



LATIN AMERICAN GEOGRAPHY

Grade: 6th/7th
Course: Geography

Rationale

To provide students with the concepts of Latin American geography within the specific areas of land forms, water, climate, vegetation, and population density.

Materials

Prepared black-line maps of Latin America, overhead projector, prepared overhead maps, colored pencils, Tempera paints, paint brushes, clay, salt, flour, newspapers, students textbooks on Latin America.

1. Anticipatory set

Focus/motivation

The teacher will arouse support and interest for the area of Latin America with the help of pictures and film strips and videos of the various regions of Latin America.

Objective

Students will learn the differences of geographic concepts as it is a positive factor for students to consider if the land, water, vegetation and climate were the same or if they were depleted.

by
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Purpose

To recognize the characteristics of Latin America within geographic concepts.

Instruction

If you are first starting out with the lesson on maps and geographic principles, it would be better for the teacher to go ahead and start with the basic concepts of geography and map recognition. If you have a class that has already done the basics use this as review.

Step one

Review longitude and latitude with your class. This is always a good review as it will reintroduce the fact that Latin America is in two hemispheres and on opposite sides of the equator. I have provided a decent black-line map of the entire geographic region of Latin America and it would provide a fairly good overhead for you and your class to be able to follow. Along with the map, I have provided a very good handout that goes over the countries and physical features of Latin America. Back to longitude and latitude, I have provided handouts that review this concept and will take most of the class time or would provide a good homework assignment. Also included are handouts that go over the use of longitude and latitude and using a grid. Another handout I have provided is the use of latitude and longitude in the location of cities within Latin America and it does use a gazetteer or atlas in the back of the book. Check the library for a World Atlas if your text does not contain an atlas.

Step two

The second step to this lesson will be that of presenting the reason why maps are a useful tools while studying the area of Latin America. Emphasize to the students the important role Latin America plays in the world today as it faces a crisis of ecological and environmental destruction. Point out the rain forest to the class by using an overhead of land use to your students. Such maps should come with the text. Another handout provided is the making of a Contour map. Explain to the students the various elevations throughout Latin America. Using a prepared transparency of a contour map the students will visually obtain the idea of land elevations. At this time I would start working with the individual countries starting with Mexico and a black-line master of the country will be included. The students will outline, with colored pencils, the different states of Mexico and label the capitals, the major rivers, the mountain ranges, the various lakes, the Pacific and Atlantic oceans. I do this with each country of Latin America as well as the Islands of the Caribbean.

Step three

One of the things I like to do is to make mapping a whole class approach. In the beginning, I do plenty of introduction and book work and explaining about maps and how to read them, now is the time that I like to make a large floor map of the area of study. Now I'm sure that most classes have at least one good artist in every class, I was always blessed with a sufficient number in my classes. I brought in large amounts of butcher paper and taped it to the floor. The students are now ready to draw Latin America. This part can be

divided into groups, such as one for Mexico, one for Peru, etc... The students must include mountains, rivers, cities and lakes in their maps. The students can also use salt dough, equal parts flour and salt, to create a three dimensional map. At the end of this lesson the class can continually refer to the maps throughout the rest of the semester while talking about cultures, population, climates, peoples and sociology.

Bibliography

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