas are good for raising cattle? *because there is plenty of room for the cattle to roam and plenty of grass for the cattle to eat*

READING CHECK

Summarize What are the region's major physical features? *Guiana Highlands, tepuis, Llanos, Orinoco River, Andes*



ONLINE INTERACTIVE VISUALS

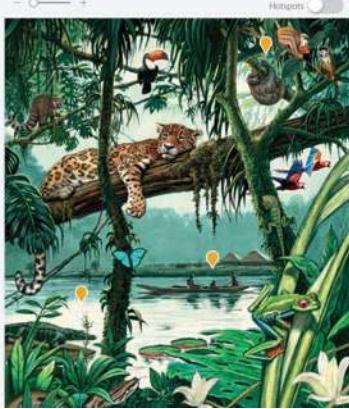
Image with Hotspots: The Amazon Rain Forest

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What kinds of animals could not survive living in the canopy? *animals that cannot climb or live in trees*

The Amazon Rain Forest

The Amazon rain forest covers more than one-third of South America. Seen from the air, it looks like a big green carpet. The top level of tree branches is called the canopy. Most action in the forest takes place in the canopy, but plenty of life also exists below.



READING CHECK

Summarize What resources does the rain forest provide? *food, wood, rubber, plants for medicines and other products*

Reading Check
Summarize What resources does the rain forest provide?

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Because of its huge drainage area, the Amazon carries more water than any other river in the world. About 20 percent of the water that runs off Earth's surface flows down the Amazon. Where it meets the Atlantic, this freshwater lowers the salt level of the Atlantic for more than 100 miles (160 km) from shore.

The Paraná (pah-rah-NAH) River drains much of the central part of South America. Water from the Paraná River eventually flows into the **Río de la Plata** (REE-oh day lah PLAH-tah) and the Atlantic Ocean beyond. The Río de la Plata is an estuary. An **estuary** is a partially enclosed body of water where freshwater mixes with salty seawater.

As you can see on the map, this region's landforms mainly consist of plains and plateaus. The Amazon Basin in northern Brazil is a giant, flat floodplain. South of the Amazon Basin are the Brazilian Highlands, a rugged region of old, eroded mountains, and another area of high plains called the Mato Grosso Plateau.

Farther south, a low plains region known as the Gran Chaco (grahn CHAH-koh) stretches across parts of Paraguay and northern Argentina. In central Argentina are the wide, grassy plains of the **Pampas**. South of the Pampas is Patagonia—a region of dry plains and plateaus. All of these southern plains rise in the west to form the high Andes mountains.

Climate and Vegetation Atlantic South America has many climates. Generally, cool climates in southern and highland areas give way to tropical, moist climates in northern and coastal areas.

In southern Argentina, Patagonia has a cool, desert climate. North of Patagonia, rich soils and a humid subtropical climate make parts of the Pampas good for farming. Farther north in Argentina, the Gran Chaco has a humid tropical climate. There, summer rains can turn some parts of the plains into marshlands.

North of Argentina in Brazil, a large part of the central region has a tropical savanna climate with warm grasslands. The northeastern part of the country has a hot, dry climate, while the southeast is cooler and more humid.

In northern Brazil the Amazon Basin's humid tropical climate supports the world's largest tropical rain forest. Rain falls almost every day in this region. The Amazon rain forest contains the world's greatest variety of plant and animal life.

Natural Resources The Amazon rain forest is one of the region's greatest natural resources. It provides food, wood, rubber, plants for medicines, and other products. In recent years **deforestation**, or the clearing of trees, has become an issue in the forest.

The region's land is also a resource for commercial farming, which is found near coastal areas of Atlantic South America. In some areas, however, planting the same crop every year has caused **soil exhaustion**, which means the soil is infertile because it has lost nutrients needed by plants.

Atlantic South America also has good mineral and energy resources such as gold, silver, copper, iron, and oil. Dams on some of the region's large rivers also provide hydroelectric power.

TIERED ACTIVITY

The Amazon Rain Forest

Below Level Have students create rain forest diagrams, illustrating the four layers of a rain forest: the forest floor, the understory, the upper canopy, and emergent trees. For each layer, ask students to write a sentence explaining why the layer is important for the rest of the rain forest's survival.

At Level Going beyond the Below Level activity, students should:

- Research how clearing the rain forest might affect rain forest life. Students should consider the question from the standpoint of interdependence.
- Answer the following questions based on their research: What might happen to

the insects and animals who eat plant life to survive? If the insects die, what other animals and plant life could be affected? How might this affect humans?

Above Level Going beyond the Below and At Level activities, students should:

- Find out more about conservation efforts taking place in the rain forest.
- Describe at least one conservation project currently underway in the rain forest, explaining what conservationists are doing as well as their short- and long-term goals.

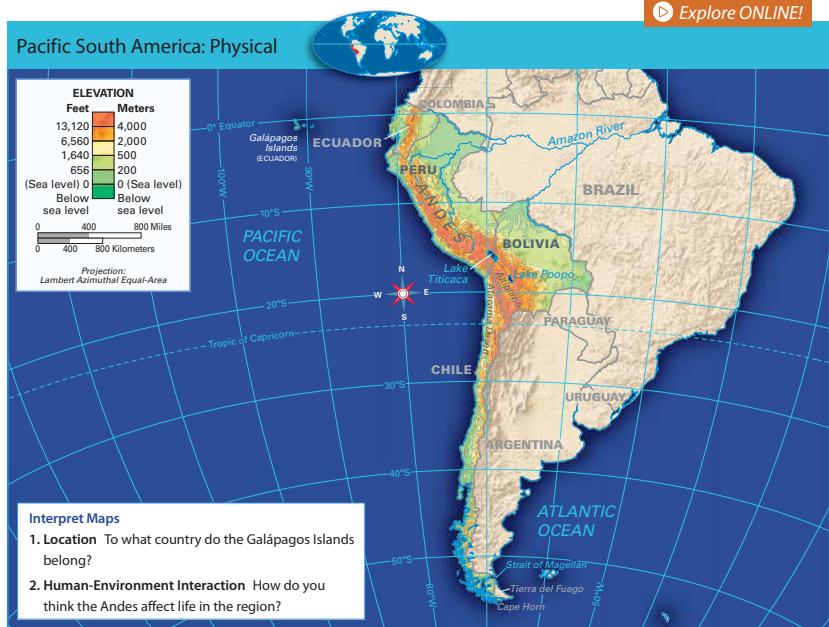
Pacific South America

The countries of Pacific South America stretch along the Pacific coast from the equator south almost to the Antarctic Circle. All of the countries in this region share one major physical feature—the high Andes mountains.

Physical Features The Andes run through Ecuador, Peru, Bolivia, and Chile. Some ridges and volcanic peaks in the Andes rise more than 20,000 feet (6,800 m) above sea level. Because two tectonic plates meet at the region's edge, earthquakes and volcanoes are a constant threat. Sometimes these earthquakes disturb Andean glaciers, sending ice and mud rushing down mountain slopes.

Landskapes in the Andes differ from south to north. In southern Chile, rugged mountain peaks are covered by ice caps. In the north, the Andes are more rounded than rugged, and there the range splits into two ridges. In southern Peru and Bolivia these ridges are quite far apart. A broad, high plateau called the **altiplano** lies between the ridges of the Andes.

Andean glaciers are the source for many tributaries of the Amazon River. Other than the Amazon tributaries, the region has few major rivers. Rivers on the altiplano have no outlet to the sea. Water collects in two



Explore ONLINE!

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ADVANCED/GIFTED

Map the Andes

1. Have students review the information and the maps in the text that show the Andes. Students may wish to conduct their own outside research on the Andes as well.
2. Have students work in pairs to create their own 3-D maps showing the Andes and the borders of the countries that the Andes run through. Invite students to use whatever resources are on hand: paper, modeling clay, etc.

3. When students have finished, have them share their maps and explain how they created the features shown, including the comparative height of mountain peaks, lakes, the altiplano, etc.

*Alternative Assessment Handbook, Rubric 20: Map Creation

Teach the Main Idea

The Andes mountains are Pacific South America's main physical feature.

Explain What is the altiplano? *a broad high plateau that lies between the ridges of the Andes in southern Peru and Bolivia*

Identify Cause and Effect Why are earthquakes and volcanoes threats in the Andes? *because two tectonic plates meet at the region's edge*

Elaborate How does El Niño affect fishing in the waters off the Pacific coast? *It makes the waters too warm for the fish so they leave the area, leaving less for fishers to catch.*

Describe Why are the countries of Pacific South America unable to produce large crops for export? *There is little good farmland.*

More About . . .

Cultivating Potatoes Potatoes were first cultivated as early as 1,800 years ago in the Andes. A tough and durable crop, the potato grew well in the high elevations and poor soil of the region. Archaeologists working in Peru and Chile have found the remains of potatoes dating back to 500 BC. Evidence suggests that the potato was even worshipped by the ancient Incas, who buried potatoes with their dead.

Life in the Atacama Desert It is so dry in the Atacama Desert that some locations have had no rain for as long as records have been kept. Even the hardiest of insects and fungi cannot live in some areas. Still, some species of cactus and mesquite grow in low areas where water occasionally accumulates. Other species of plants found near the Pacific coast can survive without rain because they obtain their moisture from the persistent fog.

ONLINE INTERACTIVE MAPS

Pacific South America: Physical

Have students explore the map using the interactive features and answer the associated questions.

Location To what country do the Galápagos Islands belong? *Ecuador*

In print edition, see map of same title.

1. **Location** To what country do the Galápagos Islands belong? *Ecuador*
2. **Human-Environment Interaction** How do you think the Andes affect life in the region? *Possible answers: limit transportation, make people dress warmly, cause danger because of volcanoes and earthquakes, cause mudslides, isolate people*



ONLINE DOCUMENT-BASED INVESTIGATION

Climate Zones in the Andes

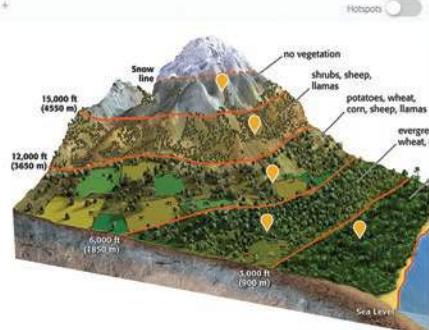
Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Sources Between what elevations do potatoes grow best? *between 6,000 feet and 12,000 feet (1,829 m and 3,658 m)*

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Climate Zones in the Andes

Five climate zones exist in the Andes. These zones change with elevation and each zone supports different types of plant and animal life.



large lakes. One of these, Lake Titicaca, is the highest lake in the world that large ships can cross.

At the southern tip of the continent, the Strait of Magellan links the Atlantic and Pacific Oceans. A strait is a narrow body of water connecting two larger bodies of water. The large island south of the strait is Tierra del Fuego, or "land of fire."

Climate and Vegetation Climate, vegetation, and landscapes all vary widely in Pacific South America. We usually think of latitude as the major factor that affects climate. However, in Pacific South America, elevation has the biggest effect on climate and vegetation.

Mountain environments change with elevation. For this reason, we can identify five different climate zones in the Andes.

The lowest zone includes the hot and humid lower elevations near sea level. Crops such as sugarcane and bananas grow well there. This first zone is often found along the coast, but it is also found inland in eastern Ecuador and Peru and northern Bolivia. These regions are part of the Amazon basin. They have a humid tropical climate with thick, tropical rain forests.

As elevation increases, the air becomes cooler. The second elevation zone has moist climates with mountain forests. This zone is good for growing coffee. In addition, many of Pacific South America's large cities are located in this zone.

Higher up the mountains is a third, cooler zone of forests and grasslands. Farmers grow potatoes and wheat there. Many people in Pacific South America live and farm in this climate zone.

At a certain elevation, the climate becomes too cool for trees to grow. This fourth climate zone above the tree line contains alpine meadows with grasslands and hardy shrubs. The altiplano region between the two ridges of the Andes lies mostly in this climate zone.

The fifth climate zone, in the highest elevations, is very cold. No vegetation grows in this zone because the ground is almost always covered with snow and ice.

Pacific South America also has some climates that are not typical of any of the five climate zones. Instead of hot and humid climates, some coastal regions have desert climates.

Northern Chile contains the Atacama Desert. This desert is about 600 miles (965 km) long. Rain falls there less than five times a century, but fog and low clouds are common. They form when a cold current in the Pacific Ocean chills the warmer air above the ocean's surface. Cloud cover keeps the air near the ground from being warmed by the sun. As a result, coastal Chile is one of the cloudiest—and driest—places on Earth.

In Peru, some rivers cut through the dry coastal region. They bring snowmelt down from the Andes. Because they rely on melting snow, some of these rivers only appear at certain times of the year. The rivers have made some small settlements possible in these dry areas.

328 Module 11

COLLABORATIVE LEARNING

Climate Zones in the Andes

- Explain to students that in the Andes there are five distinct climate zones: *Tierra Caliente*, *Tierra Templada*, *Tierra Fria*, *Tierra Helada*, and *Tierra Nevada*. Organize the class into five groups. Assign one of the zones to each group. Tell the groups that they are to prepare an oral presentation on their climate zone.
- Have students use the library, the Internet, or other resources to research their climate zone. Students in each group should divide the following topics among themselves: meaning of the name, elevation, vegetation, climate, animals, and people.

- Ask each group to present its findings to the class, beginning with the lowest zone and proceeding up the zones in order. This will reinforce students' understanding of the gradual changes from zone to zone.

*Alternative Assessment Handbook, Rubrics 30: Research; and 24: Oral Presentations

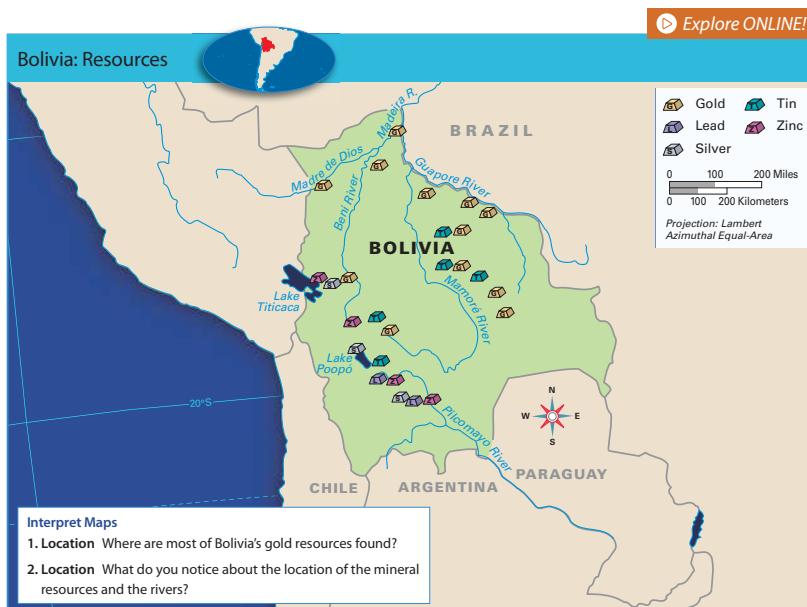
Academic Vocabulary
cause to make something happen

About every two to seven years, this dry region experiences **El Niño**, an ocean and weather pattern that affects the Pacific coast. During an El Niño year, cool Pacific water near the coast warms. This change may cause extreme ocean and weather events that can have global effects.

As El Niño warms ocean waters, fish leave what is usually a rich fishing area. This change affects fishers. Also, El Niño **causes** heavy rains, and areas along the coast sometimes experience flooding. Some scientists think that air pollutants have made El Niño last longer and have more damaging effects.

Natural Resources The landscapes of Pacific South America provide many valuable natural resources. For example, forests in southern Chile and in eastern Peru and Ecuador provide lumber. Also, as you have read, the coastal waters of the Pacific Ocean are rich in fish.

In addition, the region has valuable oil and minerals. Ecuador in particular has large oil and gas reserves, and oil is the country's main export. Bolivia has some deposits of tin, gold, silver, lead, and zinc. Chile has copper deposits. In fact, Chile exports more copper than any other country in the world. Chile is also the site of South America's deepest open pit mine.



South America 329

STRUGGLING READERS

El Niño Weather Patterns

1. Review the information about El Niño with students. You may also wish to read the text aloud, pausing to ask and answer questions to ensure student understanding. Tell students to examine the maps in this module to understand where El Niño occurs.
2. Have students create a simple flow chart of three boxes connected with arrows. The middle box should be labeled **EL NIÑO**. Direct students to fill in the flow chart with information from the text that describes the sequence of events that occurs in an El Niño weather pattern. Students may work individually, with a partner, or in small groups.

3. When students have completed their diagrams, review the sequence of events surrounding El Niño, and have students correct their work as needed.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

ONLINE INTERACTIVE VISUALS

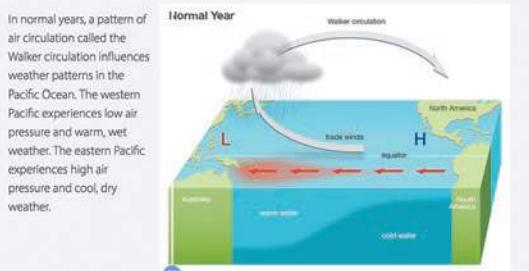
Image Compare: El Niño

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What causes more moisture in an El Niño year? *warm ocean water*

El Niño

Every few years around Christmas time, Peru experiences a weather event called El Niño, which is Spanish for "the child." In Spanish, El Niño also refers to the Christ child.



ONLINE INTERACTIVE MAPS

Bolivia: Resources

Have students study the map and answer the associated question.

Region Which resources are found between Lake Titicaca and the Beni River? *gold, silver, zinc*

In print edition, see map of same title.

1. **Location** Where are most of Bolivia's gold resources found? *in the north*
2. **Location** What do you notice about the location of the mineral resources and the rivers? *Minerals are found close to rivers.*

Bolivia: Resources



READING CHECK

Contrast How do the Andes differ from north to south? *In the south, the mountains are rugged and covered by ice; in the north, they are rounded and split into two ranges.*

Reading Check

Contrast How do the Andes differ from north to south?

Although the countries of Pacific South America have many valuable resources, one resource they do not have much of is good farmland. Many people farm, but the region's mostly cool, arid lands make it difficult to produce large amounts of crops for export.

Summary and Preview In this lesson, you learned that the physical geography of Caribbean South America includes mountains, highlands, plains, and rivers. Physical features of Atlantic South America include great river systems and plains. A huge part of the region is the Amazon rain forest. Finally, you learned that the Andes mountains are the main physical feature of Pacific South America. Next you will learn about Brazil, the country of the Amazon.

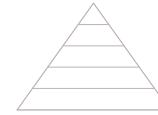
Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Elaborate** Why do the Llanos in Colombia and Venezuela flood easily? *They are at a low elevation and have little vegetation to absorb heavy seasonal rains.*
- b. **Make Inferences** How does the region's location near the equator affect its climate? *Most of the region has warm temperatures year-round.*
2. a. **Explain** How does the Amazon River affect the Atlantic Ocean at the river's mouth? *The freshwater from the Amazon lowers the salt level of the Atlantic.*
- b. **Analyze** What is one benefit and one drawback of practicing commercial agriculture in the rain forest? *One benefit is that it helps farms and the economy. One drawback is that it hurts the environment, which eventually affects the same people benefitting from the farming.*
3. a. **Identify** What is the main physical feature of Pacific South America? *the Andes*
- b. **Define** What is El Niño, and what are some of its effects? *an ocean weather pattern that causes heavy rains; flooding and disruption of ocean fishing*

Critical Thinking

4. **Categorize** Review your notes on the Andes. Then use a diagram to describe the climate and vegetation in each of the five climate zones in the Andes. *Possible answer: characteristics of zones, from lowest to highest: hot humid with tropical rain forests; comfortable, temperate, good coffee growing; cold, but potatoes and wheat grow; cool with no trees; cold with no vegetation*



330 Module 11

ENGLISH LANGUAGE LEARNERS

Mini-Posters

1. To help students gain a greater understanding of the vegetation and resources in South America, have them read the sections *Climate and Vegetation* and *Natural Resources* for all three regions. Make a class list of all the vegetation and resources mentioned.
2. Organize the class into groups of three to five, and have each group choose three of the items from the list.
3. Have each group research the three chosen items and create a mini-poster for each. Posters should include a picture of the item, its name both in English

and Spanish (if they are different), and a few important facts. Have students use a dictionary to confirm spellings and proper use of the English names.

4. Have students present their information to one of the other groups. Encourage students to repeat their presentations, self-correcting their pronunciation as needed.

*Alternative Assessment Handbook, Rubrics 28: Posters and 29: Presentations

► Online Assessment

1. Why is Caribbean South America a productive agricultural region?

- It has good soil and a mild climate.
- It has many mountains and volcanoes.
- It has rain forests where the trees form dense canopies.
- It has plateaus capped by sandstone layers that resist erosion.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Farmers in Caribbean South America grow many crops, such as coffee, bananas, and sugarcane, due to the region's *good soil* 

2. Which statement explains why clearing the Amazon rain forest is a controversial practice?

- The rain forest is a valuable resource for timber.
- The rain forest is the best place to raise cattle in the region.
- The rain forest provides the region with valuable minerals such as gold.
- The rain forest contains many plants that can provide valuable medicines.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The clearing of the Amazon rain forest is a controversial practice because valuable plant species may be destroyed that can *provide medicines* 

3. Which statement is an accurate description of the Pacific South America region?

- There are many rivers that flow north to south.
- Latitude has the greatest effect on climate and vegetation.
- Elevation has the greatest effect on climate and vegetation.
- There are many rugged mountains covered with ice in the northern ranges.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Because the Pacific South American region is dominated by the Andes mountains, *elevation*  has the greatest effect on the climate and vegetation of the region.

4. **Compare and Contrast** Why do both Colombia and Venezuela have the potential to be economically strong nations? Name two natural resources common to the region.

Both Colombia and Venezuela have large oil-rich areas and are located near iron and coal deposits. These resources, along with forests, fishing grounds, and good agricultural production, have the potential to make Colombia and Venezuela economically strong nations.

5. **Analyze Issues** How has poor management of the land caused problems for farmers in South American coastal regions?

Clearing away trees for farmland has allowed farmers to grow crops in the South American coastal regions. However, planting the same crops every year has led to soil exhaustion. Soil exhaustion occurs when the nutrients in the soil are not replaced, causing the soil to lose its fertility and crops to not grow any longer.

6. **Compare and Contrast** How does the landscape of the Pacific South American region differ from the north to the south?

In the northern part of the region, the Andes mountains split in two and are divided by a high plateau called the altiplano. The mountains in the north have rounded tops, while the mountains in Chile are more rugged and are covered by ice.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 326

COLLABORATIVE LEARNING

Plan a Business

1. Organize the class into small groups.
2. Have each group imagine they are starting a business in Atlantic South America. Have students choose a business such as raising cattle, fishing, leading river tours down the Amazon, or operating a resort hotel. Once students choose their business, have them plan which area they think would be best to run it. Ask why they think their business would be successful there.
3. Have students write a 1–2 paragraph “business proposal” describing their business and the need it will meet.
4. Call on a volunteer from each group to read the group’s proposal. As a class, discuss the merits of each proposal and how it might be improved. Encourage presenters also to solicit suggestions for improving errors in grammar and spelling.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 43: Writing to Persuade



Brazil

- Regions of Brazil

Visuals

Videos

LESSON 2

Big Idea

The influence of Brazil's history can be seen all over the country in its people and culture.

Maps,
Graphs, and
Charts

Sources

- Geography and Culture: Soccer in Brazil
- Compare Approaches to European Colonization in the Americas
- Fighting Poverty in Brazil

Extend
and Enrich

Assessment

- Document-Based Investigation: Deforestation in the Amazon

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 2 Enrichment Activities

Compare Approaches to European Colonization in the Americas

Investigate Students research European colonization and write an essay comparing the various approaches to European colonies in the Americas.



Fighting Poverty in Brazil

Article Students research poverty reduction programs in Brazil and present a news report on the costs and benefits of such programs.



Brazil

The Big Idea

The influence of Brazil's history can be seen all over the country in its people and culture.

Main Ideas

- Brazil's history has been affected by Brazilian Indians, Portuguese settlers, and enslaved Africans.
- Brazil's society reflects a mix of people and cultures.
- Brazil today is experiencing population growth in its cities and new development in rain forest areas.

Key Terms and Places

São Paulo
megacity
Rio de Janeiro
favelas
Brasília
Manaus

If YOU lived there ...

You live in Rio de Janeiro, Brazil's second-largest city. For months your friends have been preparing for Carnival, the year's biggest holiday. During Carnival, people perform in glittery costumes and there is dancing all day and all night in the streets. The city is packed with tourists. It can be fun, but it is hectic! Your family is thinking of leaving Rio during Carnival so they can get some peace and quiet, but you may stay in Rio with a friend if you like.

**Would you stay for Carnival?
Why or why not?**
History

Brazil is the largest country in South America. Its population of about 211 million people is larger than the population of all of the other South American countries combined. Most Brazilians are descended from three diverse groups of people whose experiences have contributed in different ways throughout Brazil's history.

Colonial Brazil The area that is now Brazil was originally home to different groups of native peoples. They arrived in the region many thousands of years ago and developed a way of life based on hunting, fishing, and small-scale farming.

In 1500 Portuguese explorers became the first Europeans to arrive in Brazil. Soon Portuguese settlers began to move there. Good climates and soils, particularly in the northeast, made Brazil a large sugar-growing colony. Colonists brought a third group of people—Africans—to work as slaves on the plantations. Sugar plantations made Portugal rich, but they also eventually replaced forests along the Atlantic coast.

Other parts of Brazil also contributed to the colonial economy. Inland, many Portuguese settlers created cattle ranches. In the late 1600s and early 1700s, people discovered gold and precious gems in the southeast. A mining boom drew people to Brazil from around the world. Finally, in the late 1800s southeastern Brazil became a major coffee-producing region.

South America 331

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Would you stay for Carnival? Why or why not?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to STAY during Carnival:

- friends will be there
- lots of dancing and performances
- biggest holiday of the year

Consider reasons to LEAVE during Carnival:

- traffic jams everywhere
- too many people
- can't sleep because of the noise

2. Direct Teach Introduce the Big Idea: *The influence of Brazil's history can be seen all over the country in its people and culture.* Explain that Spanish is the language most commonly associated with South America, but that Portuguese is the official language of Brazil. Invite students to speculate about how Portuguese became Brazil's official language. Tell students that Brazilian society consists of a mix of people from diverse origins.

3. Practice/Assess/Inquire Have students create a three-column chart on their own paper. In the first column have students write important facts they read. In the second column, have students write one or two questions for each item in the first column. Last, have students write the answers to their questions in the third column.

4. Explore (Collaborative Exploration) Pair students and have them ask each other the questions they wrote.

5. Whole Group/Close/Reflect Have students choose one of the facts they listed on their charts to learn more about. Have them write 1–2 paragraphs about their subject. Ask volunteers to read their paragraphs to the class.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

ONLINE DOCUMENT-BASED INVESTIGATION

South America

Deforestation in the Amazon is the second of five document-based investigations that students will analyze in the South America module. Students explore a satellite image showing the effects of deforestation.

Teach the Main Idea

Brazil's history has been affected by Brazilian Indians, Portuguese settlers, and enslaved Africans.

Identify Who were the first people to live in Brazil? *American Indians*

Explain Why did Portuguese settlers move to Brazil in the 1500s? *Good climates and soils made Brazil a large sugar-growing colony. Later, settlers also built cattle ranches, began mining, and produced coffee.*

Summarize How has Brazil changed since it gained independence from Portugal? *The economy stayed the same, but the government has changed from being run by dictators to being run by elected officials.*

More About ...

Iguazu Falls Composed of 275 separate waterfalls or cataracts, Iguazu Falls is located on the border between Argentina and Brazil. The falls are 1.7 miles (2.7 km) wide, wider than both Niagara Falls in North America and Victoria Falls in Africa. A semicircular portion of the falls called the Garganta do Diabo ("Devil's Throat") is particularly dramatic, described as "an ocean plunging into an abyss." Rock ledges protruding into the falling streams of water create patterns of deflection and numerous rainbows. Two national parks—one in Brazil, one in Argentina—were created to preserve the natural beauty of the area.

Teach the Main Idea

Brazil's society reflects a mix of people and cultures.

Explain What has contributed to Brazil's culture?

People who came to Brazil from other countries brought their own traditions.

Contrast How is Brazil's official language different from the language spoken in most other South American nations? *Portuguese is Brazil's official language; people in most other South American nations speak Spanish.*

More About . . .

Food in Brazil Feijoada, a stew of black beans and meat, is a popular dish that many Brazilians and tourists enjoy eating. Many other foods are eaten throughout Brazil. One of these is queijo de minas, which is a type of cheese. Papaya, mango, pineapple, and guava are common fruits. Other ingredients typical of the Brazilian kitchen are beans, root vegetables, coconut, rice, pork, beef, and fish. People across Brazil use some of these ingredients to create their own regional dishes.

READING CHECK

Summarize What was Brazil's colonial economy like? *Brazil's colonial economy included sugar plantations, cattle ranching, mining, and eventually coffee production.*

Reading Check
Summarize
What was Brazil's colonial economy like?

Academic Vocabulary aspects parts

Reading Check
Analyze Effects How has cultural borrowing affected Brazilian culture?

Brazil Since Independence Brazil gained independence from Portugal without a fight in 1822. However, independence did not change Brazil's economy much. For example, Brazil was the last country in the Americas to end slavery.

Since the end of Portuguese rule, Brazil has been governed at times by dictators and at other times by elected officials. Today the country has an elected president and legislature. Brazilians can participate in politics through voting.

People and Culture

More than half of Brazilians consider themselves of European descent. These people include descendants of original Portuguese settlers along with descendants of more recent immigrants from Spain, Germany, Italy, and Poland. Nearly 40 percent of Brazil's people are of mixed African and European descent. Brazil also has the largest Japanese population outside of Japan.

Because of its colonial heritage, Brazil's official language is Portuguese. In fact, since Brazil's population is so huge, there are more Portuguese-speakers in South America than there are Spanish-speakers, even though Spanish is spoken in almost every other country on the continent. Other Brazilians speak Spanish, English, French, Japanese, or native languages.

Religion Brazil has the largest population of Roman Catholics of any country in the world. About 75 percent of Brazilians are Catholic. In recent years Protestantism has grown in popularity, particularly among the urban poor. Some Brazilians practice macumba (mah-KOOM-bah), a religion that combines beliefs and practices of African and Indian religions with Christianity.

Festivals Other aspects of Brazilian life also reflect the country's mix of cultures. For example, Brazilians celebrate Carnival before the Christian season of Lent. The celebration mixes traditions from Africa, Brazil, and Europe. During Carnival, Brazilians dance the samba, which was adapted from an African dance.

Brazil Today

Brazil's large size creates opportunities and challenges for the country. For example, Brazil has the largest economy in South America and has modern and wealthy areas. However, many Brazilians are poor.

While some of the same issues and characteristics can be found throughout Brazil, other characteristics are unique to a particular region of the country. Brazil can be divided into four regions, based on their people, economies, and landscapes.

The Southeast Most people in Brazil live in the southeast. **São Paulo** is located there. About 21 million people live in and around São Paulo. It is the largest urban area in South America and the fourth largest in

332 Module 11

READING CHECK

Analyze Effects How has cultural borrowing affected Brazilian culture? *Religion, festivals, and food from other countries are now a part of Brazilian culture.*

ONLINE GRAPHIC ORGANIZER

Brazil

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Elaborate How might life change for a person who moved from Brazil's interior to São Paulo? *He or she might move from a rural area where most people farm to an urban area with strong industries.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **São Paulo, megacity, Rio de Janeiro, favelas, Brasília, Manaus.**

the world. São Paulo is considered a **megacity**, or a giant urban area that includes surrounding cities and suburbs.

Rio de Janeiro, Brazil's second-largest city, lies northeast of São Paulo. About 12 million people live there. The city was the capital of Brazil from 1822 until 1960. Today Rio de Janeiro remains a major port city. Its spectacular setting and exciting culture are popular with tourists.

In addition to having the largest cities, the southeast is also Brazil's richest region. It is rich in natural resources and has most of the country's industries and productive farmland. It is one of the major coffee-growing regions of the world.

Although the southeast has a strong economy, it also has poverty. Cities in the region have huge slums called **favelas** (fah-VE-lahz). Many people who live in favelas have come to cities of the southeast from other regions of Brazil in search of jobs.

Regions of Brazil

Brazil's regions differ from each other in their people, climates, economies, and landscapes.



Rivers provide resources and transportation for people living in the Amazon region.



About one-third of Brazilians live in the dry northeast, the nation's poorest region.



Analyze Visuals
Which region appears to be the wealthiest?



The southeast has the country's largest cities, such as Rio de Janeiro.

South America 333

SPECIAL NEEDS STUDENTS

The Four Regions of Brazil

1. Read aloud the text on each of the four regions of Brazil. As you read each section, have students locate the region on a map in their textbook. In addition, use a large classroom map to show students the different regions.

2. Have students use the text and the maps to create a two-column chart listing the four regions. Then as a group, pick out two or three words to describe each region and have students put those words in the appropriate row of their charts.

*Alternative Assessment Handbook, Rubric 21: Map Reading

Teach the Main Idea

Brazil today is experiencing population growth in its cities and new development in rain forest areas.

Explain Why does Brazil's large size create opportunities and challenges for the country?
Brazil has the largest economy in South America. The country has modern and wealthy areas, but many Brazilians are poor.

Identify What are the four regions of Brazil? *the southeast, the northeast, the interior, and the Amazon*

Define What is a megacity? *a giant urban area that includes surrounding cities and suburbs*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Regions of Brazil

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Which region appears to be the wealthiest? *southeast*

In print edition, see feature of same title.

Regions of Brazil

Geographers often divide Brazil into four regions: the southeast, the northeast, the Amazon, and the interior. Each region is distinguished by factors related to its population, economic activities, and landscapes.



For additional instruction, go to end of lesson.

GEOGRAPHIC FEATURE

Soccer in Brazil

Have students read the Focus on Culture feature about the popularity of soccer in Brazil. You may wish to use the associated question as a discussion prompt.

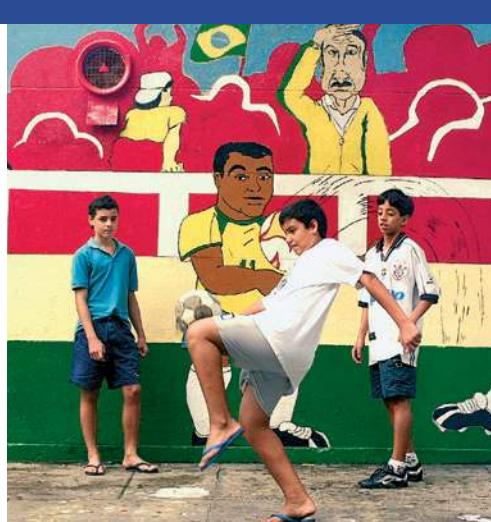
Analyze Visuals Why do you think soccer is so popular in Brazil? *Possible answer: Soccer is a fun sport and is an important part of Brazil's history and culture.*

In print edition, see Focus on Culture of same title.

Focus on Culture

Soccer in Brazil

To Brazilians, soccer is more than a game. It is part of being Brazilian. Professional stars are national heroes. The national team often plays in the Maracanã Stadium in Rio de Janeiro. Some fans beat drums all through the games. But it is not just professional soccer that is popular. People all over Brazil play soccer—in cleared fields, on the beach, or in the street. Here, boys in Rio practice their skills.



Analyze Causes

Why do you think soccer is so popular in Brazil?

The Northeast The northeast is Brazil's poorest region. Many people there cannot read, and health care is poor. The region often suffers from droughts, which make farming and raising livestock difficult. The northeast has little industry. However, the region's beautiful beaches do attract tourists.

Other tourist attractions in northeastern Brazil are the region's many old colonial cities. These cities were built during the days of the sugar industry. They have brightly painted buildings, cobblestone streets, and elaborate Catholic churches.

The Interior The interior region of Brazil is a frontier land. Few people live there, except for those who reside in the country's capital, **Brasília**.

In the mid-1950s government officials hoped that building a new capital city in the Brazilian interior would help develop the region. Brasilia has modern buildings and busy highways.

The Amazon The Amazon region covers the northern part of Brazil. **Manaus**, which lies 1,000 miles (1,600 km) from the mouth of the Amazon, is a major port and industrial city. About 2 million people live there. They rely on the river for transportation and communication.

Isolated Indian villages are scattered throughout the region's dense rain forest. Some of Brazil's Indians had little contact with outsiders until recently. Now, logging, mining, and new roads are bringing more people and development to this region.

ONLINE DOCUMENT-BASED INVESTIGATION

Deforestation in the Amazon

Have students explore the image. You may wish to use the associated question as a discussion prompt.

Analyze Sources What do you think might be some effects of building roads in the rain forest? *Possible answers: More trees would be cut down to make way for the roads; animals could be hit by cars.*

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Deforestation in the Amazon

Farming, logging, and mining in the Amazon is leading to deforestation. Deforestation not only changes the landscape of the Amazon rain forest, but it also threatens the lives of people and animals who depend on the rain forest's resources. This satellite image shows new roads and cleared areas where people have taken resources from the forest.



334 Module 11

COLLABORATIVE LEARNING

Indigenous Peoples of the Amazon

- Organize the class into small groups.
- Have each group research one of the many indigenous tribes still living in the Amazon rain forest. Ask students to focus not only on the way the people in their tribe live, but on the factors that may be affecting them (e.g., cattle ranching, logging, road building, etc.).

- Using the information they have collected, each group should create a multimedia presentation about the lives of people in the tribe. Students should also offer some actions that might be done to protect the tribes of the Amazon rain forest.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 22: Multimedia Presentations

Reading Check
Contrast How does the northeast of Brazil differ from the southeast?

This new development provides needed income for some people. For example, people need wood for building and making paper. Also, farmers, loggers, and miners need to make a living. But new development destroys large areas of the rain forest. This deforestation in the Amazon also threatens the survival of many plant and animal species. Deforestation threatens hundreds of unique ecosystems. It also creates tensions among the Brazilian Indians, new settlers, miners, and the government.

Summary and Preview In this lesson you read about Brazil—a huge country of many contrasts. Brazil reflects the mixing of people and cultures from its history. In the next lesson, you will learn about Brazil's neighbors—Argentina, Uruguay, and Paraguay.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What European country colonized Brazil?
b. **Analyze** What diverse groups have contributed to Brazil's society? What were some of the experiences of these groups?
2. a. **Identify** What religion is most common in Brazil?
b. **Explain** Why is so much of Brazil's culture influenced by African traditions?
3. a. **Define** What is a megacity, and what is an example of a megacity in Brazil?
b. **Make Inferences** Why might development in the Amazon cause tensions between Brazilian Indians and new settlers?

Critical Thinking

4. **Compare and Contrast** Review your notes on Brazil. Write a statement about the economy of each region. Use a graphic organizer like this one.

	Economy
The Southeast	
The Northeast	
The Interior	
The Amazon	

READING CHECK

Contrast How does the northeast of Brazil differ from the southeast? *The northeast is Brazil's poorest region while the southeast is Brazil's richest region.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What European country colonized Brazil? *Portugal*
b. **Analyze** What diverse groups have contributed to Brazil's society? What were some of the experiences of these groups? *South American Indians, Portuguese settlers, Africans, immigrants from Spain, Germany, Italy, Poland, and Japan; Answers will vary but should show an understanding of each group.*
2. a. **Identify** What religion is most common in Brazil? *Roman Catholicism*
b. **Explain** Why is so much of Brazil's culture influenced by African traditions? *Many Brazilians are of African descent.*
3. a. **Define** What is a megacity, and what is an example of a megacity in Brazil? *a giant urban area that includes surrounding cities and suburbs; Sao Paulo*
b. **Make Inferences** Why might development in the Amazon cause tensions between Brazilian Indians and new settlers? *They both rely on the rain forest.*

Critical Thinking

4. **Compare and Contrast** Review your notes on Brazil. Write a statement about the economy of each region. Use a table to organize your statements. *The Southeast has the largest cities and a strong economy. The Northeast is the poorest region, with tourism as its strongest industry. The Interior has abundant land and a climate that is good for agriculture. The Amazon is in the northern part of Brazil, with logging and mining as its main industries.*

ADVANCED/GIFTED

Celebrate Carnival

1. Remind students that Carnival in Rio de Janeiro is one of the largest festivals in the world and that over 1 million people attend each year. Carnival in Rio also has its own history dating back to the 1700s.
2. Assign students to work in small groups and design a float for the festival. Tell students that the theme of every float must be Brazil's history or geography. Students may need to conduct outside research to identify a particular event, time period, or geographical feature as the focus of their float.

3. When students have finished their designs, have them create posters showing their floats. Then organize a "parade" of floats through the classroom or display the posters in the classroom.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 28: Posters

► Online Assessment

1. Why did many people move to the southeastern part of Brazil in the early 1700s?
 - to clear coastal forests
 - to create sugarcane plantations
 - to mine gold and precious gems
 - to establish ranches to raise cattle and horses

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After **gold** was discovered in southeastern Brazil in the 1600s, many people moved to the region.

2. Which of the following is true of Brazil's population?

Select the three correct answers.

- Most people speak Portuguese as their first language.
- The majority of the nation's population is Roman Catholic.
- The majority of the nation's population is Protestant Christian.
- More than half of the nation's population is of European descent.
- Nearly 40% of the population is of mixed Asian and European descent.
- The country has the largest population of Chinese people outside of China.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

What is Brazil's official language?

- English
- Japanese
- Portuguese
- Spanish

3. Which problem affects the southeast region of Brazil?

- poor farmland
- extreme poverty
- poor natural resources
- lack of industrial development

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Cities in the **southeast** region have large slums called favelas where people live after coming there in search of jobs.

4. **Cause and Effect** Why is Brazil a nation with a diverse population?

Brazil was first settled by native peoples thousands of years ago. In the 1500s, Portugal claimed the region and many Europeans moved there. The Portuguese enslaved Africans and brought them to Brazil to work on sugarcane plantations and in mines. As a result, Brazil has become a large nation with a diverse population.

5. **Evaluate** How does Brazil's culture reflect influences from Africa, Europe, and native populations?

The majority of Brazilians are Roman Catholic, a religion that the Portuguese introduced to Brazil. Some Brazilians practice macumba, a religion that combines African and American Indian beliefs with Roman Catholicism. Brazil's largest celebration is Carnival, a festival that combines traditions from Europe, Brazil, and Africa, such as the samba, a dance form adapted from an African dance.

6. **Analyze Issues** What are some of the advantages and disadvantages to new developments in the Amazon rain forest? Name one advantage and one disadvantage.

Development of the rain forest helps provide farmers, miners, and loggers with much needed income. Many people in the region depend on the resources of the rain forest for new jobs. However, mining, logging, and building roads and settlements destroy plant species and the animals that depend on the forest to survive.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 332

ENGLISH LANGUAGE LEARNERS

Regions of Brazil Graphic Organizer

1. To help students gain an understanding of the four regions of Brazil, have them draw a graphic organizer with four columns. Have them label each column: *The Southeast, The Northeast, The Interior, and The Amazon.*
2. Have students work in pairs to fill out the organizer as they read each section. When students are finished, review the answers with the class.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

STRUGGLING READERS

Cultural Traditions

1. Review the information on the mix of cultures in Brazil, focusing on festivals and foods. Then talk with students about how cultural traditions originate. Have students work in pairs to research and write about a cultural event that both students celebrate and how they celebrate it. If students have trouble, suggest major holidays like the Fourth of July or Thanksgiving.
2. Students may wish to ask family members about traditions surrounding the holiday, and partners can use the Internet to gather more information concerning the history of the holiday. Remind students to take notes as they conduct research and talk to people.
3. Have partners work together to organize and summarize the information into a formal presentation with visuals. Then allow class time for each pair to share their work with the class.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

continued from page 333

More About . . .

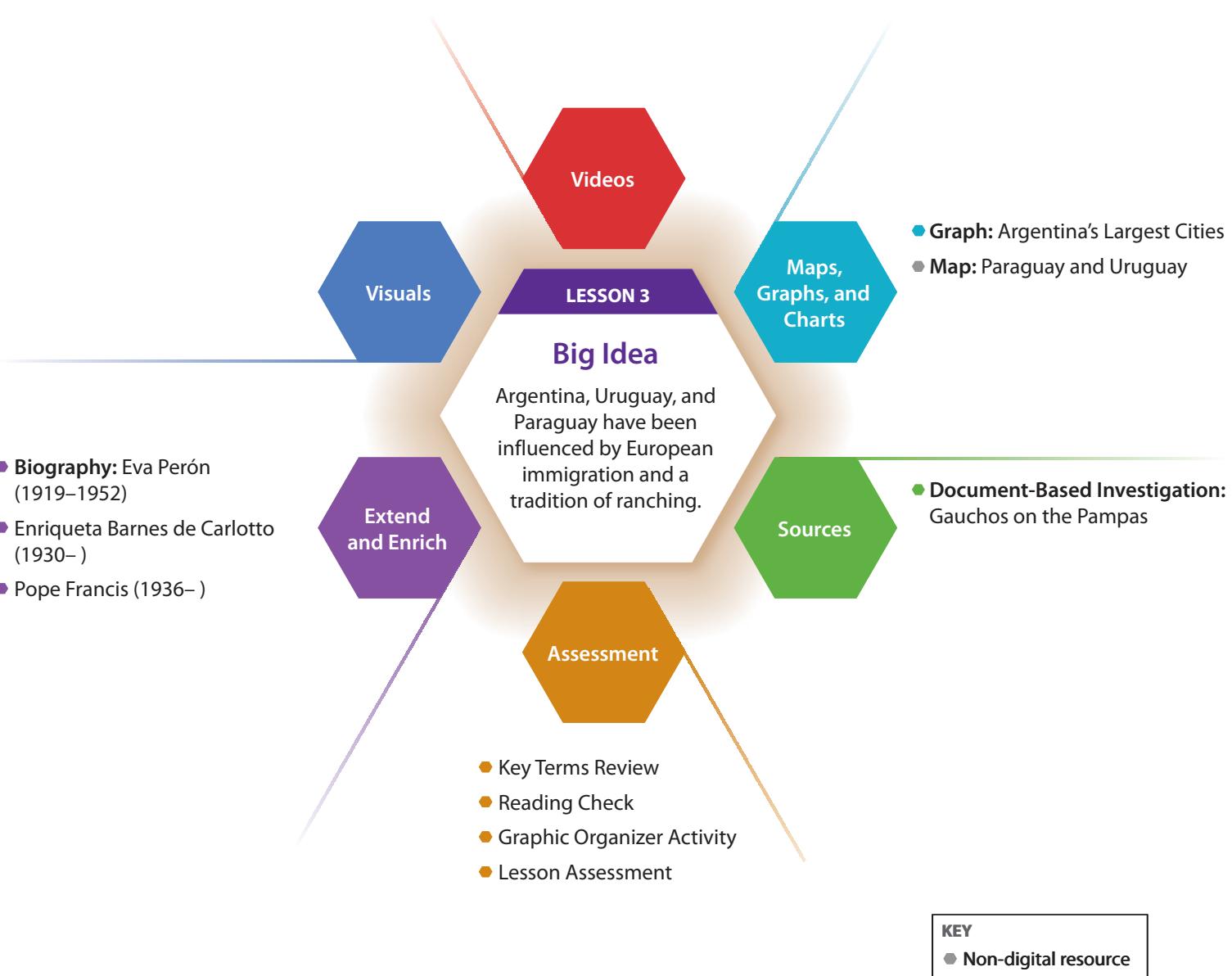
Oscar Niemeyer Brazilian architect Oscar Niemeyer was born on December 15, 1907, in Rio de Janeiro. His free-flowing designs—including the Contemporary Art Museum in Niterói and major buildings in the capital city of Brasília—are famous around the world. Niemeyer was also part of the architectural team that helped design the United Nations headquarters in New York City; the final building was based mainly on his work. In 1988 he was awarded the Pritzker Architecture Prize, the highest honor in his profession, for his Cathedral of Brasília. Niemeyer died in 2012 at the age of 104. His funeral was held at the presidential palace in Brasília, which he had designed more than 50 years previously.

Favelas Migrants to large cities such as Rio de Janeiro and São Paulo often lack sufficient funds for proper housing, leading to the growth of the slum communities called favelas. There are about 1,600 favelas in São Paulo alone, with another 1,000 in Rio de Janeiro. Favelas typically lack strong infrastructure, leading to frequent electrical and plumbing outages. Because of poor sanitation, disease is also widespread. Though the life expectancy of a typical Brazilian is 73, life expectancy within the favelas is only 48 years. It is estimated that about 6 percent of Brazil's population reside in favelas.

Connect to Today: Deforestation in the Amazon Many people living in the Amazon and surrounding regions depend on the Amazon rain forest's natural resources to help fuel the economy. But using these resources is leading to deforestation, which in turn threatens the lives of the people who depend on the rain forest's resources. If you were a government official living in the region, what would you do to help preserve the rain forest and the region's economy?



Argentina, Uruguay, and Paraguay



► Online Lesson 3 Enrichment Activities

Enriqueta Barnes de Carlotto (1930–)

Article Students read about the courageous acts of an Argentinian human rights activist and create a museum exhibit documenting the Grandmothers of the Plaza de Mayo.

Pope Francis (1936–)

Video Students watch a video about the first pope from South America and write questions and answers for an interview with Pope Francis.

Watch Channel One News



Channel One News

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there . . .

How do you think the river has influenced Montevideo?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider how the river has affected the CULTURE:

- Spanish explorers traveled along the river and settled the area
- water sustains population
- recreational opportunities

Consider how the river has affected the ECONOMY:

- hydroelectric power
- shipping trade
- fishing industry

2. Direct Teach Introduce the Big Idea: *Argentina, Uruguay, and Paraguay have been influenced by European immigration and a tradition of ranching.* Remind students that a region's economy is closely tied to its physical geography. Point out that the wide, grassy plains of the Pampas are a dominant feature of this part of South America. Ask students what kinds of work might be suited to this region.

3. Practice/Assess/Inquire Refer students to the physical map of Atlantic South America in Lesson 1 to locate Argentina, Uruguay, and Paraguay. Ask students to make their own list of all the clues the map provides to tell them something about each country. For example, do the countries have many rivers and lakes? Where are the countries' borders? Have students make a list for each country.

4. Explore (Collaborative Exploration) Ask students to exchange their lists with one another to compare what clues they found.

5. Whole Group/Close/Reflect Have students research each country, finding five facts about each one.

*Alternative Assessment Handbook, Rubrics 30: Research; and 42: Writing to Inform

Argentina, Uruguay, and Paraguay

If YOU lived there . . .

You live in Montevideo, the capital of Uruguay. On weekends you like to visit the old part of the city and admire its beautiful buildings. You also enjoy walking along the banks of the Río de la Plata and watching fishers bring in their catch. Sometimes you visit the parks and beaches along the banks of the river.

How do you think the river has influenced Montevideo?

Argentina's History and Culture

Like most of South America, Argentina was originally home to groups of Indians. Groups living on the Pampas hunted wild game, while farther north Indians built irrigation systems for farming. However, unlike most of South America, Argentina has very few native peoples remaining. Instead, Argentina's culture has been mostly influenced by Europeans.

Early History The first Europeans to come to Argentina were the Spanish. In the 1500s Spanish conquerors spread from the northern part of the continent into southern South America in search of silver and gold. They named the region Argentina. *Argentina* means "land of silver" or "silvery one."

The Spanish soon built settlements in Argentina. The Spanish monarch granted land to the colonists, who in turn built the settlements. These landowners were also given the right to force the Indians living there to work.

During the colonial era, the Pampas became an important agricultural region. Argentine cowboys, called **gauchos** (GOW-chohz), herded cattle and horses on the open grasslands. Although agriculture is still important on the Pampas, very few people in Argentina live as gauchos today.

In the early 1800s Argentina fought for independence from Spain. A period of violence and instability followed during this time. Many Indians were killed or driven away by fighting.

Modern Argentina As the Indians were being killed off, more European influences dominated the region. New immigrants

ONLINE GRAPHIC ORGANIZER

Argentina, Uruguay, and Paraguay

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare How does the cultural makeup of Paraguay differ from Uruguay and Argentina? *Possible answer: Most of Paraguay's people are mestizo, meaning they are of mixed European and Indian descent. Most of Uruguay's and Argentina's people are of European heritage.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **gauchos**, **Buenos Aires**, **Mercosur**, **informal economy**, **landlocked**.

ONLINE DOCUMENT-BASED INVESTIGATION

South America

Gauchos on the Pampas is the fourth of five document-based investigations that students will analyze in the South America module. Students explore the image using interactive hotspots.



Gauchos were a popular subject in Argentine art. In this painting from 1820, gauchos gather to watch a horse race.

arrived from Italy, Germany, and Spain. Also, the British helped build railroads across the country. Railroads made it easier for Argentina to transport agricultural products for export to Europe. Beef exports, in particular, made the country rich.

Argentina remained one of South America's richest countries throughout the 1900s. However, the country also struggled under dictators and military governments during those years.

Some political leaders, like Eva Perón, were popular. But many leaders abused human rights. During the "Dirty War" in the 1970s, they tortured and killed many accused of disagreeing with the government. Both the country's people and its economy suffered. Finally, in the 1980s, Argentina's last military government gave up power to an elected government.

BIOGRAPHY

Eva Perón (1919–1952)

Known affectionately as Evita, Eva Perón helped improve the living conditions of people in Argentina, particularly the poor. As the wife of Argentina's president, Juan Perón, Evita established thousands of hospitals and schools throughout Argentina. She also helped women gain the right to vote. After years of battling cancer, Evita died at age 33. All of Argentina mourned her death for weeks.

Analyze Effects

Why was Eva Perón able to help many people?



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ENGLISH LANGUAGE LEARNERS

Describe an Image of Gauchos

- To help students understand one aspect of Argentine culture, have them use vocabulary from the text (e.g., Pampas, gauchos, cowboys, cattle, horses, grasslands) to describe the image of gauchos to a partner.

- After students have talked about the image, ask them to write a paragraph or an essay that describes the image. Review sensory vocabulary that may be appropriate to describe a horse race (e.g., sunny, dusty, exciting).

*Alternative Assessment Handbook, Rubrics 11: Discussions and 40: Writing to Describe

Teach the Main Idea

European immigrants have dominated the history and culture of Argentina.

Define What are gauchos? Argentine cowboys

Explain How did Argentina get its name? Spanish conquerors came to the region in search of silver and gold. They named the region Argentina, which means "land of silver" or "silvery one."

Identify What export helps make the country rich? beef

More About . . .

Evita *Evita* is a musical about the life of Argentine political leader Eva Perón. It tells the story of her early life and rise to power, charity work, and untimely death. *Evita* won the Tony Award for Best Musical in 1979 and was made into a 1996 film starring Madonna and Antonio Banderas. The musical includes the famous song "Don't Cry for Me, Argentina," in which Evita's spirit urges the people of Argentina not to mourn for her after she is gone.

ONLINE DOCUMENT-BASED INVESTIGATION

Gauchos on the Pampas

Have students explore the image using the interactive hotspots and answer the associated question.

Analyze Sources What evidence of people adapting to their environment do you see in the painting? Possible answer: Some gauchos are wearing hats to protect themselves from the sun. One gaucho wears a poncho to protect against cold weather.

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Gauchos on the Pampas

Emeric Essex Vidal, an English sailor and artist, travelled extensively in Argentina in the early 1800s. Vidal painted a number of scenes of gaucho life, including this 1820 painting of gauchos at horse race. Argentina's gauchos were originally nomadic. They herded cattle and hunted the wild horses that roamed the grassy plains of the Pampas. By the time of Vidal's arrival, many gauchos had settled, taking work as cowboys on large estates called estancias.

BIOGRAPHY

Eva Perón (1919–1952)

Have students read the biography of Eva Perón and then answer the associated question.

Analyze Effects Why was Eva Perón able to help many people? because she was the wife of Argentina's president

Teach the Main Idea

Argentina's capital, Buenos Aires, plays a large role in the country's government and economy today.

Recall What is the capital of Argentina? *Buenos Aires*

Describe What factors have contributed to the economy of Buenos Aires? *It is on the coast and near the Pampas, and most of Argentina's industries are nearby.*

Explain What is Mercosur? What is a key goal of Mercosur? *Mercosur is an organization that promotes trade and economic cooperation among the southern and eastern countries of South America. A key goal is to move toward global free trade by removing trade barriers.*

Define What is the informal economy? *a part of the economy based on odd jobs that people perform without government regulation through taxes*

Reading Check

Form Generalizations
What kind of governments did Argentina have in the 1900s?

People and Culture Argentina's historical ties to Europe still affect its culture. Most of Argentina's roughly 44 million people are descended from Spanish, Italian, or other European settlers. Argentine Indians and mestizos make up only about 3 percent of the population. Most Argentines are Roman Catholic.

Beef is still a part of Argentina's culture. A popular dish is parrilla (pah-REE-yah), which includes grilled sausage and steak. Supper is generally eaten late.

Argentina Today

Today many more of Argentina's people live in **Buenos Aires** (BWAY-nohs EYE-rayz) than in any other city. Buenos Aires is the country's capital. It is also the second-largest urban area in South America. Several geographic factors are responsible for the dense pattern of population in and around Buenos Aires. These factors include the location of most of Argentina's industry in and around the city, and its location on the coast and near the Pampas.

The Pampas are the country's most developed agricultural region. About 11 percent of Argentina's labor force works in agriculture. Large ranches and farms there produce beef, wheat, and corn for export to other countries.

Argentina's economy has always been affected by government policies. In the 1990s government leaders made economic reforms to help businesses grow. Argentina joined **Mercosur**—an organization that promotes trade and economic cooperation among the southern and eastern countries of South America. One of the goals of Mercosur and other trade organizations is to move toward global free trade. To reach this goal, they are removing trade barriers such as quotas, tariffs, and embargos. A quota is a limit on the amount of a product that can be brought into a country. A tariff is a fee on goods brought into a country. An embargo is a law that cuts off trade with a specific country.

ONLINE INTERACTIVE GRAPHS

Argentina's Largest Cities

Have students explore the graph using the interactive features and answer the associated question.

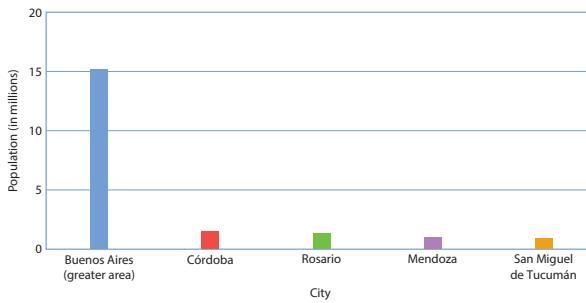
Interpret Graphs How many times bigger is the greater Buenos Aires area than Argentina's second-largest city? *about 15 times*

Argentina's Largest Cities

As of 2017 an estimated 92 percent of Argentina's total population lived in urban areas and cities.



Argentina's Largest Cities



Interpret Graphs

How many times bigger is the greater Buenos Aires area than Argentina's second-largest city?

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STRUGGLING READERS

Argentina's Cities

- To help struggling readers understand the graph, read aloud the name of each of the five cities listed. As you read each one, have students locate the city on the map in the online student edition or another map.
- Draw students' attention to the graph data, and point out the significant difference between the bar for Buenos Aires and the small bars for the other cities.

- Guide students in a discussion of the reasons why the more populous regions in Argentina are located in the northern half of the country.
- Remind students that reading carefully the information contained in maps, charts, and graphs can help them better understand material presented in the text.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 21: Map Reading

READING CHECK

Form Generalizations What kind of governments did Argentina have in the 1900s? *dictatorships and military governments*

Reading Check
Compare and Contrast
What are some similarities and differences between Buenos Aires and the Pampas?

However, in Argentina, heavy debt and government spending brought the country into an economic crisis in the late 1900s and early 2000s. This economic crisis caused a political crisis. As a result, during 2001, Argentina's government changed hands four times as its leaders tried to solve the problems. By 2003 the economy had stabilized somewhat, but thousands of people's lives had changed forever. The crisis caused many people who once had professional careers to lose their jobs and join the informal economy. The **informal economy** is a part of the economy based on odd jobs that people perform without government regulation through taxes. Today, many Argentines are still searching for ways to improve their economy.

Uruguay

Tucked between Argentina and Brazil lies Uruguay. Its capital, Montevideo (mawn-tay-vee-DAY-oh), is located on the north shore of the Río de la Plata, not far from Buenos Aires. Uruguay has always been influenced by its larger neighbors.

Portugal claimed Uruguay during the colonial era, but the Spanish took over in the 1770s. By that time, few Uruguayan Indians remained. A few years later, in 1825, Uruguay declared independence from Spain. Since then, military governments have ruled Uruguay off and on. In general, however, the country has a strong tradition of respect for political freedom. Today Uruguay is a democracy.

People As in Argentina, people of European descent make up the majority of Uruguay's population. Only about 12 percent of the population is mestizo, Indian, or of African descent. Roman Catholicism is the main religion in the country. Spanish is the official language, but many people also speak Portuguese because of Uruguay's location near Brazil.

More than 90 percent of Uruguay's people live in urban areas. More than a third of Uruguayans live in or near Montevideo. The country has a high literacy rate. In addition, many people there have good jobs and can afford a wide range of consumer goods and travel to Europe. However, many young people leave Uruguay to explore better economic opportunities elsewhere.



Buenos Aires is a huge modern city. Its main street is said to be the widest avenue in the world.

South America 339

Teach the Main Idea

Uruguay has been influenced by its neighbors.

Identify What is the capital of Uruguay and where is it located? *Montevideo is located on the north shore of Río de la Plata, not far from Buenos Aires.*

Recall When did Uruguay claim its independence from Spain? *1825*

Describe Where does most of the population of Uruguay live? *More than 90 percent of Uruguay's people live in urban areas, with more than a third of those living in Montevideo.*

More About . . .

Connect to Language Arts: Name Origins The name "Uruguay" comes from Guarani, an Indian language. There is some disagreement as to the proper translation of the name. Some experts say it means "river of the painted birds," while others suggest it means "river where the bird lives" or even "river of shellfish." Uruguay's official name is "La Republica Oriental del Uruguay." The word *Oriental* refers to the days of Spanish occupation and conquest, when the region was known as the Eastern, or Oriental bank, of the Uruguay River.

READING CHECK

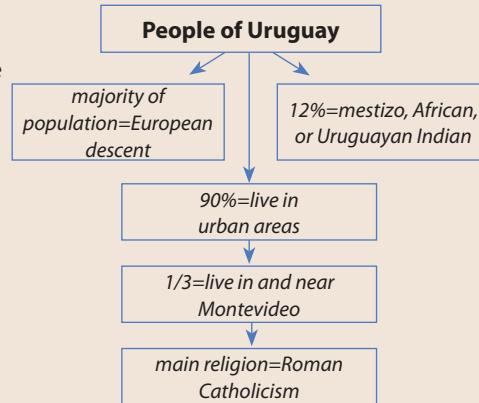
Compare and Contrast What are some similarities and differences between Buenos Aires and the Pampas? *Buenos Aires and the Pampas are both in Argentina. Buenos Aires is a large, urban area, while the Pampas is an agricultural region.*

COLLABORATIVE LEARNING

The People of Uruguay

1. Divide the class into pairs. Tell students that while some nations have very diverse populations, others do not.
2. To help students organize information about the population of Uruguay, copy the graphic organizer for students to see. (Omit the italicized answers.) Distribute copies to pairs and have them work together to complete the graphic organizer.

*Alternative Assessment Handbook, Rubric 13:
Graphic Organizers



Teach the Main Idea

Paraguay is the most rural country in the region.

Recall With which countries does Paraguay share a border? *Bolivia, Brazil, and Argentina*

Define What does landlocked mean? *completely surrounded by land*

Identify What is the capital of Paraguay, and where is it located? *Asunción is located along the Paraguay River near the border of Argentina.*

More About . . .

Connect to Economics: Paraguay The Paraguayan economy grew quickly between 2003 and 2008 as a result of high demand for commodities along with high prices and good weather that favored the nation's agriculture-based exports. Key export commodities for Paraguay include soybeans, livestock feed, cotton, meat, and edible oils. Brazil is Paraguay's main export partner, accounting for nearly one-third of the nation's exports.

MAPS

Paraguay and Uruguay

Have students study the map and photographs of Paraguay and Uruguay. Then ask the following questions.

1. Place What river forms Uruguay's border with Argentina? *Uruguay River*

2. Human-Environment Interaction Based on the map, why do you think Uruguay is more economically developed than Paraguay?

because its economy is tied to the economies of Brazil and Argentina

Reading Check
Compare
In what ways is Uruguay similar to Argentina?

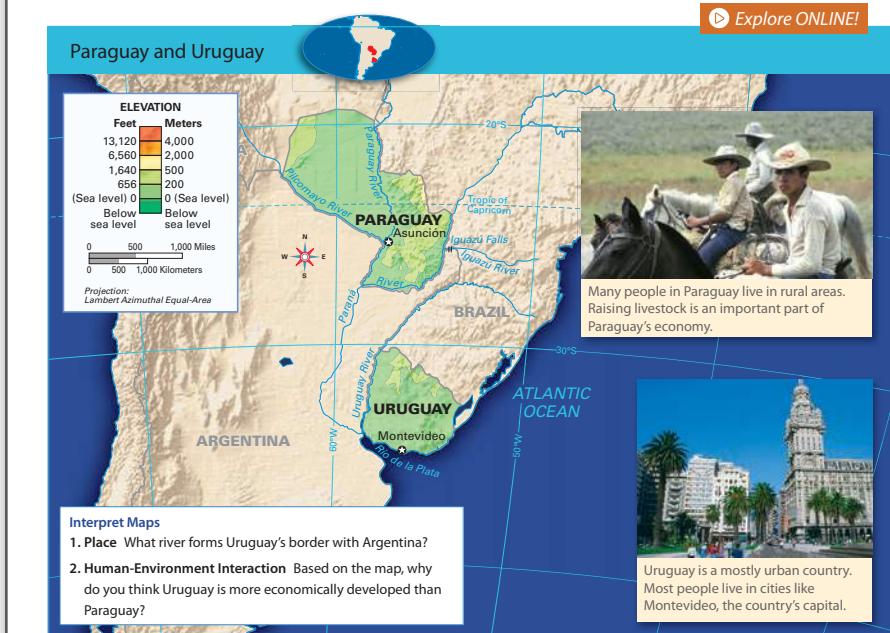
Economy Just as Uruguay's culture is tied to its neighbors, its economy is tied to the economies of Brazil and Argentina. In fact, more than half of Uruguay's foreign trade is with these two Mercosur partners. Beef is an important export. As in Argentina, ranchers graze livestock on inland plains.

Agriculture, along with some limited manufacturing, is the basis of Uruguay's economy. Uruguay has few mineral resources. One important source of energy is hydroelectric power. Developing poor rural areas in the interior, where resources are in short supply, is a big challenge.

Paraguay

Paraguay shares borders with Bolivia, Brazil, and Argentina. It is a landlocked country. **Landlocked** means completely surrounded by land with no direct access to the ocean. The Paraguay River divides the country into two regions. East of the river is the country's most productive farmland. Ranchers also graze livestock in some parts of western Paraguay.

Paraguay was claimed by Spanish settlers in the mid-1530s. It remained a Spanish colony until 1811, when it won independence. From independence until 1989, Paraguay was ruled off and on by dictators. Today, the country has elected leaders and a democratic government.



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READING CHECK

Compare In what ways is Uruguay similar to Argentina? *The majority of people living in both countries are of European descent; the main religion in both countries is Roman Catholicism; people in both countries are generally well educated; both countries have large farming economies.*

People A great majority—about 95 percent—of Paraguayans are mestizos. Indians and people of mostly European descent make up the rest of the population. Paraguay has two official languages. Almost all people in Paraguay speak both Spanish and Guarani (gwah-ruh-NEE), an Indian language. As in Uruguay, most people are Roman Catholic.

Paraguay's capital and largest city is Asunción (ah-soon-SYOHN). The city is located along the Paraguay River near the border with Argentina.

Economy Much of Paraguay's wealth is controlled by a few rich families and companies. These families and companies have tremendous influence over the country's government.

Agriculture is an important part of the economy. In fact, nearly half of the country's workers are farmers. Many of these farmers grow just enough food to feed themselves and their families. They grow crops such as corn, cotton, soybeans, and sugarcane. Paraguay also has many small businesses but not much industry.

Paraguay's future may be promising as the country learns how to use its resources more effectively. For example, the country has built large hydroelectric dams on the Paraná River. These dams provide more power than Paraguay needs, so Paraguay is able to sell the surplus electricity to Brazil and Argentina.

Summary and Preview In this lesson you learned that the people of Paraguay, Argentina, and Uruguay share some aspects of their European heritage. Their economies are also closely tied. In the next lesson, you will learn about Colombia, Venezuela, and the Guianas.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a gaucho?
b. **Explain** Why is Argentina's population mostly of European descent?
2. a. **Identify** What is Argentina's biggest city?
b. **Make Inferences** What benefits do you think being part of Mercosur brings to Argentina and Uruguay?
c. **Elaborate** What are some benefits the informal economy provides, and what are some of its drawbacks?
3. a. **Recall** Where is Uruguay's capital located?
b. **Summarize** How has Uruguay's location influenced its culture?
4. a. **Define** What does it mean to say a country is landlocked?
b. **Explain** What is Paraguay's economy like?
c. **Predict** What are some possible ways Paraguay may be able to improve its economy in the future?

Critical Thinking

5. **Compare and Contrast** Look over your notes on Uruguay and Paraguay. Then draw a diagram like the one here and use it to show similarities and differences between the two countries.



SPECIAL NEEDS STUDENTS

Population Diversity

1. On the board, create a large three-column chart. Label the columns *Argentina*, *Uruguay*, and *Paraguay*. Tell students that as a group you are going to complete the chart telling about the people who live in each country.
2. Read aloud the first sentences under the heading *People and Culture/People* for each of the three countries. As you read, fill in the chart, providing information about the people. For example, Argentina: Most people are descendants of European settlers. Just 3 percent are Argentine Indians and mestizos.

3. When the chart is complete, discuss the similarities and differences among the populations. Finally, have students copy the class chart onto their own papers.

*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

READING CHECK

Contrast How are the people of Paraguay different from the people of Argentina and Uruguay? *About 95 percent of Paraguayans are mestizos. Most people in Paraguay speak both Spanish and Guarani. Most people in Argentina and Uruguay are of European descent.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is a gaucho? *an Argentine cowboy*
b. **Explain** Why is Argentina's population mostly of European descent? *because the country was colonized and settled by people from Europe*
2. a. **Identify** What is Argentina's biggest city?
Buenos Aires
- b. **Make Inferences** What benefits do you think being part of Mercosur brings to Argentina and Uruguay? *It promotes trade and economic cooperation among the southern and eastern countries, which is good for the economy.*
- c. **Elaborate** What are some benefits the informal economy provides, and what are some of its drawbacks? *It helps people who lost their jobs during the economic crisis find work, but they do not pay taxes to help support the government.*
3. a. **Recall** Where is Uruguay's capital located? *on the north shore of the Rio de la Plata, not far from Buenos Aires*
- b. **Summarize** How has Uruguay's location influenced its culture? *Because Uruguay is located between Brazil and Argentina, its culture has been influenced by these larger countries.*
4. a. **Define** What does it mean to say a country is landlocked? *It is completely surrounded by land.*
- b. **Explain** What is Paraguay's economy like?
Agriculture is an important part of the economy, but much of Paraguay's wealth is controlled by rich families and companies.
- c. **Predict** What are some possible ways Paraguay may be able to improve its economy in the future? *use its resources more effectively; sell surplus electricity to Brazil and Argentina*

Critical Thinking

5. **Compare and Contrast** Look over your notes on Uruguay and Paraguay. Then draw a diagram like the one here and use it to show similarities and differences between the two countries. *Students' Venn diagrams should include accurate details about the location, history, people, and economies of Uruguay and Paraguay.*

► Online Assessment

- How is Argentina's population different from the population of many of its neighbors?
 - Argentina has few Roman Catholics.
 - Argentina has few South American Indians.
 - Argentina has a large native population.
 - Argentina has a large mestizo population.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The vast majority of Argentina's 44 million citizens are descended from Spanish ▾, Italian, and other European peoples.

- Why has Buenos Aires grown to be the largest city in Argentina?
 - It is close to the mountains and the rain forest.
 - It is the national capital and has many industries.
 - It has had a strong economy throughout its history.
 - It has had a stable government throughout its history.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Buenos Aires' location on the coast and near the Pampas has encouraged (the) industrial development ▾ in the city.

- How are Uruguay and Argentina similar?
 - Portuguese is their official language.
 - Both countries have few natural resources.
 - Most of their citizens have European ancestry.
 - Their people won independence from Portugal.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Unlike Brazilians, most Uruguayans speak Spanish ▾. However, because Uruguay is close to and trades with Brazil, many people speak Portuguese as well.

- Who controls much of Paraguay's wealth?
 - mestizo farmers
 - foreign merchants
 - a few families and companies
 - the military and church officials

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

A few rich families and companies ▾ own most of Paraguay's wealth and influence the national government.

- Summarize How have dictatorships and military rule affected Argentina's politics?

Throughout much of the 20th century, Argentina was ruled by dictators and military leaders. Often, these politicians disregarded the civil rights of Argentina's people. During the "Dirty War" of the 1970s, many people who criticized Argentina's politicians were tortured or killed.

- Evaluate How has Argentina's national government encouraged economic growth?

In the 1990s, Argentina joined Mercosur, an organization that promotes free trade through the elimination of trade barriers, such as embargoes, tariffs, and quotas. By joining in a free trade agreement with the southern and eastern countries of South America, Argentina's leaders hope to increase economic growth.

- Analyze Information How is Uruguay economically tied to its neighbors?

Uruguay is a member of Mercosur that created a free trading relationship with Argentina and Brazil. The majority of Uruguay's foreign trade is with Brazil and Argentina. Uruguay's exports are mainly agricultural products, such as beef.

- Compare and Contrast How is Paraguay's population different from the populations of Uruguay and Argentina?

About 95 percent of Paraguay's population is mestizo, a mixture of American Indian and European ancestry. The populations of Uruguay and Argentina are mostly European.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 338

ADVANCED/GIFTED

Large Populations and Strong Economies

1. Direct students to reread and carefully examine the information in the text about the pattern of population in Argentina.
2. Guide students in a discussion of the reasons why the most populated areas have the strongest economies and ask students to provide logical reasons and supporting evidence for their opinions.
3. Finally, ask students if they think the same is true for more heavily populated areas in the United States and again, have students support their opinions with logic and evidence.

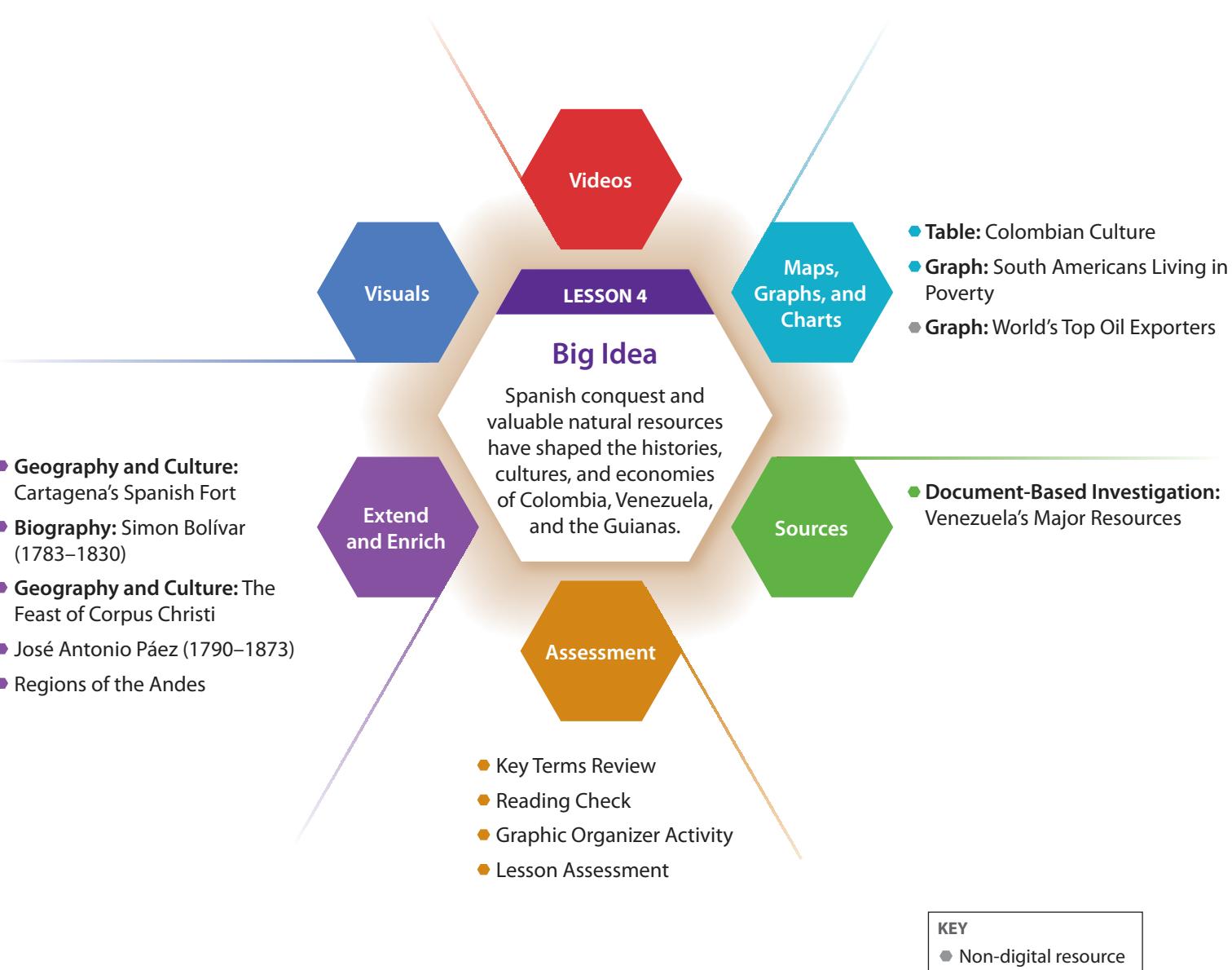
*Alternative Assessment Handbook, Rubrics 11: Discussions; and 12: Drawing Conclusions

More About . . .

Friend's Day Many countries celebrate Mother's Day and Father's Day, but in Argentina July 22 is Día del Amigo, or Friend's Day. Analogous to the celebration of Valentine's Day in the United States, on Friend's Day Argentinians hold parties or go out to dinner to celebrate their friendships. Affectionate messages are sent to old friends, and some even exchange gifts. Though it is not an official national holiday, Friend's Day is widely celebrated, particularly in the Buenos Aires area.



Colombia, Venezuela, and the Guianas



► Online Lesson 4 Enrichment Activities

Simon Bolívar

Article Students read about revolutionary hero Simon Bolívar and draft a series of interview questions and answers about his life.



José Antonio Páez (1790–1873)

Article Students read about Venezuela's first president and write a letter describing the importance of the nation's independence movement.

Regions of the Andes

Article Students read about the forces that have led to regional change in the Andes, and create a chart documenting change in two regions.

Colombia, Venezuela, and the Guianas

The Big Idea

Spanish conquest and valuable natural resources have shaped the histories, cultures, and economies of Colombia, Venezuela, and the Guianas.

Main Ideas

- Native cultures, Spanish conquest, and independence shaped Colombia's history.
- In Colombia today, the benefits of a rich culture and many natural resources contrast with the effects of a long period of civil war.
- Spanish settlement shaped the history and culture of Venezuela.
- Oil production plays a large role in Venezuela's economy and government today.
- The Guianas have diverse cultures and plentiful resources.

Key Terms and Places

Cartagena
Bogotá
guerrillas
Caracas
llaneros
Lake Maracaibo
strike

If YOU lived there ...

You live in the beautiful colonial city of Cartagena, on the coast of the Caribbean. Your family runs a small restaurant there. You're used to the city's wide beaches and old colonial buildings with wooden balconies that overhang the street. Now you are on your way to visit your cousins. They live on a cattle ranch on the inland plains region called the Llanos.

How do you think life on the ranch is different from yours?

Colombia's History

Giant mounds of earth, mysterious statues, and tombs—these are marks of the people who lived in Colombia more than 1,500 years ago. Colombia's history begins with these people. It also includes conquest by Spain and, later, independence.

The Chibcha In ancient times, the Chibcha Indians in Colombia inspired legends of a land rich in gold. A well-developed civilization, they practiced pottery making, weaving, and metalworking. Their gold objects were among the finest in ancient America.

Spanish Conquest In about 1500 Spanish explorers arrived on the Caribbean coast of South America. The Spaniards wanted to expand Spain's new empire. In doing so, the Spanish conquered the Chibcha and seized much of their treasure. Soon after claiming land for themselves, the Spaniards founded a colony and cities along the Caribbean coast.



This gold Chibcha artifact represents the ceremonial raft used by their king.

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Teach the Main Idea

Native cultures, Spanish conquest, and independence shaped Colombia's history.

Recall What people were living in Colombia when the Spanish arrived there? *the Chibcha*

Explain How did the Spanish change the Chibcha people? *The Spanish seized their treasure and claimed their land for themselves.*

Sequence How was the country of Colombia created? *The republic of Gran Colombia, which included present-day Colombia, Venezuela, Ecuador, and Panama, broke away from Spain. The republic dissolved, and the country of New Granada was formed. New Granada was later renamed Colombia.*

More About ...

Connect to History: The Chibcha Around AD 1000, the warlike Carib Indians migrated from the Caribbean Islands to Colombia, the homeland of the Chibcha. Although the Carib drove the Chibcha out of lowland areas, the Chibcha continued to prosper in the Andean highlands and mountain valleys until the Spanish arrived. In 1541, the Chibcha submitted to Spanish rule with little resistance. Thirty years later, about 150,000 Chibcha still remained. By the 1600s their culture no longer existed.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How do you think life on the ranch is different from yours?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider life in the CITY:

- lots of noise and traffic
- diverse groups of people
- variety of shops, restaurants, and museums

Consider life on the PLAINS:

- quiet, peaceful
- few people
- not many opportunities for entertainment

2. Direct Teach Introduce the Big Idea: *Spanish conquest and valuable natural resources have shaped the histories, cultures, and economies of Colombia, Venezuela, and the Guianas.* Ask students to think about early Spanish explorations of the Americas, then have them offer guesses as to how Colombia got its name. (*The country was named after Christopher Columbus.*) Ask them to speculate on the extent of Spanish culture in Caribbean South America, as compared to the other regions of the continent they have studied so far.

3. Practice/Assess/Inquire Have students imagine they are vacationing in Colombia, Venezuela, or the Guianas. Have them write a letter to a friend back home. Letters should include details about their selected location's scenery, weather, historical sites, culture, and people.

4. Explore (Collaborative Exploration) Ask volunteers to read their letter aloud. Then have students discuss what place they liked the most and see if there was a class favorite.

5. Whole Group/Close/Reflect Have students list five important facts about Colombia, Venezuela, and the Guianas.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ONLINE DOCUMENT-BASED INVESTIGATION

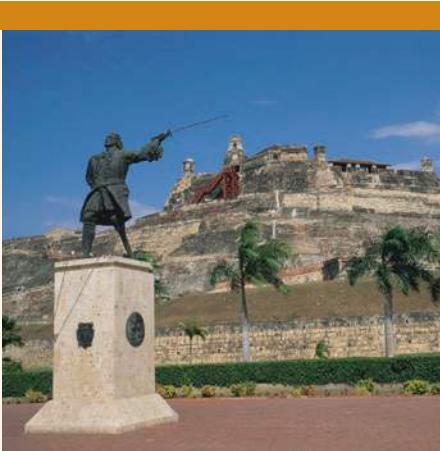
South America

Venezuela's Major Resources is the fourth of five document-based investigations that students will analyze in the South America module. Using an interactive map, students locate natural resources.

Connect to History

Cartagena's Spanish Fort

Cartagena, Colombia, lies on the Caribbean coast. In the 1600s, the city was attacked by English pirates several times. They stole tons of silver and gold that were waiting shipment to Spain. In response, Spanish colonists built a huge fort to protect Cartegena. Today this fort still stands on a peninsula outside the city. A statue commemorates one of the heroes that defended the city from attack.



Draw Conclusions

Why did the Spanish want to defend Cartagena from the pirates?

Reading Check
Draw Conclusions
How did Spanish conquest shape Colombia's history and culture?

One colonial city, **Cartagena**, was a major naval base and commercial port in the Spanish empire. By the 1600s Spaniards and their descendants had set up large estates in Colombia. Spanish estate owners forced South American Indians and enslaved Africans to work the land.

Independence In the late 1700s people in Central and South America began struggling for independence from Spain. After independence was achieved, the republic of Gran Colombia was created. It included Colombia, Ecuador, Panama, and Venezuela. In 1830 the republic dissolved, and New Granada, which included Colombia and Panama, was created.

After independence, two different groups of Colombians debated over how Colombia should be run. One group wanted the Roman Catholic Church to participate in government and education. Another group did not want the church involved in their lives.

Outbreaks of violence throughout the 1800s and 1900s killed thousands of people. Part of the problem had to do with the country's rugged geography, which isolated people in one region from those in another region. As a result, they developed separate economies and identities. Uniting these different groups into one country was hard.

Colombia Today

Colombia is Caribbean South America's most populous country. The national capital is **Bogotá**, a city located high in the eastern Andes.

People and Culture Most Colombians live in the fertile valleys and river basins among the mountain ranges, where the climate is moderate and good for farming. Rivers, such as the Cauca and the Magdalena, flow down

South America 343

ONLINE GRAPHIC ORGANIZER

Colombia, Venezuela, and the Guianas

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Find Main Ideas How is the population of the Guianas different from that of Colombia and Venezuela? *Possible answer: The Guianas are more diverse and have a higher population of people of African and Asian descent.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Cartagena**, **Bogotá**, **guerillas**, **Caracas**, **Ilaneros**, **Lake Maracaibo**, **strike**.

Teach the Main Idea

In Colombia today, the benefits of a rich culture and many natural resources contrast with the effects of a long period of civil war.

Identify What has recently become Colombia's major export? *oil*

Recall Name two of Colombia's export crops. *coffee, flowers, bananas, sugarcane, cotton*

Elaborate Why do most Colombians live in the river valleys of the Andes? *Land is good for farming; climate is moderate; rivers provide water and transportation.*

More About . . .

Colombian Coffee Colombia produces 7 percent of the world's coffee, which makes it the fourth-largest coffee producer in the world. Most of it is very good quality because it is grown at high elevations, on the slopes of the Andes mountains. The coffee grown on the eastern and central cordilleras is better than the coffee grown on the western cordilleras. It takes five years of care for a coffee tree to produce its first beans, and then one tree produces only about a pound of coffee per year.

GEOGRAPHIC FEATURE

Cartagena's Spanish Fort

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why did the Spanish want to defend Cartagena from the pirates? *to protect their gold and silver*

In print edition see Connect to History of same title.

GEOGRAPHY AND CULTURE

Cartagena's Spanish Fort

Cartagena, Colombia, lies on the Caribbean coast. In the 1600s, the city was attacked by English pirates several times. They stole tons of silver and gold that were waiting shipment to Spain. In response, Spanish colonists built a huge fort to protect Cartegena. Today this fort still stands on a peninsula outside the city. A statue commemorates one of the heroes that defended the city from attack.



READING CHECK

Draw Conclusions How did Spanish conquest shape Colombia's history and culture? *The Spanish seized treasure from the native Chibcha, forced them to work on their large estates, and established a colony that later became a Spanish-speaking, Roman Catholic, strife-torn country called Colombia.*

For additional instruction, go to end of lesson.

ONLINE INTERACTIVE CHARTS

Colombian Culture

Invite students to study the chart about Colombian culture and answer the associated question.

Interpret Charts Which statement best describes language use in Colombia? *The vast majority of Colombians speak Spanish.*

Colombian Culture

Colombia has a diverse cultural heritage that is a product of its unique history. Many features of Colombian culture show a mix of Native American, European, and African influences.



Colorful buses, called chivas, are a symbol of Colombian culture. The buses are designed to navigate treacherous mountain roads.

Music	traditional African songs and dances along the Caribbean coast
Sports	soccer, as well as a traditional Chibcha ring-toss game called <i>tejo</i>
Religion	primarily Roman Catholicism
Language	more than 99 percent Spanish-speaking; 65 native languages, and two creole languages recognized by the Colombian government
Ethnic groups	58 percent mestizo; also Spanish, African, and South American Indian descent

In the Andes, people travel from town to town on these colorful buses, called chivas.



from the Andes to the Caribbean Sea. These rivers provide water and help connect settlements located between the mountains and the coast. Other Colombians live on cattle ranches scattered throughout the Llanos. Few people live in the tropical rain forest regions in the south.

Because the physical geography of Colombia isolates some regions of the country, the people of Colombia are often known by the region where they live. For example, those who live along the Caribbean coast are known for songs and dances influenced by African traditions.

Colombian culture is an interesting mix of influences:

- Music: traditional African songs and dances on the Caribbean coast and South American Indian music in remote areas of the Andes
- Sports: soccer, as well as a traditional Chibcha ring-toss game called *tejo*
- Religion: primarily Roman Catholicism
- Official language: Spanish
- Ethnic groups: 58 percent mestizo; also Spanish, African, and Indian descent

Economy and Natural Resources Colombia's economy relies on several valuable resources. Rich soil, steep slopes, and tall shade trees produce world-famous Colombian coffee. Other major export crops include bananas, sugarcane, and cotton. Many farms in Colombia produce flowers that are exported around the world. In fact, 80 percent of the country's flowers are shipped to the United States.

Colombia's economy also depends on the country's natural resources. Recently oil has become Colombia's major export. Other natural resources include iron ore, gold, and coal. Most of the world's emeralds also come from Colombia.

Civil War Civil war is a major problem in Colombia today. Many different groups have waged war with each other and with Colombia's government. For more than 40 years, these heavily armed militant groups have controlled large areas of the country.

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ADVANCED/GIFTED

If Gran Colombia Existed Today

1. Have students review the information in the text about Gran Colombia, and then work with a partner to learn more about current affairs in each of the four countries that made up Gran Colombia.
2. Ask students to gather information and data about the system of government, size of the military forces, gross domestic product, per capita income, natural resources and resource-based industries such as oil production.

3. Have pairs of students gather similar information and data on the United States.
4. Finally, ask each pair of students to create a bar graph showing the results of their research, and have them include statistics about the United States on the graph.

*Alternative Assessment Handbook, Rubric 2: Charts

Reading Check
Draw Conclusions
How do you think civil war affects daily life in Colombia?

One of these groups is an army of **guerrillas**, or members of an irregular military force. These guerrillas want to overthrow the government. The guerrillas, as well as other militant groups, have forced farmers off their land and have caused thousands of Colombians to flee the country. All of these groups are also involved in growing crops of the illegal coca plant. This plant is used to make cocaine, a dangerous drug.

Because of the instability caused by civil war, the future of Colombia is uncertain. However, the Colombian government has passed new laws that make it harder for the guerrillas and other militant groups to operate freely.

Venezuela's History

Venezuela was originally the home of many small tribes of South American Indians. Those groups were conquered by the Spanish in the early 1500s. Though Venezuela became independent from Spain in the early 1800s, the three centuries of Spanish rule shaped the country's history and culture.

Spanish Settlement and Colonial Rule The Spanish came to Venezuela hoping to find gold and pearls. They forced the Indians to search for these treasures but finally realized there was little gold to be found. The Spanish turned to agriculture, once again forcing the Indians to do the work. They grew indigo (IN-di-goh), a plant used to make a deep blue dye. Because the work was very hard, many of the Indians died. Then the Spanish began bringing enslaved Africans to take the Indians' places. Eventually, some of the slaves escaped, settling in remote areas of the country.

Independence and Self-Rule Partly because the colony was so poor, some people in Venezuela revolted against Spain. Simon Bolívar helped lead the fight against Spanish rule. Bolívar is considered a hero in many South American countries because he led wars of independence throughout the region. Bolívar helped win Venezuelan independence from Spain by 1821. However, Venezuela did not officially become independent until 1830.

BIOGRAPHY

Simon Bolívar (1783–1830)

Known as the "George Washington of South America," Simon Bolívar was a revolutionary general. In the early 1800s he led the liberation of several South American countries from Spanish rule.

Beginning in 1811 Bolívar helped free his native Venezuela. He was president of Gran Colombia (present-day Venezuela, Colombia, Panama, and Ecuador) and then Peru. Because Bolívar also helped free Bolivia, the country was named in his honor. People across South America admire Bolívar for his determination in achieving independence for the former Spanish colonies. Today in both Venezuela and Bolivia, Bolívar's birthday is a national holiday.

Make Inferences

Why do you think Bolívar is often compared to George Washington?



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Teach the Main Idea

Spanish settlement shaped the history and culture of Venezuela.

Explain Why did the Spanish come to Venezuela?

They sought riches such as gold and pearls.

Recall What year did Venezuela gain its independence from Spain? 1821

Describe Why did many Venezuelans suffer in the 1800s? *There were civil wars and dictatorships, and leaders kept oil money for themselves.*

More About . . .

Venezuela and Gold In spite of the fact that explorers from Spain did not find huge amounts of gold in Venezuela, legends of *El Dorado*, The Golden One, enticed adventurers to explore there. Sir Walter Raleigh of England sailed up the Orinoco River searching for a city of gold made popular in legends of his time. He described his adventure in *The Discoverie of Guiana* (1596).

BIOGRAPHY

Simon Bolívar (1783–1830)

Have students read the biography of Simon Bolívar and then answer the associated question.

Make Inferences Why do you think Bolívar is often compared to George Washington? *Both Simon Bolívar and George Washington were revolutionary generals who worked to liberate their countries from the rule of other nations.*

READING CHECK

Draw Conclusions How do you think civil war affects daily life in Colombia? *Possible answer: Civil war causes problems in daily life because illegal activities happen, people are harmed, and some people flee the country.*

DRAW CONCLUSIONS

South American Independence

- Assign each student a South American country to research. Have them find the following information for their country: European country it was first colonized by, year of independence (if any), and the name of the leader of its independence movement.
- Have students report their results to the class and record the results on the board.

- After all results are in, help students work together to draw conclusions about the role of Simon Bolívar in bringing independence to South America. Help them to determine which countries he helped directly, which countries followed his example, and the order in which countries became independent.

*Alternative Assessment Handbook, Rubric 12:
Drawing Conclusions

Teach the Main Idea

Oil production plays a large role in Venezuela's economy and government today.

Generalize How would you describe the average Venezuelan? *Spanish speaking, Roman Catholic, of mixed Indian and European descent*

Describe What are the slums near Caracas like? *shacks with no running water, sewers, or electricity*

Identify What mineral resources are found in the Guiana Highlands? *gold and iron ore*

Draw Conclusions Even with its oil wealth, why do you think many of Venezuela's people still live in poverty? *Possible answer: The money earned with oil sales goes to a few people.*

More About . . .

People of the Delta The Orinoco Delta is the largest in the tropics. It is made up of a maze of river channels that create thousands of islands. The Warao people have lived there for thousands of years. They support themselves mostly by fishing, and they build their houses on stilts in the shallow water. Their homes are connected to their neighbors' by walkways. Everyone is an expert canoe builder, and Warao children can paddle a canoe before they are old enough to walk.

Connect to Literature: Operation Dulcinea In 2005 to mark the 400th anniversary of the publication of Cervantes's *Don Quixote de la Mancha*, President Hugo Chavez gave away one million copies of the novel to the people of Venezuela. "We are all going to read 'Quixote' and feed ourselves once again with that spirit of a fighter who came to undo injustice and fix the world," Chavez said. The effort was called *Operation Dulcinea*, after the woman Don Quixote falls in love with in the book.

Reading Check
Summarize How did the Spanish contribute to Venezuela's history?

Throughout the 1800s Venezuelans suffered from dictatorships and civil wars. Venezuela's military leaders ran the country. After oil was discovered in the early 1900s, some leaders kept the country's oil money for themselves. As a result, the people of Venezuela did not benefit from their country's oil wealth.

Venezuela Today

Caracas (kah-RAH-kahs) is Venezuela's capital and the economic and cultural center of the country. Caracas has a population of more than 4 million people. It is a large city with a modern subway system, busy expressways, and tall office buildings.

People and Culture The people of Venezuela are descended from native peoples, Europeans, and Africans. The majority of Venezuelans are of mixed Indian and European descent. Indians make up only about 2 percent of the population. People of European descent tend to live in the large cities. People of African descent tend to live along the coast. Most Venezuelans are Spanish-speaking Roman Catholics, but the country's Indians speak 25 different languages and follow the religious practices of their ancestors.

Venezuelan culture includes dancing and sports. Venezuela's national dance, the *joropo*, is a lively foot-stomping couples' dance. Large crowds of Venezuelans attend rodeo events. Baseball and soccer are also popular throughout Venezuela.

Many Venezuelans make a living by farming and ranching. Northern Venezuela has some small family farms as well as large commercial farms. **Llaneros** (yah-NAY-rohs)—or Venezuelan cowboys—herd cattle on the many ranches of the Llanos region. However, some small communities of Indians practice traditional agriculture.

Economy and Natural Resources In the 1960s Venezuela began earning huge sums of money from oil production. This wealth allowed part of the population to buy luxuries. However, the vast majority of the population still lived in poverty. Many of Venezuela's poor people moved to the cities to try to find work. Some settled on the outskirts in communities of shacks. They had no running water, sewers, or electricity.

Venezuela's wealth attracted many immigrants from Europe and other South American countries. These immigrants, like most other Venezuelans, suffered in the 1980s when the price of oil dropped sharply. Without the money provided by high oil prices, the economy couldn't support the people. Oil prices recovered in the 1990s, and the Venezuelan economy continues to be based on oil production.

As you can see on the map, the Orinoco River basin and **Lake Maracaibo** (mah-rah-KY-boh) are rich in oil. Venezuela is the only South American member of the Organization of Petroleum Exporting Countries (OPEC). The member countries in this organization attempt to control world oil production and keep oil prices from falling too low.

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GEOGRAPHIC FEATURE

The Feast of Corpus Christi

Have students read the Focus on Culture feature about the Feast of Corpus Christi.

Analyze Visuals How do some Venezuelans celebrate the Feast of Corpus Christi? *Possible answer: They dress up like devils, wear pig and jaguar masks, dance, beat drums, and shake maracas to keep evil away.*

READING CHECK

Summarize How did the Spanish contribute to Venezuela's history? *Finding little gold, the Spanish colonized Venezuela and forced the Indians to work. They also brought enslaved Africans to take the Indians' place. Later, under the leadership of Simon Bolívar, people in Venezuela revolted against Spain.*

For additional instruction, go to end of lesson.



Oil-related pollution is a problem in Venezuela. Pits collect oil that spills from oil wells. Sometimes the oil in these pits seeps into underground water sources and pollutes the water supply. To prevent this, Venezuela's state oil company now has procedures to clean out the oil pits.

The Guiana Highlands in the southeast are rich in other minerals, such as iron ore for making steel. Gold is also mined in remote areas of the highlands. Dams on tributaries of the Orinoco River produce hydroelectricity.

Neither Caracas nor other parts of Venezuela have escaped poverty. Caracas is encircled by slums, and many Venezuelans living in the rural areas of the country are also poor.

Government After years of suffering under military dictatorships, the people of Venezuela elected their first president in 1959. Since then, Venezuela's government has dealt with economic and political turmoil.

In 2002 Venezuela's president, Hugo Chavez, started to distribute the country's oil income equally among all Venezuelans. Before Chavez's presidency, only a small percentage of wealthy Venezuelans benefited from the country's oil income.

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ENGLISH LANGUAGE LEARNERS

Debate

- To help students understand and articulate the complexities of the oil economy of Venezuela, organize the class into two teams.
- Have one team imagine they are supporters of Hugo Chavez who distributed the nation's oil income among Venezuelans and the other team imagine they are Venezuelan oil workers who are on strike in protest of Chavez's actions.

- Have the teams work together to prepare a list of pros and cons for each side's argument. (The teams may need to be divided into smaller sub-groups for this step, depending on class size.)
- Hold a class debate in which students on each team take turns presenting arguments for their team and counter-arguments for the opposing team.

*Alternative Assessment Handbook, Rubric 10: Debates and Rubric 16: Judging Information

For additional instruction, go to end of lesson.

Explore ONLINE!

ONLINE DOCUMENT-BASED INVESTIGATION

Venezuela's Major Resources

Have students study the map and answer the associated question.

Analyze Sources What resource is located along the Orinoco River? *oil*

In print edition, see map of same title.

- Location** What resource is located along the Orinoco River? *oil*
- Movement** What resource do you think is the most difficult to transport to port cities? Why? *gold, because it is spread far apart, away from the cities and rivers*

DOCUMENT-BASED INVESTIGATION MAP SOURCE

Venezuela's Major Resources

Venezuela has abundant natural resources. Rich soil and a temperate climate allow for productive farming. The country also has sizable deposits of gold, oil, and coal.

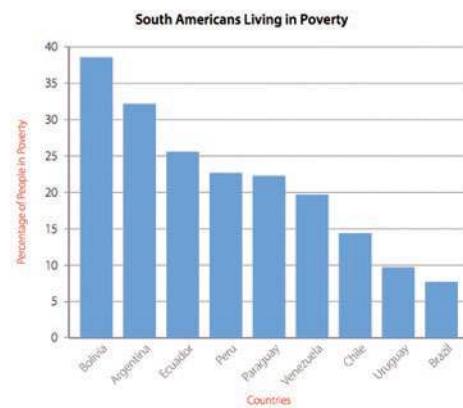


ONLINE INTERACTIVE GRAPHS

South Americans Living in Poverty

Have students explore the graph and answer the associated question.

Interpret Graphs Which country has a percentage of people in poverty that is about double Brazil's poverty rate? *Chile*



Teach the Main Idea

The Guianas have diverse cultures and plentiful resources.

Identify What are Guyana's major agricultural products? *rice and sugar*

Recall Where do nearly half of Suriname's people live? *in the capital city of Paramaribo*

Interpret Why are the Guianas culturally different from the rest of the continent? *The physical environment of the region kept them isolated; they were colonized by countries other than Spain.*

More About . . .

Connect to Literature: Anansi the Spider Stories of the West African hero and trickster, Anansi the Spider, came with enslaved Africans to the Caribbean. In some stories Anansi creates the sun and moon; in others he teaches humans how to sow grain. In Paramaribo, Suriname, the stories are called *Anansi-Tori*. People tell part of the *Anansi-Tori* on the eighth night after someone dies. The stories, they believe, must be told only at night or the dead will overhear them and cause the storyteller to also die.

Immigrants from India In the 1800s both the British in Guyana and the Dutch in Suriname ended slavery. Both brought in workers from India. However, life for these workers was very different, depending on which of the two countries they immigrated to. In Guyana the British forced everyone to learn English and to convert to Christianity if they wanted to get good jobs. In Suriname the Dutch allowed Indian immigrants to speak their native language of Hindi and practice Hinduism, which they continue to do to this day.

World's Top Oil Exporters		
	Country	Oil Exports (million barrels per day)
1	Saudi Arabia	7.4
2	Russia	4.9
3	Canada	3.2
4	United Arab Emirates	2.6
5	Iraq	2.5
6	Nigeria	2.2
7	Angola	1.8
8	Kuwait	1.7
9	Venezuela	1.5

Source: *The World Factbook*, Central Intelligence Agency.

Reading Check
Identify Cause and Effect. What effect did the workers' strike have on Venezuela's economy?

Thousands of Venezuelan oil workers went on strike to protest the president's actions. A **strike** is a group of workers stopping work until their demands are met. The protestors wanted Chavez to resign, but he refused. The strike caused Venezuela's economy to suffer as oil exports fell.

Chavez continued as president until his death in 2013. Nicolas Maduro then became president and continued many of Chavez's policies. Venezuela's economy has continued to struggle.

The Guianas

The countries of Guyana, Suriname, and French Guiana are together known as the Guianas (gee-AH-nuhz). Dense tropical rain forests cover much of this region, which lies east of Venezuela.

Guyana Guyana (gy-AH-nuh) comes from a South American Indian word that means "land of waters." About one-third of the country's population lives in Georgetown, the capital. Nearly all of Guyana's agricultural lands are located on the flat, fertile plains along the coast. Guyana's most important agricultural products are rice and sugar.

Guyana's population is diverse. About half of its people are descended from people who migrated to Guyana from India. These immigrants came to Guyana to work on the country's sugar plantations. Today, most Guyanese farm small plots of land or run small businesses. About one-third of the population is descended from former African slaves. These people operate large businesses and hold most of the government positions.

Suriname The resources and economy of Suriname (soohr-uh-NAHM) are similar to those of Guyana. Like Guyana, Suriname has a diverse

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CHART

World's Top Oil Exporters

Invite students to study the table about the world's top oil exporters.

READING CHECK

Identify Cause and Effect What effect did the worker's strike have on Venezuela's economy? *Oil exports fell dramatically and its economy suffered.*

LINK TO MATHEMATICS

The Impact of Oil Price Changes

- Review with students the *World's Top Oil Exporters* chart. For this activity, use these rounded population figures:
 - Saudi Arabia 27,000,000
 - Venezuela 28,000,000
 - United Arab Emirates 5,500,000
- Have students compute the economic impact of a \$20 per barrel rise or fall in the price of oil for the three countries listed above. Find both daily and yearly figures.

- Have students compute the economic impact on each citizen (per capita) of the three countries.
- Record the results on the board and have students decide which country's people would be most affected by oil price fluctuations. Discuss the effects of being so heavily dependent on oil exports.

*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

population. The country's population includes South Asians, Africans, Chinese, Indonesians, and Creoles. The capital, Paramaribo (pah-rah-MAH-ree-boh), is home to nearly half of the country's people.

French Guiana French Guiana (gee-A-nuh) is a territory of France and sends representatives to the government in Paris. French Guiana's roughly 200,000 people live mostly in coastal areas. About two-thirds of the people are of African descent. Other groups include Europeans, Asians, and South American Indians. The country depends heavily on imports for its food and energy.

Summary and Preview In this lesson you learned that Colombia's history includes the Chibcha, Spanish conquest, and independence. Today, Colombia's people are dealing with a long civil war. You also found out that Venezuela's history was largely shaped by Spanish settlement. Today Venezuela's economy is based on oil. Also, to the east, the Guianas are home to a diverse population. In the next lesson, you will learn about Ecuador, Bolivia, Peru, and Chile.

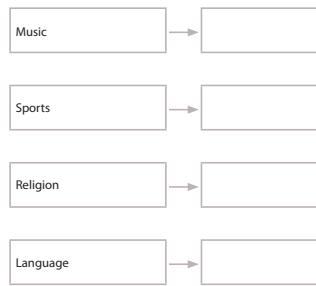
Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Who were the Chibcha?
- b. **Draw Conclusions** Why did Spain want land in Colombia?
2. a. **Describe** What factors make Colombia ideal for growing coffee?
b. **Predict** How might Colombia solve the problem of guerrillas trying to control the country?
3. a. **Recall** What did Spanish settlers hope to find in Venezuela?
b. **Explain** Who led Venezuela's revolt against Spain?
4. a. **Describe** What does the landscape of Caracas include?
b. **Elaborate** Why did some Venezuelans go on strike?
5. a. **Describe** What are Guyana's agricultural lands and products like?
b. **Contrast** How is the population of the Guianas different from that of Colombia and Venezuela?

Critical Thinking

6. **Analyze** Using your notes, write a sentence about the topic of each box in a diagram like this one.



READING CHECK

Contrast How is French Guiana different from the rest of the Guianas? *It is not an independent country.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Who were the Chibcha? *native people of Colombia who had a well-developed civilization*
- b. **Draw Conclusions** Why did Spain want land in Colombia? *Spain wanted to expand its new empire.*
2. a. **Describe** What factors make Colombia ideal for growing coffee? *rich soil, steep slopes, tall shade trees*
b. **Predict** How might Colombia solve the problem of guerrillas trying to control the country? *through new laws making it more difficult for the guerrillas to operate freely*
3. a. **Recall** What did Spanish settlers hope to find in Venezuela? *gold*
b. **Explain** Who led Venezuela's revolt against Spain? *Simon Bolívar*
4. a. **Describe** What does the landscape of Caracas include? *a mountain valley*
b. **Elaborate** Why did some Venezuelans go on strike? *to protest the actions of President Chavez and a failing economy*
5. a. **Describe** What are Guyana's agricultural lands and products like? *flat, fertile plains; rice and sugar*
b. **Contrast** How is the population of the Guianas different from that of Colombia and Venezuela? *The Guianas are more diverse and have more Asian immigrants, especially from India.*

Critical Thinking

6. **Analyze** Using your notes, write a sentence about the topic of each box. Use a diagram to organize your topics and sentences. *Answers will vary.*
Students should write a sentence about each topic—music, sports, religion, and languages—in Caribbean South America.

COMPARE AND CONTRAST

The Guianas

1. Have students make a three-column table with the headings *Guyana*, *Suriname*, and *French Guiana*. Have them fill in the table with facts about the three countries.
2. Draw a three-circle Venn diagram on the board and have students write facts in the appropriate segments. For example, "independent country" would go in the *Guyana* and *Suriname* area of the diagram.

3. When finished, have students copy the diagram on their own sheet of paper.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizer; and 14: Group Activity

► Online Assessment

1. Why were the Spanish interested in controlling Colombia around the year 1500?

- They wanted to set up large plantations.
- They wanted to learn about native religions.
- They wanted to trade with the Chibcha Indians.
- They wanted the golden treasures of the Chibcha Indians.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

When the Spanish arrived in Colombia around the year 1500, they took land and **gold** ▾ from the Chibcha Indians.

2. Where do most Colombians live?

- in the fertile valleys
- in the tropical rain forests
- along the Caribbean coast
- on cattle ranches on the Llanos

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Most Colombians live in the **fertile valleys** ▾ between mountains and in river basins where rich soil supports agriculture.

3. Which political issue has affected Venezuela's development?

- Spain continued to claim the country as a colony into the twentieth century.
- South American Indians clashed with the government over ownership of their land.
- Some leaders used money from oil exports for themselves instead of improving the country.
- Leaders clashed with each other over the role of the Roman Catholic Church in government.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After the discovery of **oil** ▾ in the early 1900s, some government leaders took the profits from exports for themselves instead of improving the lives of many Venezuelans.

4. How have Venezuela's native populations tried to preserve their cultures?

- by playing soccer
- by speaking Spanish
- by practicing their religions
- by adopting Roman Catholicism

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

While Indians make up only 2 percent of Venezuela's population, they have kept their cultures alive by speaking their native languages and **practicing their religions** ▾.

5. Why did many people migrate from India to Guyana?

- to become politicians
- to work in gold mines
- to become merchants
- to work on sugar plantations

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

About half of Guyana's population is descended from people who migrated from **India** ▾ to work on sugar plantations.

6. **Analyze Information** What issues have affected Colombian unity throughout its history?

After independence from Spain many people wanted to limit the Roman Catholic Church's influence in government, while others wanted the church to have a larger role. This issue caused disagreements among Colombians. As well, during the 1800s and 1900s, groups who had been isolated from each other and had created separate cultural identities resisted efforts to unify all Colombians, and this led to violent clashes.

7. **Cause and Effect** Why has the Colombian government battled Colombian guerrillas for many years?

Colombia's government has battled with guerrillas over the trade of illegal drugs. Guerrilla groups forced Colombian farmers off their land so that they could grow the coca plant used in the manufacture of cocaine.

8. **Elaborate** Why is Simon Bolívar known as the "George Washington of South America?"

Simon Bolívar led the fight for independence from Spain for many South American colonies. Starting in 1811 and continuing for many years after, he helped win independence for his native Venezuela and other colonies, such as Bolivia, which is named in his honor. He later became president of Gran Colombia, which included the nations of present-day Colombia, Panama, Venezuela, and Ecuador, and then became the president of Peru. Because he both helped free South American colonies from Spanish control and helped establish national governments, he is known as the "George Washington of South America."

9. **Draw Conclusions** How did Venezuelan President Hugo Chavez's policies cause economic problems?

Hugo Chavez became Venezuela's president in 2002 and remained in that position until his death in 2013. He believed that more Venezuelans should share in the country's wealth from oil exports and began to share its profits with all of the people. This caused oil workers to go on strike and to call for his resignation as president. Chavez refused to change his policies, and oil exports fell as a result of the strike, causing an economic crisis.

10. **Compare and Contrast** How does French Guiana's government differ from that of its neighbors?

French Guiana is a territorial possession of France. Unlike Guyana and Suriname, French Guiana is not an independent country and sends government representatives to France.

ADDITIONAL INSTRUCTIONAL MATERIALS

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Connect to History: The War of a Thousand Days One of the most tragic of Colombia's civil wars was the War of a Thousand Days, fought from 1899–1903 between Colombia's two major political parties. An estimated 100,000 people were killed in this war. Colombia was devastated and unable to prevent a rebellion in Panama, which was then part of Gran Colombia. The United States wanted to build a canal there, but Colombia had been unwilling. The United States helped the Panamanian rebels, who repaid the U.S. by letting them build the Panama Canal.

Medellín In the 1980s and 1990s, the city of Medellín, Colombia, was the center of an urban war between rival Colombian drug gangs and was known as the most dangerous city in the world. But after notorious drug kingpin Pablo Escobar was killed in 1993, the city has experienced a rebirth. The second-largest city in Colombia, Medellín today is considered one of the most progressive cities in Latin America, full of new libraries, parks, and restaurants and bustling with a surging wave of construction and a booming economy.

STRUGGLING READERS

Gran Colombia

1. Assign students to work in groups and have each group create a poster-sized map of the western hemisphere. The map should label all the current countries, except for Colombia, Venezuela, Ecuador, and Panama.
2. Have students use the information in the text and, if needed, conduct outside research on Gran Colombia. Then have students write a poem or ballad lyrics about the history of Gran Colombia and how it was divided into four separate countries.
3. Have volunteers from each group share their work with the class.

*Alternative Assessment Handbook, Rubrics 20: Map Creation; and 26: Poems and songs

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More About . . .

Organization of Petroleum Exporting Countries (OPEC) Members of OPEC, formed in 1960, account for about 40 percent of the world's oil production. They attempt to control world oil prices by manipulating supply. In 1973 after the Yom Kippur War, OPEC caused a dramatic rise in prices that lasted for about ten years and resulted in economic hardship around the world. Since then OPEC has mostly tried to keep prices moderately high, but stable, making sure its members have profitable markets for their product.

Bolivarian Revolution When Venezuela's President Hugo Chavez was elected in 1999, he began a set of reforms called the Bolivarian Revolution, named after Simon Bolívar, the hero of his country's independence movement. These reforms called for more equal distribution of income and a renewed fight against corruption. He also pushed for a new Venezuelan constitution, which became law in 2000. The new constitution, for the first time, guarantees all citizens the right to education, health, work, and dignity.

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COLLABORATIVE LEARNING

Recent Events in Venezuela

1. Remind students that textbooks provide a great deal of information, but they cannot capture the daily occurrences in a country. Have them work with a partner or in small groups to create a newspaper front page for an edition that comes out on December 31 chronicling the major events that occurred in Venezuela during the past year.
2. Remind students to use reliable sources, both print and online, to gather information for "A Look Back at the Year" edition. Students should include images and their own drawings to illustrate the newspaper page.
3. Ask volunteers to share their finished work with the class. Discuss with the class the events that transpired during the year, and post the pages in the classroom.

*Alternative Assessment Handbook, Rubric 23: Newspapers

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SPECIAL NEEDS STUDENTS

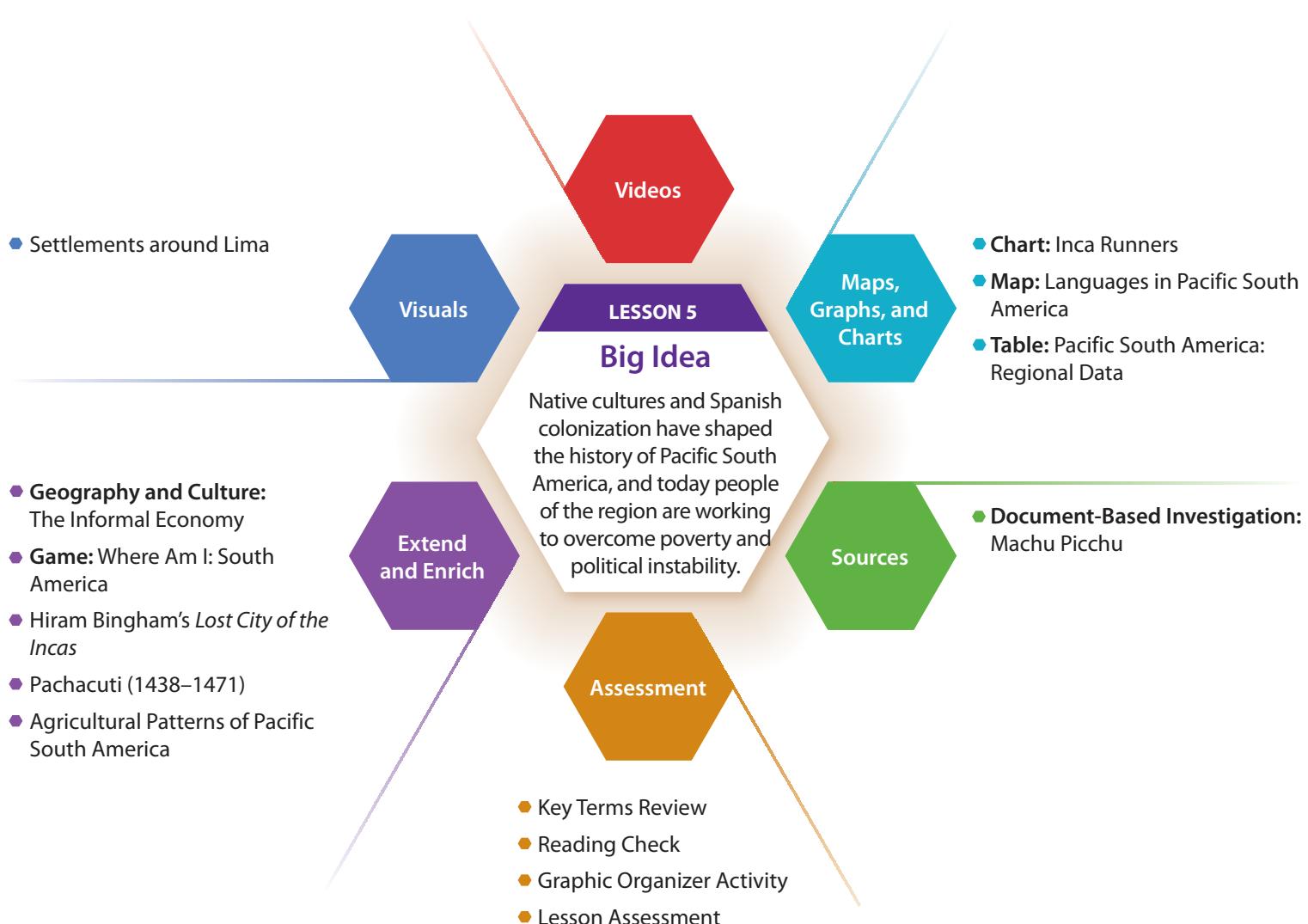
Understand the Guianas

1. Point out to students that the Guianas are actually three separate countries, although one of them, French Guiana, is a French-held territory, not an independent nation.
2. Have students find the three on a map, or show them where they are located on a large classroom map.
3. Tell students that Guyana is about the size of Idaho; Suriname is slightly bigger than Georgia; and French Guiana is about the size of Maine. Together the Guianas, at approximately 181,000 square miles (468,788 sq km), are about the size of California. However, the three are dwarfed by their neighbor to the south, Brazil, which is over 3 million square miles (7.77 million sq km).

*Alternative Assessment Handbook, Rubric 1: Acquiring Information



Ecuador, Bolivia, Peru, and Chile



► Online Lesson 5 Enrichment Activities

Hiram Bingham's *Lost City of the Incas*

Article Students read about archaeologist Hiram Bingham's discovery of the city of Machu Picchu, and create a story in the style of a photojournalist.



Pachacuti (1438–1471)

Article Students read about the great warrior king who expanded the Inca kingdom into an empire, and compare Pachacuti's leadership with the leader of another empire.

Agricultural Patterns of Pacific South America

Investigate Students research commercial agriculture in Ecuador, Peru, Bolivia, and Chile, and create an infographic showing agricultural patterns.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

Which project will you choose? Why?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to help build the TEMPLE:

- help create a place of worship
- enjoy a scenic view
- stay in one place

Consider reasons to help build the ROAD:

- help make transportation faster and easier
- meet people from all over the empire
- visit new and exciting places

2. Direct Teach Introduce the Big Idea: *Native cultures and Spanish colonization have shaped the history of Pacific South America, and today people of the region are working to overcome poverty and political instability.* Discuss the relationship between economics and government. Have students identify reasons why it might be difficult to run a business in a country experiencing political turmoil. Ask if foreign businesses might be more or less inclined to invest in a country whose government is unstable.

3. Practice/Assess/Inquire Write *Poverty and Political Instability* on a T-chart for students to see. Have them copy the chart and complete it with details about each country in Pacific South America, focusing details related to the causes and effects of each.

4. Explore (Collaborative Exploration) Ask students to contribute information from their charts to complete the chart you drew.

5. Whole Group/Close/Reflect Ask students to imagine that they are a person in one of these countries. Have students write an essay describing the reasons why the country can expect economic progress and how this will improve the lives of the people. Ask students to explain specifically how economic progress will improve housing.

*Alternative Assessment Handbook, Rubric 7: Charts

Ecuador, Bolivia, Peru, and Chile

If YOU lived there ...

You live in Cuzco, the capital of the Inca Empire. You are required to contribute labor to the empire, and you have been chosen to work on a construction project. Hauling the huge stones will be difficult, but the work will be rewarding. You can either choose to help build a magnificent temple to the sun god or you can help build a road from Cuzco to the far end of the empire.

Which project will you choose? Why?

Pacific South America's History

Thousands of years ago, people in Pacific South America learned how to adapt to and modify their environments. They built stone terraces into the steep mountainsides so they could raise crops. In coastal areas, people created irrigation systems to store water and control flooding.

The Inca Empire Eventually, one culture came to rule most of the region. By the early 1500s, these people, the Incas, controlled an area that stretched from northern Ecuador to central Chile. The Inca Empire was home to as many as 12 million people.

The huge Inca Empire was highly organized. Irrigation projects turned deserts into rich farmland. Thousands of miles of stone-paved roads connected the empire. Rope suspension bridges helped the Incas cross the steep Andean valleys.

As advanced as their civilization was, the Incas had no wheeled vehicles or horses. Instead, relay teams of runners carried messages from one end of the empire to the other. Working together, a team of runners could carry a message up to 150 miles (240 km) in one day. The runners did not carry any letters, however, because the Incas did not have a written language.

Spanish Rule In spite of its great organization, however, the Inca Empire did not last long. A new Inca ruler, on his way to be crowned king, met the Spanish explorer Francisco Pizarro. Pizarro captured the Inca king, who ordered his people to bring enough gold and silver to fill a whole room. These riches were supposed to be a ransom for the king's freedom. Instead,

The Big Idea

Native cultures and Spanish colonization have shaped the history of Pacific South America, and today people of the region are working to overcome poverty and political instability.

Main Ideas

- The countries of Pacific South America share a history influenced by the Inca civilization and Spanish colonization.
- The culture of Pacific South America includes American Indian and Spanish influences.
- Ecuador struggles with poverty and political instability.
- Bolivia's government is trying to gain stability and improve the economy.
- Peru has made progress against poverty and violence.
- Chile has a stable government and a strong economy.

Key Terms and Places

viceroy
Creoles
Quito
La Paz
Lima
coup
Santiago

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Teach the Main Idea

The countries of Pacific South America share a history influenced by the Inca civilization and Spanish colonization.

Describe How did the early people in Pacific South America modify their environment to raise crops? *They built stone terraces into steep mountainsides.*

Identify Who led the revolt against Spanish rule in Pacific South America? *Creoles, South American-born descendants of Europeans*

Explain How did the Incas send messages across their empire? *They used relay teams of runners to carry messages over long distances.*

ONLINE DOCUMENT-BASED INVESTIGATION

Machu Picchu

Have students explore the image using the interactive hotspots to investigate the city of Machu Picchu. Use the following question as a discussion prompt:

Analyze Sources What evidence of people changing their environment do you see in this photograph? *Possible answer: People took stone from their environment to build Machu Picchu and carved terraces into hillsides to create farmland.*

ONLINE DOCUMENT-BASED INVESTIGATION

South America

Machu Picchu is the fifth of five document-based investigations that students will analyze in the South America module. Students use interactive hotspots to reveal information about the ancient Inca city.

For additional instruction, go to end of lesson.

Pizarro ordered the Inca king killed. Fighting broke out, and by 1537 the Spaniards controlled all of the Inca Empire.

The new Spanish rulers often dealt harshly with the South American Indians of the fallen Inca Empire. Many Indians had to work in gold or silver mines or on the Spaniards' plantations. A Spanish **viceroy**, or governor, was appointed by the king of Spain to make sure the Indians followed the Spanish laws and customs that had replaced native traditions.

Independence By the early 1800s, people in Pacific South America began to want independence. They began to revolt against Spanish rule. **Creoles**, South American-born descendants of Europeans, were the main leaders of the revolts. The success of the revolts led to independence for Chile, Ecuador, Peru, and Bolivia by 1825.

Pacific South America's Culture

Spanish and native cultures have both left their marks on Pacific South America. Most people in the region speak Spanish, and Spanish is the official language in all of the countries of the region.

However, people in many parts of the region also maintain much of their native culture. Millions of South American Indians speak native languages in addition to or instead of Spanish. In Bolivia, two native languages are official languages in addition to Spanish.



ENGLISH LANGUAGE LEARNERS

Language Map Reading and Discussion

1. To help students practice map reading skills and apply their understanding of the languages spoken in Pacific South America, organize them into pairs and draw their attention to the map *Languages in Pacific South America*.
2. Read aloud the section titled *Pacific South America's Culture*. Have students work together to identify the languages spoken in each of the four countries (Ecuador, Peru, Bolivia, and Chile) according to the information on the map.

3. Have a class discussion using the questions located in the text box on the map: "Where do more people speak native languages than Spanish?"; "Why do you think many people do not speak Spanish?"

*Alternative Assessment Handbook, Rubrics 11: Discussions and 21: Map Reading

Teach the Main Idea

The culture of Pacific South America includes American Indian and Spanish influences.

Recall In which country are two native languages official languages in addition to Spanish? **Bolivia**

Identify What is the religion of the majority of the people in Pacific South America? **Roman Catholicism** Where are ancient religious customs practiced? *in the Andes*

Summarize In what ways is culture in Pacific South America a blend of Spanish and Indian cultures?

Possible answers: Most people are Roman Catholic, yet some still follow ancient religious customs; Spanish is the official language, but millions still speak native languages.

ONLINE INTERACTIVE CHARTS

Inca Runners

Have students explore the chart about Inca runners who carried messages long distances.

ONLINE INTERACTIVE MAPS

Languages in Pacific South America

Have students explore the map using the interactive features and answer the associated question.

Region Which language in Pacific South America is only spoken in Bolivia? **Guarani**

In print edition, see map of same title.

1. **Place** Which country has almost as many native language speakers as Spanish speakers? **Bolivia**
2. **Region** Where do people who speak mostly Aymara live? *in parts of Peru, Bolivia, and Chile*

READING CHECK

Evaluate How did Inca civilization influence the history of the region? *The Incas built a strong civilization and an empire that was defeated by the Spanish.*

Teach the Main Idea

Ecuador struggles with poverty and political instability.

- Describe** What problems faced Ecuadoran president Rafael Correa? *poverty and constant conflict with Ecuador's media*
- Evaluate** Name the benefits and problems brought to Ecuador by the oil industry. *benefits—jobs, revenue because oil is Ecuador's main export; problems—economy suffers when oil prices drop, harm to the environment*

► ONLINE GRAPHIC ORGANIZER

Ecuador, Bolivia, Peru, and Chile

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Find Main Ideas Which issues pose the greatest challenge to countries in this region? *Possible answer: Cultures continue to change over time as people move around the world and share new ideas.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **viceroy, Creoles, Quito, La Paz, Lima, coup, Santiago.**

READING CHECK

Find Main Ideas What traditional customs do people in the region still practice today? *Possible answers: participating in a festival to worship the sun; wearing traditional costumes and wooden masks; playing wooden flutes*

READING CHECK

Form Generalizations How was Correa able to win three terms as president? *Possible answer: He won support by building roads, bridges, schools, and hospitals, and by lowering poverty and unemployment levels.*

The people and customs of Pacific South America also reflect the region's Spanish and Indian heritage. For example, Bolivia's population has the highest percentage of South American Indians of any country on the continent. Many Bolivian Indians follow customs and lifestyles that have existed for many centuries. They often dress in traditional styles—full skirts and derby hats for the women and colorful, striped ponchos for the men.

Another part of the region's culture that reflects Spanish and Indian influences is religion. Most people in Pacific South America practice the religion of the Spanish—Roman Catholicism. Some people in the Andes, however, also still practice ancient religious customs. Every June, for example, people participate in a festival to worship the sun that was celebrated by the Incas. During festivals people wear traditional costumes, sometimes with wooden masks. They also play traditional instruments, such as wooden flutes.

Ecuador Today

In recent decades, the countries of Pacific South America have all experienced periods of political instability. Widespread poverty has been a constant threat to stable government in Ecuador, for example.

Government Ecuador has been a democracy since 1979. From 1996 to 2007, the country had nine different presidents. In 2006 Ecuadorians elected economist Rafael Correa as president. Correa gained popularity by building roads, bridges, schools, and hospitals. He also lowered poverty and unemployment levels.

Correa often clashed with journalists, and some government officials found working with him difficult. Still, Correa's achievements helped him win two more terms as president. In 2016, Ecuadorians elected Correa's former vice-president, Lenín Moreno, president.

Economic Regions Ecuador has three different economic regions. One region, the coastal lowlands, has agriculture and industry. The country's largest city, Guayaquil (gwy-ah-KEEL), is located there. It is Ecuador's major port and commercial center.

The Andean region of Ecuador is poorer. **Quito**, the national capital, is located there. Open-air markets and Spanish colonial buildings attract many tourists to Quito and other towns in the region.

A third region, the Amazon basin, has valuable oil deposits. The oil industry provides jobs that draw people to the region. Oil is also Ecuador's main export. But the oil industry has brought problems as well as benefits. The country's economy suffers if the world oil price drops. In addition, some citizens worry that drilling for oil could harm the rain forest.

Reading Check
Form Generalizations
How was Correa able to win three terms as president?

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COMPARE AND CONTRAST

Compare Governments

1. Have students set up a chart or other graphic organizer to compare the different forms of government in the countries of Pacific South America.
2. Ask students to choose another country, either in Europe or in the Americas, to add to their charts. Then have students use a variety of resources to learn about that country's government and compare it with those in Pacific South America.

3. Encourage students to use newspapers, television news reports, and interviews with community members in addition to books and the Internet when conducting their research.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 13: Graphic Organizers

For additional instruction, go to end of lesson.

Connect to Economics

The Informal Economy

Many people in the countries of Pacific South America are part of the informal economy. Street vendors, like the ones shown here in Quito, are common sights in the region's cities. People visit street vendors to buy items like snacks, small electronics, or clothing. The informal economy provides jobs for many people. However, it does not help the national economy because the participants do not pay taxes. Without income from taxes, the government cannot pay for services.

Analyze Effects

How does the informal economy affect taxes?



Bolivia Today

Like Ecuador, Bolivia is a poor country. Poverty has been a cause of political unrest in recent years.

Government After years of military rule, Bolivia is now a democracy. Bolivia's government is divided between two capital cities. The supreme court meets in Sucre (SOO-kray), but the congress meets in **La Paz**. Located at about 12,000 feet (3,660 m), La Paz is the highest capital city in the world. It is also Bolivia's main industrial center.

In the early 2000s, many Bolivians disagreed with their government's plans for fighting poverty. National protests forced several presidents to resign. Then in 2005 Bolivians elected an indigenous leader, Evo Morales, as president. Morales was reelected president in 2009 and 2014.

Economy Bolivia is the poorest country in South America. In the plains of eastern Bolivia there are few roads and little money for investment. However, foreign aid has provided funds for some development. In addition, the country has valuable resources, including metals and natural gas.

Peru Today

Peru is the largest and most populous country in Pacific South America. Today, it is making some progress against political violence and poverty.

Lima Peru's capital, **Lima** (LEE-muh), is the largest city in the region. Nearly one-third of all Peruvians live in Lima or the nearby port city of Callao (kah-YAH-oh). Lima has industry, universities, and government jobs, which attract many people from the countryside to Lima.

Reading Check

Analyze Issues Why might political revolts slow development?

Teach the Main Idea

Bolivia's government is trying to gain stability and improve the economy.

Recall How was Bolivia governed before it became a democracy? *military rule*

Evaluate Where does Bolivia rank economically among South American countries? What are some possible reasons for its rank? *It is the poorest country in South America; possible reasons may include political unrest and weak government.*

More About . . .

Quinoa Known as a "superfood," quinoa is a plant that produces edible seeds. The seeds contain eight amino acids, making quinoa a plant source for complete protein. The seeds contain fiber and antioxidants, as well as minerals essential to good nutrition. Bolivia's salt flats are the ancestral source of the plant, as the plants thrive in the high altitude with abundant solar radiation and high levels of lithium in the soil. Quinoa has become one of Bolivia's most popular agricultural exports.

ONLINE INTERACTIVE CHARTS

Pacific South America: Regional Data

Have students explore the chart using the interactive features and answer the associated question.

Interpret Charts Based on data from the table, how might GDP affect life expectancy? *Countries with higher GDPs have higher life expectancy rates.*

GEOGRAPHIC FEATURE

The Informal Economy

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

Analyze Effects How does the informal economy affect taxes? *The government is unable to collect taxes on goods traded in the informal economy.*

In print edition see Connect to Economics of same title.

READING CHECK

Analyze Issues Why might political revolts slow development? *Possible answers: violence disrupts productive work; people who are fighting or trying to avoid the fighting may not be able to work.*

Teach the Main Idea

Peru has made progress against poverty and violence.

Describe What is housing like in central Lima? *high-rise apartments and private houses, some from the colonial era*

Identify What was the Shining Path? *an anti-government terrorist group active during the 1980s and 1990s*

Evaluate What challenges do people who settle in "young towns" face? *poverty, building homes with poor materials, lack of services such as water and electricity*

More About . . .

Mario Vargas Llosa One of Latin America's most influential novelists and essayists, Peruvian writer Mario Vargas Llosa was awarded the Nobel Prize in Literature in 2010. Born in 1936, Vargas Llosa's work is known for its rich, expressive language and spans a wide range of genres, from autobiographical works and historical novels to comedies, mysteries, and political thrillers. In awarding Vargas Llosa the Nobel Prize, the Nobel Prize committee cited his "trenchant images of the individual's resistance, revolt, and defeat."

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Carousel: Settlements around Lima

Have students navigate through the carousel and note the different types of settlements around Lima. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think young towns are built far from central Lima? *Possible answer: perhaps because land is available and outside of city building regulations*

Settlements around Lima

READING CHECK

Identify Cause and Effect How did the Shining Path affect Peru? *Many people were killed, and the economy suffered.*

Lima was the colonial capital of Peru, and the city still contains many beautiful old buildings from the colonial era. It has high-rise apartments and wide, tree-lined boulevards. However, as in many big urban areas, many people there live in poverty.

In spite of the poverty, central Lima has few slum areas. This is because most poor people prefer to claim land on the outskirts of the city and build their own houses. Often they can get only poor building materials. They also have a hard time getting water and electricity from the city.

Settlements of new self-built houses are called "young towns" in Lima. Over time, as people improve and add to their houses, the new settlements develop into large, permanent suburbs. Many of the people in Lima's young towns are migrants from the highlands. Some came to Lima to escape violence in their home villages.

Settlements around Lima

Lima has three main types of settlements. The wealthier people tend to live in houses and apartments in town. Poor people live mostly in slums or in recently built "young towns."



Young Towns

In recent years, many poor people have taken over land on the outskirts of Lima and have built their own shelters.



Houses and Apartments

Most housing in Lima is made up of high-rise apartments and private houses, some of which are from the colonial era.



Slums

Just outside downtown and near the port area, many people live in slum housing. These buildings are permanent but run down.

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SPECIAL NEEDS STUDENTS

Types of Housing in Lima

1. Draw students' attention to the images of housing in and around Lima.
2. Review with students the differences among the three: high-rise apartments, slums, and young towns.

3. Ask students to identify who might live in each type of housing and where they might work or what they might do for a living, and then discuss the daily challenges and problems people who live in each type might face.

*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

Government In the 1980s and 1990s, a terrorist group called the Shining Path was active. This group carried out deadly attacks because it opposed government policies. Some 70,000 people died in violence between the Shining Path and government forces, and Peru's economy suffered. However, after the arrest of the group's leaders, Peru's government began making progress against political violence and poverty. The country has an elected president and congress.

Resources Peru's resources are key factors in its economic progress. Some mineral deposits are located near the coast, and hydroelectric projects on rivers provide energy. Peru's highlands are less developed than the coastal areas. However, many Peruvian Indians grow potatoes and corn there.

Chile Today

Like Peru, Chile has ended a long violent period. Chile now has a stable government and a growing economy.

Government In 1970 Chileans elected a president who had some ideas influenced by communism. A few years later he was overthrown and died in a U.S.-backed military coup (KOO). A **coup** is a sudden overthrow of a government by a small group of people.

In the years after the coup, military rulers tried to crush their political enemies. Chile's military government was harsh and often violent. It imprisoned or killed thousands of people.

In the late 1980s Chile's military dictatorship weakened and Chileans created a new, democratic government. In 2006 Chileans elected their first female president, Michelle Bachelet, and in 2010 they elected business leader Sebastián Piñera president. Michelle Bachelet was elected president again in 2013.

Resources and Economy Chile's economy is the strongest in the region. Poverty rates have decreased, and Chile's prospects for the future seem bright. Small businesses and factories are growing quickly. More Chileans are finding work, and wages are rising.

About one-third of all Chileans live in central Chile. This region includes the capital, **Santiago**, and a nearby seaport, Valparaíso (bah-lah-rah-EE-soh). Its mild Mediterranean climate enables farmers to grow many crops. For example, grapes grow well there, and Chilean fruit and wine are exported around the world.

Farming, fishing, forestry, and mining form the basis of Chile's economy. Copper mining is especially important. It accounts for more than one-third of Chile's exports.

Chile's economic stability was rocked by a massive earthquake that struck on February 27, 2010. The quake killed about 500 Chileans and caused about \$30 billion of damage to buildings, homes, and streets. Today, Chile's people and government continue to rebuild their nation.

Reading Check
Identify Points of View. Why might Chile want to join a free trade group?

South America 355

ADVANCED/GIFTED

Living in Lima

1. Have students reread the information about Peru, its government, economy, and settlement patterns.
2. Tell students to think about what it would be like to be a Peruvian or a Peruvian family moving for the first time to Lima. Have students consider what changes and challenges the person and/or the family might face, as well as the opportunities now available.

3. Have students work in small groups to create a conversation or role-play involving the newly arrived person and someone who has lived in Lima for many years. Tell students to consider the questions the newcomer would ask and how they might be answered.
4. Have students perform their skits for the class.

*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

Teach the Main Idea

Chile has a stable government and a strong economy.

Define What is a coup? *a sudden overthrow of a government by a small group of people*

Explain What was notable about the election of Michelle Bachelet as president in 2006? *She was Chile's first female president.*

Summarize Why do Chile's economic prospects look good? *Small businesses and factories are growing, more Chileans are finding work, wages are rising.*

Recall What crop grows well in central Chile's mild Mediterranean climate? *grapes*

More About . . .

Connect to History: Chilean Coup of 1973 On September 11, 1973, the Chilean military overthrew the country's president, Salvador Allende, who had been elected in 1970. This event marked the beginning of an era of terror by the new Chilean government against its own people. During this time, under General Augusto Pinochet's rule, approximately 4,000 Chileans were executed or disappeared, and more than 130,000 were arrested in a three-year period.

Chile's Copper Since the beginning of the 1800s, copper has been crucial to the Chilean economy and has helped Chile industrialize and develop much faster than other South American countries. By 1825 foreign investors were competing fiercely to control Chile's copper market. By 1860 copper accounted for more than half of the country's revenue. Today Chile is the world leader in copper production. Yet this productivity has come at a cost to the environment around the mines, which has been heavily polluted with arsenic and carbon-monoxide from the factories where copper ore is refined.

GAME

Where Am I: South America

Have students play the game to test their knowledge of South America by answering the questions.

READING CHECK

Identify Points of View Why might Chile want to join a free trade group? *to increase their trade in the Western hemisphere*

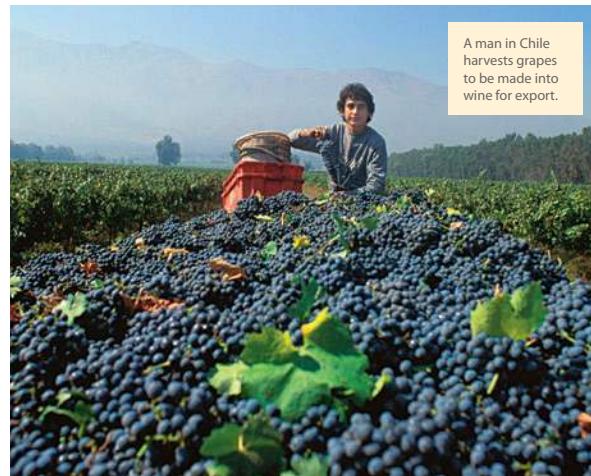
Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What ancient empire built paved roads through the Andes? *the Inca Empire*
b. **Explain** What role did Creoles play in the history of Pacific South America? *They were the main leaders of independence movements.*
c. **Identify** How did the early Peruvians adapt to their physical environment? *They built stone terraces for farming and irrigation systems to store water and control flooding.*
2. a. **Recall** What country has the highest percentage of South American Indians in its population? *Bolivia*
b. **Make Generalizations** What aspects of culture in Pacific South America reflect Spanish influence, and what aspects reflect Indian heritage? *Spanish influence—language, architecture, Roman Catholicism; Indian heritage—language, music, clothing, religious festivals*
3. a. **Identify** What is Ecuador's largest city? *Guayaquil*
b. **Make Generalizations** Why have Ecuadorians been unhappy with their government in recent years? *Reforms have not come quickly enough.*
4. a. **Identify** What are Bolivia's two capital cities? *La Paz and Sucre*
b. **Analyze** Why might Bolivia's economy improve in the future? *Bolivia may begin to export more natural gas and metals.*
5. a. **Recall** Why did many Peruvians move to Lima from the highlands in the 1980s? *to escape violence and look for work*
b. **Elaborate** What challenges do you think people who move to Lima from the highlands face? *poor services, such as water and electricity; overcrowding; poor-quality housing*
6. a. **Define** What is a coup? *a sudden overthrow of a government by a small group of people*
b. **Make Inferences** What might happen to Chile's economy if the world price of copper drops? *It might grow weaker because of the jobs and profits lost.*

Critical Thinking

7. **Solve Problems** Review your notes. Then, in a diagram like the one here, write one sentence about each country, explaining how that country is dealing with poverty or government instability.
Possible answers: The economic regions of Ecuador are helping to overcome poverty. Poverty and political instability in Bolivia may change with the export of natural gas and metals. Peru has an elected president and congress and many resources to help the economy. Chile has a stable government and growing economy.



A man in Chile harvests grapes to be made into wine for export.

Summary In this lesson you learned that Pacific South America was home to one of the greatest ancient civilizations in the Americas—the Inca. The Spanish conquered the Incas. Today, the region's culture still reflects Inca and Spanish influences. In recent years Ecuador, Peru, Bolivia, and Chile have struggled with political violence and poverty. However, Peru and Chile are recovering.

Lesson 5 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What ancient empire built paved roads through the Andes?
b. **Explain** What role did Creoles play in the history of Pacific South America?
c. **Identify** How did the early Peruvians adapt to their physical environment?
2. a. **Recall** What country has the highest percentage of South American Indians in its population?
b. **Make Generalizations** What aspects of culture in Pacific South America reflect Spanish influence, and what aspects reflect Indian heritage?
3. a. **Identify** What is Ecuador's largest city?
b. **Make Generalizations** Why have Ecuadorians been unhappy with their government in recent years?
4. a. **Identify** What are Bolivia's two capital cities?
b. **Analyze** Why might Bolivia's economy improve in the future?

5. a. **Recall** Why did many Peruvians move to Lima from the highlands in the 1980s?
b. **Elaborate** What challenges do you think people who move to Lima from the highlands face?
6. a. **Define** What is a coup?
b. **Make Inferences** What might happen to Chile's economy if the world price of copper drops?

Critical Thinking

7. **Solve Problems** Review your notes. Then, in a diagram like the one here, write one sentence about each country, explaining how that country is dealing with poverty or government instability.

Ecuador	
Bolivia	
Peru	
Chile	

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STRUGGLING READERS

Comparing Governments

1. Have students work with a partner to review the information on the economies and resources of Ecuador, Bolivia, Peru, and Chile.
2. Have each student create a chart or other graphic listing the name of the country and the natural resources that serve as the basis for the country's economy.

3. Have students illustrate their charts with the flag of each country and drawings, symbols, or other graphics that represent the resources.
4. Invite volunteers to share their work with the class.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 7: Charts

► Online Assessment

- How were the Inca able to communicate over a large empire?
 - They created wheeled vehicles.
 - They rode horses through mountain passes.
 - They used runners to relay messages over rough terrain.**
 - They developed a common written language used by government officials.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Despite the fact that the Inca did not use a written language, they were able to carry messages over long distances by using

runners



- Which of the following is the official language of all of the countries of the Pacific South America region?
 - Guarani
 - Mapuche
 - Quechua
 - Spanish**

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Even though Bolivia recognizes two native languages as its official languages, all of the Pacific South American countries have

Spanish



- Which of the following is a constant threat to a stable government in Ecuador?
 - high taxes
 - the oil industry
 - widespread poverty**
 - the informal economy

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Ecuador suffers from widespread poverty, threatening its political future.

- Which of the following accurately describes Bolivia?
 - Bolivia benefits from foreign aid.
 - Bolivia has few natural resources.
 - Bolivia is a major exporter of coffee.
 - Bolivia is the richest nation on the continent.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Bolivia's government receives foreign aid for some development, which is needed to build roads and develop the nation's natural resources such as metals and natural gas.

- Why did Peru's economy suffer during the 1980s and 1990s?
 - Weather patterns shifted resulting in crop failures.
 - An elected government was overthrown by the military.
 - People moved away from Lima to escape political violence.
 - The government battled a terrorist group named the Shining Path.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the 1980s and 1990s, Peru's economy suffered as the government battled (the) Shining Path, a terrorist group.

- Which industry accounts for one-third of Chile's exports?

- copper**
- fishing
- forestry
- steel

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The production of copper is an important industry that accounts for one-third of Chile's exports.

- Summarize** How did the arrival of the Spanish change the Inca Empire?

When the Spanish arrived in South America, they found a highly organized Inca Empire that had many riches. After capturing the Inca ruler, Francisco Pizarro demanded that the Inca supply his conquistadors with gold and silver. After fighting broke out between the Inca and the Spanish, the Inca were defeated and the Inca Empire came to a quick end.

- Evaluate** How do Bolivia's people and culture reflect their native traditions?

Bolivia's population has the highest percentage of American Indians in South America. Bolivia's people dress in traditional clothing of full skirts and derby hats for females and striped, colorful ponchos for men. As well, Bolivians play traditional musical instruments, such as the wooden flute, and follow religious rituals practiced by their Inca ancestors.

- Analyze Issues** Why is Ecuador's oil industry both an advantage and a disadvantage for the nation? Name one advantage and one disadvantage.

Ecuador's oil industry provides the nation with much needed jobs and profits. However, Ecuador's economy suffers significantly when oil prices drop. As well, Ecuador's oil deposits are located in the rain forest, and many people fear that oil spills will harm the fragile ecosystem.

- Summarize** How has Bolivia struggled to establish a stable government?

Bolivia has a history of military rule. During the early 2000s, Bolivians clashed with their government over ways to fight poverty, resulting in the resignations of many presidents. Recently, Bolivians reelected Evo Morales, a president of American Indian ancestry.

- Draw Conclusions** Why are most of Peru's industries located near its coast?

Most of Peru's mineral reserves are located near the coast. Most of the nation's workers live in Peru's largest cities, Lima and Callao, where industries have been established. As well, Peru's rivers provide its cities with hydroelectric power.

- Compare and Contrast** How is the political development of Chile and Peru similar?

Both Chile and Peru suffered through long periods of political difficulties. Both countries are now democracies and have created stable governments with elected officials.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 350

More About . . .

Misconception Alert: Chile's Mummies The mummies of ancient Egypt may be the most famous, but the oldest mummies in the world have been found in Chile. On the north coast of what is now Chile, a people known as the Chinchoros were mummifying their dead as early as 5,000 BC. That is approximately 2,000 years before the ancient Egyptians started making mummies.

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More About . . .

Derby Hats One piece in the traditional dress of Bolivian Indian women is the derby, a narrow-brimmed, dome-shaped hat first made in 1850 by William Bowler, a London hatter. The derby became popular with indigenous Bolivian women in the 1920s. A Bolivian merchant who had imported too many derbies decided to sell them as women's hats. The idea worked, and by the 1930s the Italian company Borsalino was mass-producing derbies specifically for exportation to the Andes. Today, many indigenous women have two derbies, one for everyday use and another one for special occasions.

Inti Raimi The traditional Inca festival of Inti Raimi is held every year on June 24 in Cuzco, Peru, the capital of the ancient Inca empire. The most important of the festivals the Inca celebrated, Inti Raimi was held during the winter solstice and honored Inti, the Sun God. In 1572, the Spanish viceroy in Cuzco banned the festival as pagan. In 1944, after nearly four centuries of suppression, the ceremony of Inti Raimi was revived. Today, hundreds of thousands of tourists from all over the world attend the celebration, which is the second-largest festival in South America.

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More About . . .

Galapagos Islands The archipelago, made famous by Charles Darwin's observations of unusual fauna that became the basis for his work *On the Origin of Species* (1859), is a province of Ecuador. In 1832 Ecuador took possession of the uninhabited islands, and today the only human inhabitants are mostly Ecuadorans. The island of Baltra contains an Ecuadoran military base. Tourism, fishing, and agriculture support the area economy.

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COLLABORATIVE LEARNING

Street Vendors

1. Organize the class into small groups.
2. Have students make lists of the things sold by street vendors in the United States and the things sold by street vendors in Pacific South America. Tell students to think of their own experiences and to look at the photo from *The Informal Economy* for ideas of items to add to the list.
3. As a class, discuss students' lists. Ask students to compare and contrast the items and to consider why there are differences in what street vendors commonly sell in the United States and in Pacific South America.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 14: Group Activity

continued from page 355

LINK TO MUSIC

Victor Jara, Chilean Folk Singer

4. Explain to students that Victor Jara was a popular Chilean folk singer who was a victim of the 1973 coup in Chile. Tell them that he supported Chile's overthrown president, Salvador Allende, and had written songs against injustice.
5. Have students research the life and death of Victor Jara. Ask students to prepare a brief biographical fact sheet and to include information about how he is remembered today.
6. In advance, find a recording with one of Victor Jara's most popular songs, *Te Recuerdo Amanda* ("I Remember You, Amanda") and play it for the class. If possible, give students a printed translation of the song. Tell students that Jara's songs celebrated the simple people of Chile and denounced the poverty and injustice in their lives.
7. Have students share information from their biographical fact sheets. Discuss Victor Jara and how he is remembered today.

*Alternative Assessment Handbook, Rubrics 26: Poems and Songs; and 30: Research

Social Studies Skills

Interpret an Elevation Profile

Define the Skill

An elevation profile is a diagram that shows a side view of an area. This kind of diagram shows the physical features that lie along a line from Point A to Point B. Keep in mind that an elevation profile typically exaggerates vertical distances because vertical and horizontal distances are measured differently on elevation profiles. If they were not, even tall mountains would appear as tiny bumps.

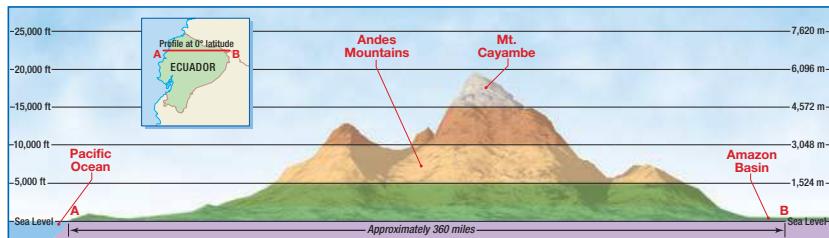
Learn the Skill

Use the elevation profile below to answer the following questions.

1. What place does this elevation profile measure?
2. What is the highest point, and what is its elevation?
3. How can you tell that the vertical distance is exaggerated?

Practice the Skill

Look at the physical map of Pacific South America in Lesson 1 of this module. Choose a latitude line and create your own elevation profile for the land at that latitude. Be sure to pay attention to the scale and the legend so that you use correct measurements.



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Social Studies Skills

Interpret an Elevation Profile

Have students examine the elevation profile on this page. Guide them in a discussion of how vertical distance is exaggerated on the elevation profile. Tell them that they are going to find out how wide the horizontal distance would be if it used the same scale as the vertical distance. Remind them that a mile equals 5,280 feet (1 km = 1,000 m). Have students measure and compute how much distance an inch represents on the vertical scale. *about 3 miles (4.8 km)* Then have students measure and compute how much distance an inch covers on the horizontal scale. *about 60 miles (97 km)* Help students as necessary to reach the final calculation. *If the horizontal distance is measured in the same proportion as the vertical distance, it would have to be about 120 inches (305 cm), or 10 feet (3 m) wide.*

Answers

Learn the Skill

1. What place does this elevation profile measure? *the northern part of Ecuador*
2. What is the highest point, and what is its elevation? *Mt. Cayambe; about 20,000 feet (6,096 m)*
3. How can you tell that the vertical distance is exaggerated? *because 3 miles (4.8 km) on the vertical scale takes up the same space "(1 inch [2.5 cm]) as 60 miles (97 km) on the horizontal scale*

Practice the Skill

Student elevation profiles will vary based on the latitudes chosen. They should use a vertical scale and indicate horizontal distance.

Module 11 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

For each statement below, write T if it is true and F if it is false.

1. The Andes is a river system. **F**
2. Caribbean South America's location near the equator means that the region is very cold. **F**
3. Huge slums in Brazilian cities are called favelas. **T**
4. Deforestation in the Amazon region threatens the survival of many plant and animal species. **T**
5. Most Argentinians today work as gauchos, herding cattle and horses on grasslands. **F**
6. Paraguay is a landlocked country. **T**
7. Colombian culture includes traditional African songs and dances. **T**
8. Venezuela's economy depends on oil production. **T**
9. La Paz, Bolivia, is the capital city with the lowest elevation in the world. **F**
10. Today Chile has a stable government and a growing economy. **T**

Comprehension and Critical Thinking

LESSON 1

11. a. **Recall** What is the region's longest river? **Orinoco River**
- b. **Analyze** How does the temperature vary in the Andes? *Temperatures drop at higher elevations.*
- c. **Recall** What kind of climate does the Amazon Basin have? **humid tropical**
- d. **Elaborate** How might the region's major physical features have influenced development and daily life in Atlantic South America? *The region's river systems, plains, and plateaus made it a good place for farming and raising cattle.*
- e. **Compare and Contrast** What are two differences and one similarity between the Atacama Desert and the altiplano? *differences—The Atacama Desert is cloudier and drier; similarity—Trees do not grow in either place.*

LESSON 2

12. a. **Describe** What parts of Brazilian culture reflect African influences? **religion, festivals, and dance**
- b. **Analyze** What factors lead people from the northeast of Brazil to move to the southeast? *The northeast is Brazil's poorest region, and many people move to the southeast to find jobs.*
- c. **Evaluate** Is deforestation of the Amazon rain forest necessary? Explain your answer. What arguments might someone with a different opinion use? **Possible answer: Deforestation is necessary for the farmers and businesses who depend on it for their income. But people and animals living in the rain forest also need it to be protected.**

Review Vocabulary, Terms, and Places

For each statement below, write T if it is true and F if it is false.

1. The Andes is a river system.
2. Caribbean South America's location near the equator means that the region is very cold.
3. Huge slums in Brazilian cities are called favelas.
4. Deforestation in the Amazon region threatens the survival of many plant and animal species.
5. Most Argentines today work as gauchos, herding cattle and horses on grasslands.
6. Paraguay is a landlocked country.
7. Colombian culture includes traditional African songs and dances.
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Comprehension and Critical Thinking

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Lesson 2

12. a. **Identify** What parts of Brazilian culture reflect African influences?
- b. **Analyze** What factors cause people from the northeast of Brazil to move to the southeast?
- c. **Evaluate** Is deforestation of the Amazon rain forest necessary? Explain your answer. What arguments might someone with a different opinion use?

Lesson 3

13. a. **Describe** How is Argentina's culture different from other South American countries?
- b. **Contrast** What is one difference between Uruguay and Paraguay?
- c. **Compare and Contrast** How are quotas, tariffs, and embargos alike? How are they different?

Lesson 4

14. a. **Draw Conclusions** What created a problem for all Colombians after independence?
- b. **Elaborate** Why do most Colombians live in fertile valleys and river basins?
- c. **Define** What is a strike?
- d. **Draw Conclusions** Why did people from India immigrate to Guyana?

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ONLINE DOCUMENT-BASED INVESTIGATION

South America

Have students complete and review all the DBI activities in Part 1.

Use this Informative/Explanatory Essay rubric to score students' work in Part 2.

RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
 - present information logically, clearly, and accurately
 - cite at least four sources of relevant, informative text evidence from Part 1 in support of their topic
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Explanatory Essay How has physical geography shaped life in South America, past and present? Using the documents in Part 1 and your knowledge of history and geography, write an explanatory essay in which you answer this question. Think about how people adapt to and use resources from their environment. Be sure to discuss various geographic factors that shape life in South America. Be sure to cite specific evidence from at least four sources in your response.

Module 11 Assessment, continued

Lesson 5

15. a. **Describe** How did the Incas organize their huge empire?
- b. **Analyze** How have Spanish and native cultures left their marks on culture in Pacific South America?
- c. **Analyze** What problems in Ecuador and Bolivia cause political unrest?
- d. **Evaluate** What would be some benefits and drawbacks of moving from the highlands to one of Lima's "young towns"?

Reading Skills 21ST CENTURY

16. **Identify Supporting Details** Look back over the first part of Lesson 1 about the physical geography of Caribbean South America. Then make a list of details you find to support that part of the lesson's main ideas. Make sure you include details about physical features, climate, vegetation, and natural resources.

Social Studies Skills

Interpret an Elevation Profile Use the elevation profile from the Social Studies Skills activity in this module to answer the questions below.

17. Which view of the area does this diagram give you, from above or from the side?
18. What information does the locator map give you?
19. What is located at the lowest point, and what is its elevation?
20. How much area is covered between Points A and B?

Map Skills 21ST CENTURY

21. **Atlantic South America** On a separate sheet of paper, match the letters on the map with their correct labels.
São Paulo Pampas Patagonia
Paraná River Río de la Plata Amazon River



Focus on Writing

22. **Write a Letter** Imagine that you live in a specific South American country. Your pen pal in the United States has asked you to write a letter telling her about life in your region. Begin a letter to your pen pal by describing the most interesting physical and cultural features of the whole region in which you live: Caribbean South America, Atlantic South America, or Pacific South America. Then write a second paragraph telling your pen pal about the special physical and cultural features of the country in which you live. Try to keep your pen pal interested in reading by including fascinating details and descriptions.

South America 359

LESSON 3

1. a. **Describe** How is Argentina's culture different from other South American countries? *Unlike most of South America, Argentina has few native peoples and its culture has been highly influenced by Europeans.*
- b. **Contrast** What is one difference between Uruguay and Paraguay? *Possible answer: Paraguay is landlocked, and Uruguay is not.*
- c. **Compare and Contrast** How are quotas, tariffs, and embargoes alike? How are they different? *They are all trade barriers. A quota is a limit on the amount of a product that can be brought into a country. A tariff is a fee on goods brought into a country. An embargo is a law that cuts off trade with a specific country.*

LESSON 4

2. a. **Draw Conclusions** What created a problem for all Colombians after independence? *Geographic isolation caused people in different regions to have different economies and cultural identities.*
- b. **Elaborate** Why do most Colombians live in fertile valleys and river basins? *The climate is good for farming, and the rivers provide connections to other settlements.*
- c. **Define** What is a strike? *a group of workers stopping work until their demands are met*
- d. **Draw Conclusions** Why did people from India immigrate to Guyana? *to work on sugar plantations*

LESSON 5

15. a. **Describe** How did the Incas organize their huge empire? *Irrigation turned deserts into farmland; stone-paved roads and suspension bridges connected the empire; relay runners carried messages.*
- b. **Analyze** How have Spanish and native cultures left their marks on culture in Pacific South America? *Spanish—Roman Catholicism, Spanish language; native cultures—religious festivals, languages, music and instruments, clothing*
- c. **Analyze** What problems in Ecuador and Bolivia cause political unrest? *poverty; dissatisfaction with government policies*
- d. **Evaluate** What would be some benefits and drawbacks of moving from the highlands to one of Lima's "young towns"? *benefits—jobs, escaping violence; drawbacks—overcrowded conditions, lack of services, having to leave family and home*

Reading Skills

16. **Identify Supporting Details** Look back over the first part of Lesson 1 about the physical geography of Caribbean South America. Then make a list of details you find to support that part of the lesson's main ideas. Make sure you include details about physical features, climate, vegetation, and natural resources. *Students' lists will vary, but should include details about physical features, climate, vegetation, and natural resources.*

Essential Question ESSAY

Are the biggest challenges South American countries face economic, political, or environmental?

RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the economic, political, and environmental challenges facing South America. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (continued)

Social Studies Skills

Interpret an Elevation Profile Use the elevation profile from the Social Studies Skills activity in this module to answer the questions below.

17. Which view of the area does this diagram give you, from above or the side? **side**
18. What information does the locator map give you? **the diagram represents a portion of Ecuador**
19. What is located at the lowest point, and what is its elevation? **The Pacific Ocean and the Amazon Basin are at the lowest point, which is sea level.**
20. How much area is covered between points A and B? **approximately 360 miles**

Map Skills

21. **Atlantic South America** On a separate sheet of paper, match the letters on the map with their correct labels.

- A. São Paulo B. Paraná River C. Amazon River
D. Patagonia E. Río de la Plata F. Pampas



Focus on Writing

22. **Write a Letter** Imagine that you live in a specific South American country. Your pen pal in the United States has asked you to write a letter telling her about life in your region. Begin a letter to your pen pal by describing the most interesting physical and cultural features of the whole region in which you live: Caribbean South America, Atlantic South America, or Pacific South America. Then write a second paragraph telling your pen pal about the special physical and cultural features of the country in which you live. Try to keep your pen pal interested in reading by including fascinating details and descriptions.

RUBRIC: Students' letters should

- be two paragraphs long
- include interesting details
- tell physical and cultural features about a whole region of South America
- tell physical and cultural features about a country in South America

Online Assessment

1. Use the map to answer the question.



Which two natural features do Venezuela and Colombia share?

- mountains and llanos
- waterfalls and an isthmus
- Atlantic Ocean beaches and tundra
- Pacific Ocean beaches and a desert

2. Drag the name of the country into the space provided.



3. Drag the name of the country into the space provided.



4. Select an answer choice for each of the drop-down lists to complete the sentence correctly.

When Brazil gained its independence from Portugal in 1822, life for many people did not change significantly, especially for enslaved Africans who were not freed until later in the century.

5. Which sport is most popular in Brazil?

- baseball
- golf
- soccer
- tennis

6. Drag the name of Brazil's region into the box next to its description.

Description	Region
This is the nation's poorest region.	Northeast
The country's capital city is located here.	Interior
The country's largest cities are located here.	Southeast
Rivers provide people with transportation and resources.	Amazon

7. Why was Eva Perón such a popular person in Argentina?

- She criticized the president of the country.
- She forced the military out of the government.
- She improved the living conditions of the poor.
- She employed many workers by building highways.

8. Which of the following caused Argentina's economic problems in the late 1900s and early 2000s?

Select the three correct answers.

- civil war
- heavy debt
- high taxation
- government spending
- government regulation
- unstable governments

9. Drag the South American name into the box next to its description.

Description	Name
Uruguay's capital city	Montevideo
Paraguay's capital city	Asunción
an American Indian language	Guarani
a Paraguayan river that provides hydroelectric power	Paraná

10. Which countries joined Colombia to form Gran Colombia following independence from Spain?

Select the three correct answers.

- Bolivia
- Ecuador
- Panama
- Paraguay
- Peru
- Venezuela

11. Drag the name of the country into the box next to its capital city.

Capital City	Region
Bogotá	Colombia
Caracas	Venezuela
Georgetown	Guyana
Paramaribo	Suriname

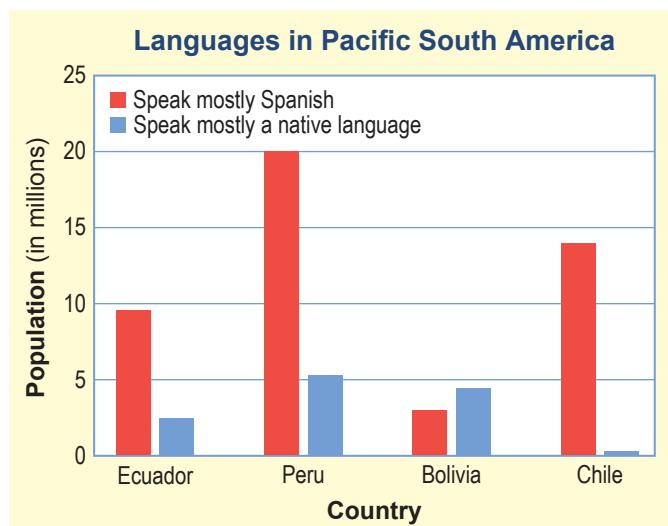
12. Which of the following is true of Suriname?

- It is a territorial possession of France.
- Most people live in small, rural communities.
- The national economy is based on industrial exports.
- It has a diverse population of Asians, Africans, and South Americans.

13. Which group led the independence movements to free parts of South America from Spain?

- creoles
- mestizos
- native Indians
- enslaved Africans

14. Use the graph to answer the question.



In which country does the largest percentage of the population speak mostly Spanish rather than a native language?

- Bolivia
- Chile
- Ecuador
- Peru

15. Drag the name of the country into the box next to its capital city.

Capital City	Region
Lima	Peru
Quito	Ecuador
La Paz	Bolivia
Santiago	Chile