

REGIONS OF SOUTH AMERICA

Grade Level: 2nd Grade

Written by: Peggy Downs, The Pinnacle Charter School, Federal Heights, Colorado

Length of Unit: Four lessons, eight days (30 minutes each) plus assessment

I. ABSTRACT

This unit covers the Core Knowledge content for South America. The appendices should be copied and turned into student booklets. Any good picture books of South America can be used for enrichment.

II. OVERVIEW

A. Concept Objectives

1. Students demonstrate knowledge of countries in South America. (*Colorado Grade Level Expectations for Geography for Grade 2, Standard 1.2*)
2. Students demonstrate deeper knowledge about particular large geographic areas, such as the Amazon Rainforest, the Andes Mountains, and the Pampas. (*adapted from Colorado Grade Level Expectations for Geography, Grades 1-4, Standard 2.1*)
3. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective. (*Colorado Model Content Standards for Geography, Standard 1.1*)

B. Content from the *Core Knowledge Sequence*

1. 2nd Grade History and Geography: American History and Geography: Geography of the Americas: South America (p. 51)
 - a. Brazil: largest country in South America, Amazon River, rain forests
 - b. Peru and Chile: Andes Mountains
 - c. Locate: Venezuela, Colombia, Ecuador
 - d. Bolivia: named after Simon Bolivar, “The Liberator”
 - e. Argentina: the Pampas
 - f. Main languages: Spanish and (in Brazil) Portuguese
2. 2nd Grade History and Geography: World History and Geography: Geography Spatial Sense
 - i. Understand that maps have keys or legends with symbols and their uses
 - ii. Find directions on a map: east, west, north, south
 - iii. Identify major oceans: Pacific, Atlantic, Indian, Arctic
 - iv. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 - v. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles

C. Skill Objectives

1. Students will interpret simple, unfamiliar maps. (*Colorado Grade Level Expectations for Geography, Grades 1 and 2, Standard 1.1*)
2. Students will identify major geographic features. (*Colorado Model Content Standards for Geography, Standard 1.2*)
3. Students will identify a region as an area with unifying geographic characteristics. (*Colorado Model Content Standards for Geography, Standard 2.2*)
4. Students will describe similarities, differences and patterns of change in regions. (*Colorado Model Content Standards for Geography, Standard 2.2*)

5. Students will apply reading strategies to comprehend and respond to nonfiction text.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Ainsley, W. Frank, Linda Greenaw and Gary Elbow. *World Geography*
2. Hirsch, Jr., E. D, J. J. Kett, and J. Trefil. *The New Dictionary of Cultural Literacy*

B. For Students

1. 1st Grade World History and Geography: Geography: Spatial Sense (p. 27)
 - a. Understand that maps have keys or legends with symbols and their uses.
 - b. Find directions on a map: east, west, north, south.
 - c. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - d. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - e. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles
2. 1st Grade American History and Geography: Early People and Civilizations: Maya, Inca, and Aztec Civilizations (p. 29)
 - a. Inca in South America (Peru and Chile)
 - i. Cities in the Andes, Machu Picchu
3. 1st Grade American History and Geography: Early Exploration and Settlement: The Conquistadors (p. 29)
 - a. Francisco Pizarro and the Inca

IV. RESOURCES

A. **Optional:** Pearson Learning Core Knowledge History and Geography textbook: *Geography of the Americas* (student book ISBN **0769050239**)

B. **Optional:** Any available picture books of life in South America for enrichment.
Recommended books:

1. Berger, M. *Life in the Rainforest: Plants, Animals, and People*. Ideals Childrens Books, 1994. ISBN 1571020071
2. Cobb, V. *This Place is High: The Andes Mountains of South America*. Walker, 1993. ISBN 0802774067
3. Lichtenberg, A. *We Come From Brazil*. Raintree Steck-Vaughn, 2000. ISBN 0817255141
4. Palacios, A. *The Llama's Secret*. Troll Associates, 1999. ISBN 0816762139
5. Georges, D.V. *South America*. Children's Press, 1986. ISBN 0516412965
6. Henry-Biabaud, C. *Living in South America*. City/State: Young Discovery Library, 1991. ISBN 0516082647
7. Moore, J.E. *South America*. Monterey, CA: Evan-Moore Educational Publishers, 1999. ISBN 1-55799-711-X

V. LESSONS

Lesson One: Locating South America (two days, 30 minutes each)

A. Daily Objectives

1. Concept Objectives
 - a. Students demonstrate deeper knowledge about particular large geographic areas, such as the Amazon Rainforest, the Andes Mountains, and the Pampas.

- b. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
2. Lesson Content
- a. Geography
 - i. Understand that maps have keys or legends with symbols and their uses
 - ii. Find directions on a map: east, west, north, south
 - iii. Identify major oceans: Pacific, Atlantic, Indian, Arctic
 - iv. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 - v. Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles
 - b. South America
 - i. Amazon River, rain forests
 - ii. Andes Mountains
 - iii. The Pampas
3. Skill Objectives
- a. Students will interpret simple unfamiliar maps.
 - b. Students will identify major geographic features.
 - c. Students will identify a region as an area with unifying geographic characteristics.
 - d. Students will apply reading strategies to comprehend and respond to nonfiction text.

B. *Materials*

- 1. Wall map showing the continents and major oceans
- 2. Crayons or colored pencils for students
- 3. Appendix A: South America booklet (one-sided copying is recommended, but two-sided is acceptable if copy-count is limited)
 - a. Make copies into student booklets ahead of time for the whole unit
 - b. Make overhead transparencies for teacher reference
- 4. Appendix C: Answer Key

C. *Key Vocabulary*

- 1. A *body of water* is a water feature on Earth that holds water for a period of time (lake, river, ocean, sea, etc.).
- 2. A *compass rose* is the drawing on a map that shows the cardinal directions – north, south, east, and west.
- 3. A *continent* is one of the main landmasses on Earth (usually counted as seven – Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
- 4. A *hemisphere* is one half of a sphere; the Earth is divided into half in two ways - western hemisphere and eastern hemisphere, or northern hemisphere and southern hemisphere
- 5. A *landform* is the shape or form of a physical feature on Earth (mountain, plateau, hill, etc.)

D. *Procedures/Activities*

- 1. **DAY ONE:** Using a wall map, have students identify the major oceans and the seven continents.
- 2. Locate the Compass Rose and explain or review its purpose.
- 3. Identify the Equator, and the North and South Poles. Discuss the hemispheres, especially Northern and Southern Hemispheres. Have students note that South America is **MOSTLY** in the Southern Hemisphere.
- 4. Explain or review hemispheres, using Key Vocabulary definition as needed.

5. Explain to the class that we will be focusing on the continent of South America for this unit. Point to South America on the wall map. Discuss its relative location (south of North America, west of Africa and the Atlantic Ocean, east of the Pacific Ocean.)
 6. Discuss the shape of South America. Some people think it looks like an ice cream cone. Note how close the lower tip is to Antarctica. Compare the shape and size to Africa. How can you tell them apart?
 7. Use the following questions for discussion:
 - a. What countries can you name that are found in South America? (*There are 13 countries in South America.*)
 - b. What oceans are found around South America? (*Pacific, Atlantic, Caribbean Sea*)
 - c. What major river is in South America? (*Amazon River, 2nd longest river in the world*)
 - d. What was the Inca Empire? (*Many different groups of people who lived in South America before the Spanish explorers came – they built Machu Picchu, a famous ancient city.*)
 - e. What famous Spanish Explorer discovered the Incas? (*Francisco Pizarro*)
 - f. What happened to the Inca Empire? (*Some of their descendants still live in the Andes Mountains today, but most were killed by war with the Spanish or by diseases that the Spanish carried.*)
 - g. What language do they speak in South America? (*Primarily Spanish, some Portuguese; some people still speak a form of the ancient language of the Inca Empire.*)
 - h. What animals do you know that live in South America? (*parrots, monkeys, sloths, lizards and iguanas, poison-dart frogs, etc.*)
 - i. What plants come from South America? (*vanilla bean, cocoa bean, bananas, etc.*)
 8. Allow students to share additional information they might already know about South America.
 9. Distribute Student Booklets. Allow time for students to put their names on the cover. Students who finish their work early may wish to color the front cover.
 10. Have students locate the Key Vocabulary section in their booklets (Appendix A, pages 12-13). Explain that you will be writing the definitions on your overhead transparency and they should copy the definitions in the correct box on their page. The vocabulary words are listed in ABC order.
 11. Write the definitions of the Key Vocabulary words on your overhead copy. Allow time for students to copy the definitions.
 12. **DAY TWO:** Have students locate Appendix A, page 2: Geographic Regions of South America in their booklets. Display your copy on the overhead.
 13. Identify the terms in the Legend at the bottom and have students locate each item. Ask for volunteers to identify the landforms and bodies of water on the map.
 14. Have students identify and color each item on their maps, using the color code in the legend.
- E. *Assessment/Evaluation*
1. Circulate through the classroom as students are working to evaluate their work. Collect the booklets to check later, or simply stamp or sticker the page in their booklets as you approve the work.

2. Big Picture Question: As most of the students have finished their work, write the following question on the board:
 - a. **Name a geographic feature where you live. How does this landform or body of water effect how and where you live?**
(Possible answer: if you live near a major river, you might discuss why your town was built near water, how this river affects travel and commerce, and how we use water from the river for people, animals and farming.)
3. Allow time for students to read and understand the question, and then lead a class discussion on the subject.

Lesson Two: Amazon Rainforest (two days, 30 minutes each)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students demonstrate knowledge of countries in South America.
 - b. Students demonstrate deeper knowledge about particular large geographic areas, such as the Amazon Rainforest, the Andes Mountains, and the Pampas.
 - c. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
2. Lesson Content
 - a. South America
 - i. Brazil: largest country in South America, Amazon River, rainforests
 - ii. Locate: Venezuela, Colombia, Ecuador
 - iii. Main Languages: Spanish and (in Brazil) Portuguese
3. Skill Objectives
 - a. Students will interpret simple, unfamiliar maps.
 - b. Students will identify major geographic features.
 - c. Students will identify a region as an area with unifying geographic characteristics.
 - d. Students will describe similarities, differences and patterns of change in regions.
 - e. Students will apply reading strategies to comprehend and respond to nonfiction text.

B. *Materials*

1. Appendix A: South America booklets from previous lesson
2. Appendix C: Answer Key
3. Pictures of life in Brazil, if available
4. Pictures of plants and animals of the Amazon Rainforest, if available; recommended books:
 - a. Berger, M. *Life in the Rainforest: Plants, Animals, and People*
 - b. Lichtenberg, A. *We Come From Brazil*

C. *Key Vocabulary*

1. A *geographic region* is a large land area that has similar features of land and climate, such as a desert or a mountain range.
2. A *rainforest* is a thick evergreen forest found in areas of heavy rainfall.

D. *Procedures/Activities*

1. **DAY ONE:** Have students review their maps from Lesson One. Ask students to recall what they learned about South America. Have volunteers point out the items that were colored on the map.

2. Explain that in the next three lessons, we will be learning about the geographic regions of South America. Discuss the definition of geographic region above. Ask for volunteers to try to identify the three regions we will be focusing on (*Amazon Rainforest, Andes Mountains, the Pampas*). Tell students that today we will be focusing on the Amazon Rainforest. Discuss the definition of rainforest.
3. Write the definitions of the Key Vocabulary words on your overhead copy. Allow time for students to copy the definitions into their booklets.
4. Have students locate Appendix A, page 3: Countries of South America in their booklets. Display your copy on the overhead.
5. Identify the terms in the Legend at the bottom. Have students locate and color the following items, using the color code in the Legend.
 - a. Brazil
 - b. Columbia
 - c. Venezuela
 - d. Ecuador
 - e. outline Brazil for Portuguese Language
6. Have students study both maps (page 2 and page 3) to understand the relative locations of the Amazon River, the rainforest, and the countries of Brazil, Colombia, Venezuela, and Ecuador. Point out that Ecuador sits right on the Equator, which gives it its name. There is a monument on a mountain that marks the exact location of the Equator (like 4 Corners in the USA).
7. Take any questions or comments that might occur.
8. **DAY TWO:** Read together Appendix A, page 4: Amazon Rainforest. Check for understanding with the following questions:
 - a. **What continent has the largest rainforest in the world?** *South America*
 - b. **What country does the Amazon River start in?** *Peru*
 - c. **What is the largest country in South America?** *Brazil*
 - d. **How much rain does the rainforest get each year?** *60 to 70 inches per year*
 - e. **What is the capital of Brazil?** *Brazilia*
 - f. **What language is spoken in Brazil and why?** *Portuguese, because explorers from Portugal first claimed this part of the continent.*
9. Show pictures of Brazil, if available.
10. Have students turn to Appendix A, page 5-6: Plants and Animals of the Amazon Rainforest. Display your copy on the overhead.
11. Using the following notes, fill in your t-notes and have students copy your work. Show pictures of the plants and animals if available.

Plant or Animal	Details
Beetles	<ul style="list-style-type: none"> • a single rainforest tree can host 150 different kinds of beetles • most beetles live in the tops of trees
Brazil Nuts	<ul style="list-style-type: none"> • large nut with a very hard shell • some parrots have a strong beak to crack open the shell
Capybara	<ul style="list-style-type: none"> • has webbed feet and is an excellent swimmer • the largest living rodent • eats plants
Cocoa Beans	<ul style="list-style-type: none"> • comes from the “cacao” tree

	<ul style="list-style-type: none"> the cocoa beans are ground into powder, which is where we get chocolate South America exports 1/3 of the world's cocoa (the rest comes from Africa)
Harpy Eagle	<ul style="list-style-type: none"> black eagle with a white chest and gray head eats sloths and monkeys weighs about 10.5 pounds
Howler Monkey	<ul style="list-style-type: none"> has a long, black beard eats mostly leaves and fruits its roar can be heard 2 miles away
Piranha	<ul style="list-style-type: none"> some piranhas are meat-eating, but most are vegetarian Meat-eaters will eat other fish, mammals and small birds; vegetarians will eat leaves, plants and seeds that fall into the water

E. *Assessment/Evaluation*

- Circulate through the classroom as students are working to evaluate their work. Collect the booklets to check later, or simply stamp or sticker the page in their booklets as you approve the work.
- Big Picture Question: As most of the students have finished their work, write the following question on the board:
 - Why is it important to protect the Amazon Rainforest?**
(Possible answers: The Amazon Rainforest is home to many plants and animals that are not found any place else. The trees of the rainforest produce oxygen. The Amazon River needs the rainforest to help contain and collect all the rainwater.)
- Allow time for students to read and understand the question, and then lead a class discussion on the subject.

Lesson Three: Andes Mountains (two days, 30 minutes each)

A. *Daily Objectives*

- Concept Objectives
 - Students demonstrate knowledge of countries in South America.
 - Students demonstrate deeper knowledge about particular large geographic areas, such as the Amazon Rainforest, the Andes Mountains, and the Pampas.
 - Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
- Lesson Content
 - South America
 - Peru and Chile: Andes Mountains
 - Bolivia: named after Simon Bolivar, "The Liberator"
 - Main Language: Spanish
- Skill Objectives
 - Students will interpret simple, unfamiliar maps.
 - Students will identify major geographic features.
 - Students will identify a region as an area with unifying geographic characteristics.
 - Students will describe similarities, differences and patterns of change in regions.

- e. Students will apply reading strategies to comprehend and respond to nonfiction text.
- B. *Materials*
1. Appendix A: South America booklet from previous lessons
 2. Appendix C: Answer Key
 3. Pictures of life in the following countries, if available (Peru, Chile, and Bolivia)
 4. Pictures of plants and animals of the Andes Mountains, if available; recommended books:
 - a. Cobb, V. *This Place is High: The Andes Mountains of South America*
 - b. Palacious, A. *The Llama's Secret*
- C. *Key Vocabulary*
1. A *mountain* is a high point of land, often a rocky area with steep or sloping sides.
- D. *Procedures/Activities*
1. **DAY ONE:** Have students refer to their booklets to review what they have learned about South America.
 2. Tell students that today we will be focusing on another geographic region of South America: the Andes Mountains.
 3. Discuss the definition in the Key Vocabulary. Write the definition of mountain on your overhead copy of Appendix A, page 12-13, and have students copy this work in their booklets.
 4. Have students turn to Appendix A, page 3: Countries of South America. Display your copy of this map on the overhead.
 5. Have students locate and color the following terms, using the color code in the legend.
 - a. Bolivia
 - b. Peru
 - c. Chile
 - d. outline in red the whole continent EXCEPT Brazil for Spanish Language
 6. Discuss what they already know about mountains. *What mountains are found in your area? What plants and animals are found there? What is the weather like?*
 7. Have students study both maps (page 2 and page 3) to understand the relative locations of the Andes Mountains and the related countries.
 8. Take any questions or comments that might occur
 9. Read together Appendix A, page 7, Andes Mountains. Check for understanding with the following questions:
 - a. **What continent has the longest chain of mountains in the world?**
South America
 - b. **What is the name of the highest mountain in South America?** *the Andes Mountains*
 - c. **What language do most people in the Andes Mountains speak?**
Spanish
 - d. **Who is Bolivia named after and why?** *Bolivia is named after Simon Bolivar, the "Liberator." He helped five countries win freedom from Spain.*
 - e. **What ancient civilization once ruled this area?** *the Inca Empire*
 10. **DAY TWO:** Show pictures of the Andes Mountains, if available.
 11. Have students turn to Appendix A, page 8, Plants and Animals of the Andes Mountains. Display your copy on the overhead projector.
 12. Using the following notes, fill in your t-notes and have students copy your work. Show pictures of the plants and animals, if available.

Plant or Animal	Details
Alpaca	<ul style="list-style-type: none"> • domestic animal raised mostly in Peru and Bolivia • related to the llama • uses: fine wool
Andean Condor	<ul style="list-style-type: none"> • wing-spread 10.5 feet, the largest flying bird in the world • eats carrion (dead animals)
Chilean Flamingo	<ul style="list-style-type: none"> • habitat: high salt lakes of the Andes Mountains • pale pink with bright red streaks on its back • eats plants and small creatures that it strains from the lake water with its beak
Coffee	<ul style="list-style-type: none"> • South and Central America produce about 2/3 of the world's supply of coffee • comes from the coffee tree • the coffee beans are dried, roasted, and ground into a powder to make the coffee we drink
Llama	<ul style="list-style-type: none"> • domestic animal raised mostly in Peru and Bolivia • can live at high altitudes • related to the camel • uses: beast of burden, milk, wool, meat

E. *Assessment/Evaluation*

1. Circulate through the classroom as students are working to evaluate their work. Collect the booklets to check later, or simply stamp or sticker the page in their booklets as you approve the work.
2. Big Picture Question: As most of the students have finished their work, write the following question on the board:
 - a. **Simon Bolivar is a hero to many people in South America. Who is your hero and why?**
(Possible answer: students might name a family member, athlete or movie star. Discuss the character traits of the people mentioned and what students can learn from them. Encourage thoughtful discussion of positive traits.)
3. Allow time for students to read and understand the question, and then lead a class discussion on the subject.

Lesson Four: The Pampas (two days, 30 minutes each)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students demonstrate knowledge of countries in South America
 - b. Students demonstrate deeper knowledge about particular large geographic areas, such as the Amazon Rainforest, the Andes Mountains, and the Pampas.
 - c. Students understand how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
2. Lesson Content
 - a. South America
 - i. Argentina: the Pampas
 - ii. Main Language: Spanish

3. Skill Objectives
 - a. Students will interpret simple, unfamiliar maps.
 - b. Students will identify major geographic features.
 - c. Students will identify a region as an area with unifying geographic characteristics.
 - d. Students will apply reading strategies to comprehend and respond to nonfiction text.
- B. *Materials*
1. Appendix A: South America booklet from previous lessons
 2. Appendix C: Answer Key
 3. Pictures of life in Argentina; Pictures of plants and animals in the Pampas region.
Recommended books:
 - a. Georges, D.V. *South America*
 - b. Henry-Biabaud, C. *Living in South America*
 - c. Moore, J.E. *South America*
- C. *Key Vocabulary*
1. The *pampas* is a treeless, grassy flatland found mostly in Argentina. (It is similar to the America prairie or the African savannah.)
- D. *Procedures/Activities*
1. **DAY ONE:** Have students refer to their booklets to review what they have learned about South America.
 2. Tell students that today we will learn about the last major region in South America: The Pampas.
 3. Discuss the definition in the Key Vocabulary. Write the definition of Pampas on your overhead copy of Appendix A, page 12-13, and have students copy this work in their booklets.
 4. Have students turn to Appendix A, page 3: Countries of South America. Display your copy of this map on the overhead.
 5. Have students locate and color the following term, using the color code in the legend.
 - a. Argentina
 6. Have students study both maps in their booklets to understand the relative locations of the Pampas and Argentina.
 7. Discuss what they already know about grasslands. *What grasslands are found in your area? What plants and animals can be found there? What is the weather like?*
 8. Read together Appendix A, page 9, The Pampas. Check for understanding with the following questions:
 - a. **What is the name of the grasslands in Argentina?** *the Pampas*
 - b. **What language do most people in Argentina speak?** *Spanish*
 - c. **What are cowboys called in the Pampas?** *Gauchos*
 - d. **What crops do farmers grow on the grasslands?** *cotton and wheat*
 - e. **What animals are raised on the grasslands?** *cattle, horses, and sheep*
 9. Show pictures of life in Argentina and the Pampas region, if available.
 10. Have students turn to Appendix A, page 10: Plants and Animals of the Pampas. Display your copy on the overhead projector.
 11. Using the following notes, fill in your t-notes and have students copy your work. Show pictures of the plants and animals, if available.

Plant or Animal	Details
Giant Armadillo	<ul style="list-style-type: none"> related to the sloth about 3 feet long, not counting the tail eats insects, worms, and sometimes carrion (dead animals)
Pampas Cat	<ul style="list-style-type: none"> small wild cat, similar in size to a house cat long, soft fur can be silver-grey to yellowish-brown, with red-brown or black spots hunts at night, eating rodents, lizards, birds and insects
Pampas Grass	<ul style="list-style-type: none"> can grow 20 feet tall has white fluffy plumes at the top

12. **DAY TWO:** Have students turn to page 11 in their booklets, Appendix A: South America Crossword Puzzle. Working in pairs or individually, have students complete the crossword puzzle as a review activity. Encourage students to use their completed booklets to find the answers.

E. *Assessment/Evaluation*

1. Circulate through the classroom as students are working to evaluate their work. Collect the booklets to check later, or simply stamp or sticker the page in their booklets as you approve the work.
2. Big Picture Question: As most of the students have finished their work, write the following question on the board:
 - a. **Think about the three major regions of South America. Which region would you rather live in, and why?**
(Possible answer: students might say they like the animals of the rainforest, or they would like to raise llamas, or they want to live in the mountains. Encourage students to give details and to thoughtfully compare the regions.)
3. Allow time for students to read and understand the question, and then lead a class discussion on the subject.

VI. CULMINATING ACTIVITY

- A. Unit Test, Appendix B

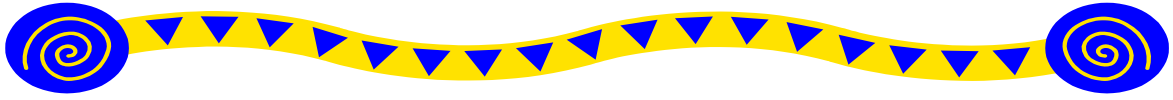
VII. HANDOUTS/WORKSHEETS

- | | | |
|----|-----------------------------------|----------------------|
| A. | Appendix A: South America booklet | Lessons One – Four |
| B. | Appendix B: Unit Test | Culminating Activity |
| C. | Appendix C: Answer Key | All Lessons |

VIII. BIBLIOGRAPHY

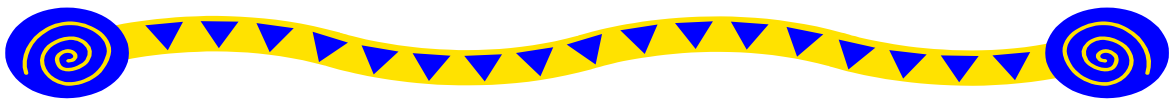
- A. ABC Teach (on-line), 2005.
Available URL: http://www.abcteach.com/directory/theme_units/habitats/rain_forest/
- B. Ainsley, W. Frank, Linda Greenaw and Gary Elbow. *World Geography*. Silver Burdette Ginn, 1998. ISBN 0038232725
- C. Berger, M. *Life in the Rainforest: Plants, Animals, and People*. Ideals Childrens Books, 1994. ISBN 1571020071
- D. Cobb, V. *This Place is High: The Andes Mountains of South America*. Walker, 1993. ISBN 0802774067
- E. Edhelper (on-line), 2005. Available URL: <http://www.edhelper.com/>
- F. Georges, D.V. *South America*. Children’s Press, 1986. ISBN 0516412965

- G. Henry-Biabaud, C. *Living in South America*. City/State: Young Discovery Library, 1991. ISBN 0516082647
- H. Hirsch, Jr., E. D, J. J. Kett, and J. Trefil. *The New Dictionary of Cultural Literacy*. New York: Houghton Mifflin Company, 2002. ISBN 0394758439
- I. Hirsch, Jr., E. D. *What Your 2nd Grader Needs to Know*. New York: Doubleday, 1998. ISBN 0-385-31843-X
- J. Lichtenberg, A. *We Come From Brazil*. Raintree Steck-Vaughn, 2000. ISBN 0817255141
- K. Microsoft Encarta, 2005.
Available URL: <http://encarta.msn.com>
- L. Moore, J.E. *South America*. Monterey, CA: Evan-Moore Educational Publishers, 1999. ISBN 1-55799-711-X
- M. National Geographic, Education (on-line), 2005
Available URL: <http://www.nationalgeographic.com/education/>
- N. Palacios, A. *The Llama's Secret*. Troll Associates, 1999. ISBN 0816762139

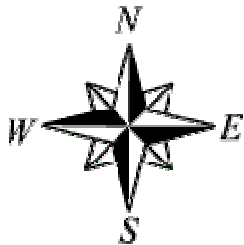


South
America

by



GEOGRAPHIC REGIONS OF SOUTH AMERICA

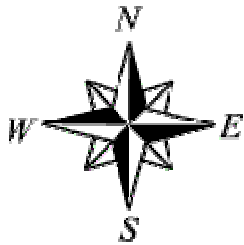
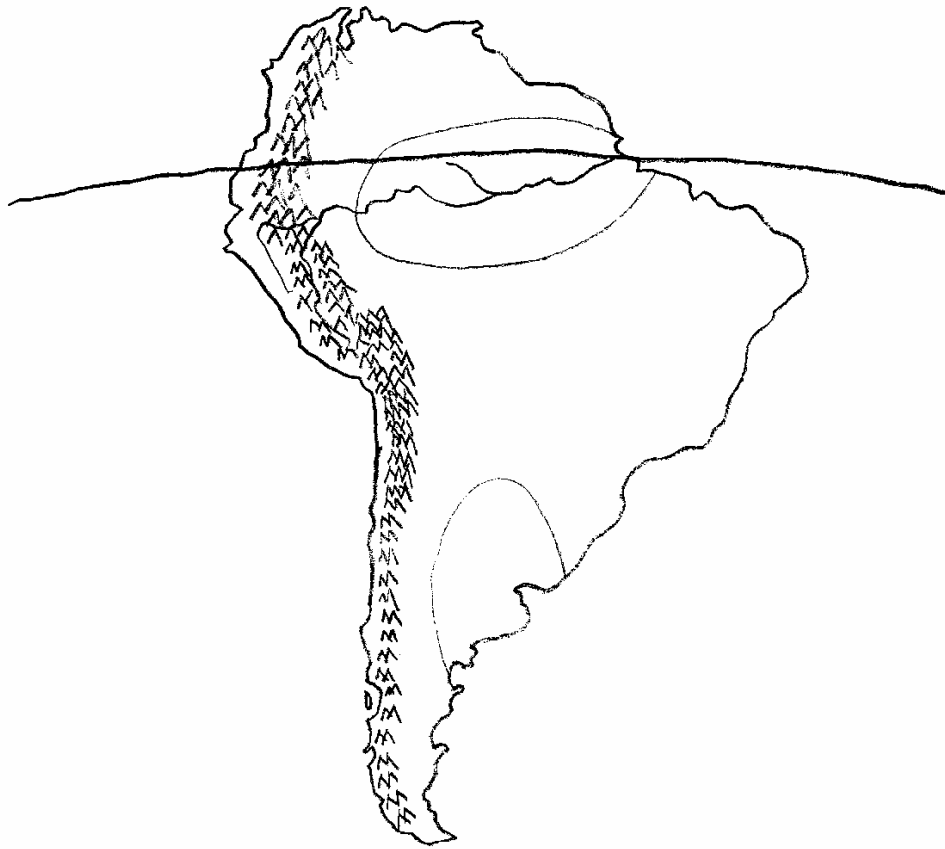


LEGEND

Directions: Color each item on the map with your crayon or colored pencil.

Pacific Ocean (light blue)	Compass Rose (orange)
Atlantic Ocean (dark blue)	Amazon Rainforest (green)
Amazon River (purple)	Andes Mountains (brown)
Equator (red)	Pampas Region (yellow)

MAJOR COUNTRIES IN SOUTH AMERICA



LEGEND

Directions: Color each item on the map with your crayon or colored pencil.

Brazil (light blue)	Bolivia (purple)
Colombia (orange)	Peru (dark blue)
Venezuela (green)	Chile (red)
Ecuador (yellow)	Argentina (brown)
Portuguese language (outline in black)	Spanish Language (outline in red)

AMAZON RAINFOREST

The largest tropical rainforest in the world is located along the Amazon River. The Amazon River starts in Peru and flows east across Brazil near the Equator. It carries more water than any other river in the world. When it drains into the Atlantic Ocean, it sends so much fresh water into the Atlantic Ocean that it changes the color of the sea water for miles off the coast. The Amazon River was named after legendary women warriors called the Amazons.

The rainforest is a warm, steamy region. It can get 60 to 70 inches of rain per year. It rains nearly every day. There are more different kinds of plants, animals, and insects than you could count, even if you had a life time to do it.



Brazil is the largest country in South America. It occupies almost one-half of the continent. The capital of Brazil is Brazilia. Most people in this country speak Portuguese, because this part of South America was first claimed by the explorers of Portugal.

The Amazon Rainforest is an important region in South America.

T-NOTES
PLANTS AND ANIMALS OF THE AMAZON RAINFOREST

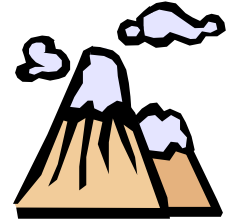
Plant or Animal	Details
Beetles	
Brazil Nuts	
Capybara	
Cocoa beans	
Harpy Eagle	
Howler Monkey	

Appendix A, page 6

Plant or Animal	Details
Piranha	
Poison Arrow Frog	
Rubber	
Spices	
Two-Toed Sloth	
Vanilla	

ANDES MOUNTAINS

South America contains the longest chain of mountains in the world. The Andes Mountains run over 4,500 miles along the entire length of South America's Pacific coast.



Many of the mountain peaks are very high. Some have snow at the top year round, even near the Equator. Some of the tallest peaks are volcanoes. The highest mountain in South America is called Aconcagua, which is located near the border between Chile and Argentina.

Three important countries are located in this region:



Bolivian dancers

Bolivia, Peru, and Chile. Bolivia is located near the center of the continent. This country is named after Simon Bolivar, who is called "The Liberator". He helped five countries in South

America win their freedom from Spain. He is a hero to many people. To the west of Bolivia is the country of Peru which was once the heart of the Inca Empire. The ancient ruins of Machu Picchu are found in Peru. The long, narrow country on South America's Pacific coast is called Chile. In most places, Chile is less than 100 miles across!



The Andes Mountains are an important region in South America.

T-NOTES

PLANTS AND ANIMALS OF THE ANDES MOUNTAINS

Plant or Animal	Details
Alpaca	
Andean Condor	
Chilean Flamingo	
Coffee	
Llama	

THE PAMPAS



The Pampas is a large region of grassland reaching from the Atlantic Ocean to the Andes Mountains. It contains many types of grass and very few trees.

The Pampas is located mostly in the country of Argentina. Chile and Argentina are the two countries at the southern tip of South America. Argentina is the second largest country in South America, after Brazil. People in Argentina speak mostly Spanish.

Many people in Argentina are farmers or ranchers. In the dryer western parts, cattle, horses, and sheep are raised. Cowboys in this region are called “gauchos”. The rich lands to the east are some of the most fertile farm lands in the country. The farmers grow cotton and wheat.



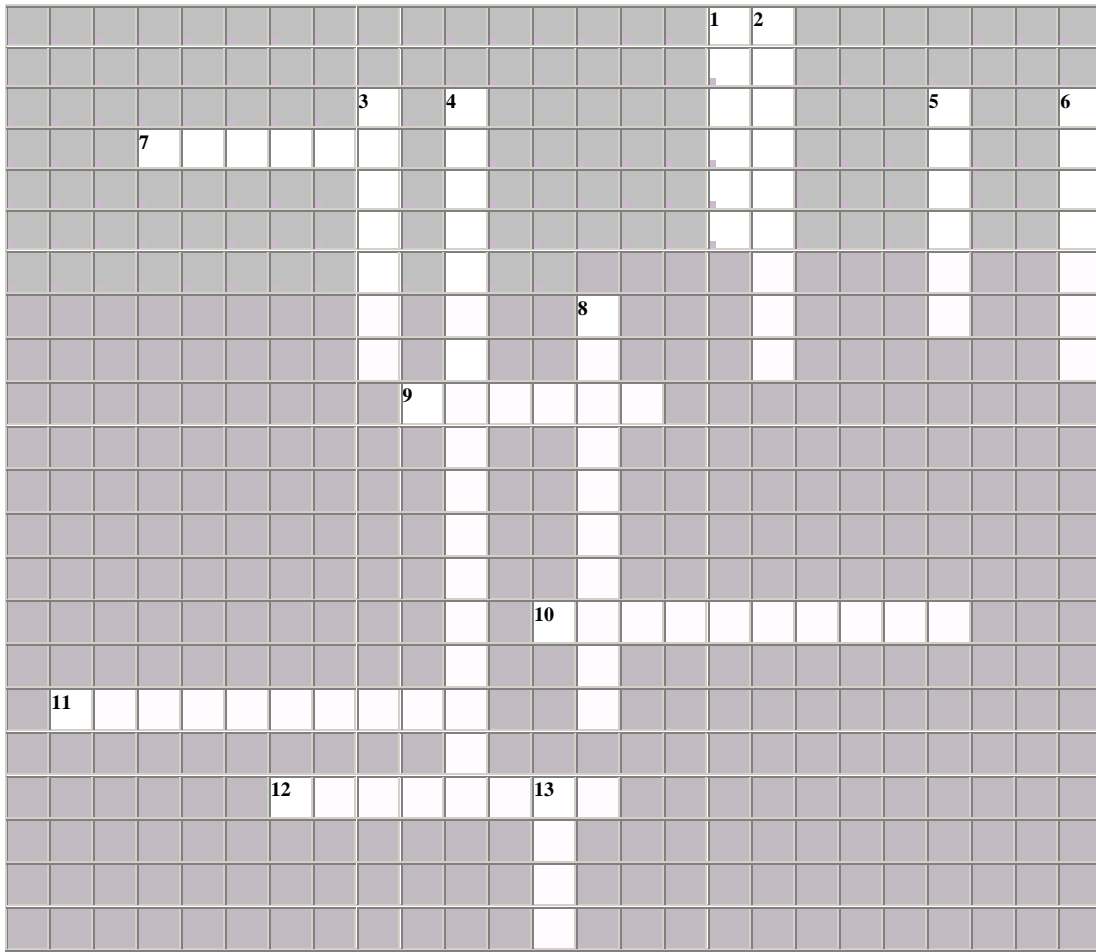
The Pampas is an important region in South America.

T-NOTES

PLANTS AND ANIMALS OF THE PAMPAS

Plant or Animal	Details
Giant Armadillo	
Pampas Cat	
Pampas Grass	

SOUTH AMERICA CROSSWORD PUZZLE



Down

2. the highest mountain in South America
3. a country named after Simon Bolivar,
4. the largest tropical rainforest on Earth (2 words - include space in puzzle)
5. a domestic animal raised for its fine wool
6. the main language of most of South America, not counting Brazil
8. a thick evergreen forest found in areas of heavy rainfall
13. the ancient people that lived in South America before the Spanish

Across

1. a treeless, grassy flatland found mostly in Argentina
4. the largest mountain chain on Earth (2 words - include space in puzzle)
7. the shape or form of a physical feature on Earth
9. the largest country in South America
10. one half of a sphere, also one half of the Earth
11. the main language of Brazil
12. a high point of land, often a rocky area with steep or sloping sides

KEY VOCABULARY

body of water	
compass rose	
continent	
geographic region	
hemisphere	

Appendix A, page 13

landform	
mountain	
pampas	
rainforest	

UNIT TEST

South America

Name _____

Directions: Circle the letter for the correct answer.

1. What is the largest country in South America?
 - a. Venezuela
 - b. Brazil
 - c. Argentina
 - d. Chile

2. What mountain chain runs through South America?
 - a. Pacific
 - b. Rockies
 - c. Andes
 - d. Amazon

3. Which of these countries are found in South America?
 - a. Venezuela
 - b. Colombia
 - c. Ecuador
 - d. all of the above

4. What country is named after Simon Bolivar, "The Liberator"?
 - a. Argentina
 - b. Brazil
 - c. Bolivia
 - d. Peru

5. What South American river carries more water than any other river in the world?
 - a. Orinoco
 - b. Mississippi
 - c. Nile
 - d. Amazon

6. What kind of land is in the Pampas?
 - a. grasslands
 - b. mountains
 - c. desert
 - d. rainforest

Appendix B, page 2

Directions: Draw a line to match each plant or animal with its region.

- | | |
|--------------------|-------------------|
| 7. Giant Armadillo | Amazon Rainforest |
| 8. Two-toed Sloth | |
| 9. Llama | Andes Mountains |
| 10. Vanilla | |
| 11. Pampas Cat | The Pampas |

Directions: Write a complete sentence to answer each question.

12. What are the main languages spoken by the people of South America?

13. Why is Simon Bolivar called “The Liberator”?

14. Choose one region and explain why it is important to South America. Give at least three details:

- * Amazon Rainforest * Andes Mountains * The Pampas

ANSWER KEY

Map Key for Geographic Regions of South America



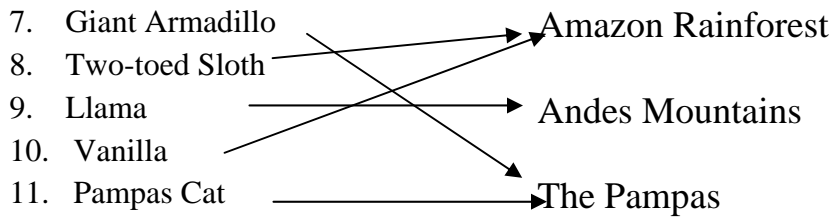
Map Key for Major Countries in South America



Appendix C, page 2

Unit Test

1. What is the largest country in South America?
b. Brazil
2. What mountain chain runs through South America?
c. Andes
3. Which of these countries are found in South America?
d. all of the above
4. What country is named after Simon Bolivar, “The Liberator”?
c. Bolivia
5. What South American river carries more water than any other river in the world?
d. Amazon
6. What kind of land is in the Pampas?
a. grasslands



12. The main languages spoken in South America are Spanish and Portuguese.
13. Simon Bolivar is called “The Liberator” because he worked to help five South American countries win their freedom from Spain.
14. Answers will vary. Look for three good details and complete sentences.

