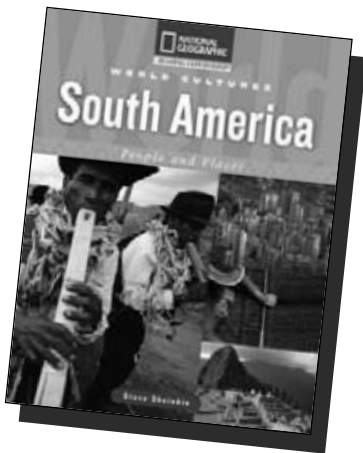


Overview

South America: People and Places

By Steve Sheinkin

This book explores the people and cultures of South America by looking at five themes: Population, Traditions, Economy, Sports, and Arts.



Summary

POPULATION

A Continent of Diversity examines the mix of ethnic groups in South America.

Busy Days in Buenos Aires examines South America's second most populous city.

TRADITIONS

Uncovering Inca Secrets studies an ancient Empire.

Carnival! describes the famous Brazilian celebration during the time before Lent.

ECONOMY

The Ups and Downs of Oil probes the effects of this key resource on Venezuela.

Can a Nut Help Save the Rain Forest? explores the potential of the Brazil nut.

Touring the Galapagos examines tourism in this unusual environment.

SPORTS

Brazil Scores Again! shows how a popular sport promotes national unity.

ARTS

The True Story of Isabel

Allende traces the life of a key South American writer.

Singing to the World shows how one Colombian singer combines several styles.

Background

While South America is the fourth largest continent in area, it ranks fifth in population. Its people have a diverse heritage, including European, African, and Indian backgrounds. Most South Americans live along or near the coastlines, and large urban centers such as Buenos Aires are major centers of commerce. Natural resources, such as rain forest vegetation and oil, are critical to the region's economies. Spanish is the official language of nine of the countries, and Portuguese, French, Dutch, and English are official languages elsewhere. At least 82 Indian languages are also spoken.

Learning Objectives

Social Studies/Geography

- Identify ways regional, ethnic, and national cultures influence daily lives
- Analyze how arts, traditions, values, and behaviors contribute to the development and transmission of culture
- Show how groups and institutions work to meet individual and group needs
- Explore ways people develop and change governmental structures
- Describe how people create places that reflect cultural values and ideals

Process Skills

- Skill Focus**
 - Draw conclusions
- Supporting Skills**
 - Analyze
 - Compare and contrast
 - Generalize

Reading Skills

- Sequence events
- Identify main idea and details
- Recognize cause-and-effect relationships
- Make judgments
- Compare and contrast
- Draw conclusions
- Distinguish fact from opinion

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Graphic Organizer, page 109

Refer the class to “What Is Culture?” on pages 4–5. Ask:

What do you think culture is?

What different areas or themes of life do you think make up the culture of a group of people?

In what ways might these themes vary from place to place?

Pass out copies of the K-W-L Graphic Organizer and then have students read “What Is Culture” on pages 4–5. As they read, have them begin filling in their K-W-L charts. In the first column, have them identify the parts of culture they will be exploring in this book (Population, Traditions, Economy, Sports, and Arts). In the second column, have them write what they would like to learn about each theme as it relates to South America. Ask

students to refer to their charts as they read the book. When they have finished reading, have them record in the third column major things they have learned about each theme as it applies to South America.

Preview

Encourage students to turn to the Table of Contents on page 3, matching culture themes like population and sports with the titles of articles. Ask students what they expect to learn as they read. Have students create a concept web with questions they have about South America’s population, traditions, economy, sports, and arts. For example, a concept web about population would have “Population of South America” in the center of the web, and questions such as these in circles around the center:

Where is it located? How many people live there? What is the most populous country?

Vocabulary Strategy: Use Context Clues

Graphic Organizer, page 110

List these terms from the articles on the board: *diversity* (page 9); *immigration*, *urbanization* (page 15); *artifacts* (page 21); *sustainable development* (page 38); and *habitat* (page 42). Have students use the Graphic Organizer to define and record these terms, using context clues and other clues in the text to figure out meaning. Then have students use each term in a sentence.

Strategy Tip: Retell

If students have difficulty understanding parts of a selection as they read, encourage them to retell, or restate those parts in their own words, preferably to partners. Any passages that are still unclear can be clarified during follow-up class discussion.

Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 80–85.

Correlation to National Standards

Writing/Communication Skills

- Research, create, and present a visual aid
- Write a pen pal letter
- Research and write a news article
- Write and orally present an adventure story
- Write a broadcast script
- Write a creative description

Reading/Language Arts

- Apply a range of strategies to comprehend and interpret texts
- Read to be informed and for pleasure
- Use and adjust spoken and written language for learning
- Use the writing process
- Conduct research

Social Studies

- Time, Continuity, & Change
- People, Places, & Environments
- Individuals, Groups, & Institutions
- Production, Distribution, & Consumption
- Science, Technology, & Society
- Global Connections

Geography

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society
- The Uses of Geography

Focus on Content Area Reading (continued)

A Continent of Diversity

(pages 8–11)

Preview

Write the terms *diversity* and *ethnic groups* on the board and help students to define them. Have students read the Isabel Allende quote in the introductory paragraph. Ask:

Why is it fair to call South America “A Continent of Diversity”?

Encourage students to read the article to find out how so many diverse people came to live here.

Read Strategically: Sequence Events

Graphic Organizer, page 106

As students read the article independently, have them use the Graphic Organizer to plot the change in South America’s population from its Indian groups of 500 years ago to its diverse peoples today.

Respond

Have students examine the great differences in ethnic groups from country to country as shown in the circle graphs on page 11. Then divide the class into seven groups—one for each of the remaining South American countries. Have each group research the ethnic makeup of its country, create a colored circle graph showing it, and present the group’s findings to the class.

Busy Days in Buenos Aires

(pages 12–17)

Preview

Have students briefly scan the article, looking especially at the photos, map, and graph, to get a sense of what makes Buenos Aires important not only to Argentina but to the whole South American continent. Ask:

What factors might give Buenos Aires an advantage as a center of trade?

Read Strategically: Identify Main Idea and Details

Activity Master, page 76

Assign the article for independent reading. Have students use the Activity Master to help them identify main ideas and supporting details as they read. Remind the students that to find the main ideas, they should ask themselves what the article is mainly about. To find details that support those ideas, they should find facts to prove them true.

Respond

Ask students to write a letter to Diego, the Buenos Aires boy they met in the article. Have them imagine that he is their pen pal. In their letters, students may describe typical things they do and tell what they like and dislike about where they live. Make sure students also ask questions about Diego’s life.

Uncovering Inca Secrets

(pages 18–23)

Preview

Refer students to the locator map on page 18 and ask them to note the huge area the Inca Empire covered. Tell them that the empire flourished 500 years ago. Ask:

What clues give information about life in this ancient culture?

Have students look through photographs and captions in the article to suggest answers.

Read Strategically: Summarize

Graphic Organizer, page 109

Have students use the Graphic Organizer as a guide to their reading. Under *Know*, have them fill in what they already know about the Inca culture. Under *Want*, have them fill in what they want to learn about it. As they read, have them fill in the *Learn* column with a summary of what they learned about Inca culture from the selection.

Respond

Invite students to write a brief adventure story about an archaeologist at work in an Inca tomb. Have them consider questions such as these: What artifact might the story center on? Why is it important to an archaeologist? Why is it in danger? Ask students to read their stories to the class.

Focus on Content Area Reading (continued)

Carnival!

(pages 24–27)

Preview

Point out to the class that why and how people celebrate an event may offer clues to their culture. Find out what students know about Independence Day celebrations in various countries. When students have offered their answers, tell them that in this article they will explore how Brazilians celebrate a holiday important to them.

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Distribute copies of the Graphic Organizer to help students compare and contrast Carnival and a different celebration (for example, Independence Day in the U.S.). In the circle on the right, have them fill in facts about why and how Americans celebrate July 4. Then as they read the article, have them fill in similar facts about how Brazilians celebrate Carnival, in the circle on the left. Ask them to record any shared facts in the center.

Respond

Invite students to write a story or an article based on observing the content of one photograph in the article. Then have students write a short journal entry from the point of view of one of the subjects in the photograph.

The Ups and Downs of Oil

(pages 28–33)

Preview

Oil always seems to play an important role in world current events. Ask students to summarize what they already know about oil—for example, that it is a natural resource, where it comes from, its uses for transportation and energy. Ask them to speculate on why oil might be a benefit to a country that can produce and refine it.

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

Pass out copies of the Graphic Organizer and ask students to fill in the following causes: *Oil prices go up; Oil prices go down; Venezuela depends mainly on one export.* As students read the article, have them identify and fill in the effects of each cause. Encourage them to add any other causes and effects they find.

Respond

Initiate a discussion to assess reading comprehension. Ask:

Why is Venezuela's economy on a roller coaster ride?

(See pages 29–30.)

(cause and effect)

How is Venezuela trying to get its economy off the roller coaster? Why? (See page 31.)

(main idea and details)

Can a Nut Help Save the Rain Forest?

(pages 34–39)

Preview

Help students recall their prior knowledge of rain forests. Invite them to describe rain forest plant life and animals. Mention that rain forests exist in different parts of the world but that the Amazon Rain Forest is the largest of them all. Have students read the introductory paragraph and invite them to give likely reasons why “South American countries want to protect the Amazon region.”

Read Strategically: Make Judgments

As student read the article, encourage them to take notes organized under two headings—*Reasons for Cutting Down Rain Forest* and *Ways to Preserve Rain Forest*. Invite them to use these notes to make judgments about what course they think South Americans should follow with their rain forest and why.

Respond Writing: Write a News Article

Activity Master, page 77

Tell students to pretend that they are reporters for a newspaper. Their assignment is to research and write an article explaining why rain forests are so important to South America and to the world. The Activity Master will help them to gather and organize their research.

Focus on Content Area Reading (continued)

Touring the Galapagos

(pages 40–45)

Preview

Refer students to the word *ecotourism* on page 43. Have them look up the combining form *eco-* in the dictionary (meaning “habitat,” from the Greek word *oikos*, meaning “house.”). Then have them use the dictionary to find related words such as *economy*, *ecology*, *ecosystem*, and *ecosphere*, define them, and use each in a sentence.

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

Distribute copies of the Graphic Organizer and ask students to fill in the following effects: *The Galápagos Islands get their name; The Galápagos become a major tourist attraction; The Galápagos National Park is created.* As students read the article, have them identify and fill in the cause of each effect. Encourage them to add any other causes and effects they find.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

What benefits does tourism bring to the Galápagos?
(See pages 41–42.)

(main idea and details)

What dangers does tourism bring? (See page 42.)

(cause and effect)

Brazil Scores Again!

(pages 46–49)

Preview

Have students read the first paragraph and invite them to tell what they personally know about worldwide soccer competition. Do they watch soccer? Why is soccer exciting?

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Graphic Organizer as a way to compare and contrast features of soccer in Brazil and features of another sport with which they are familiar. In the circle on the left, have them fill in facts about Brazil soccer—for example, the name of the major championship competition. When they have finished, have them fill in facts about the other sport. In the center, they should record any features that the two share.

Respond

Have students imagine and create a play-by-play script of the key scene in the 2002 World Cup final between Germany and Brazil, as mentioned on page 49, as a television announcer might have described it. Encourage students to listen to or watch a play-by-play broadcast of any sports event as preparation for writing.

The True Story of Isabel Allende

(pages 50–55)

Preview

Write the word *biography* on the board and have students define it as the story of a person’s life. Ask students to name biographies they have read and to tell what kinds of information they provided—for example, time and place of birth, schooling, and major events in the person’s life.

Read Strategically: Sequence Events

Graphic Organizer, page 106

Pass out copies of the Graphic Organizer. As students read the article, have them fill in facts about Isabel Allende’s life. When they have completed the organizer, encourage them to think about how each event helped turn Allende into the person and writer she became. Have them note their ideas after each event.

Respond

Have students expand on Allende’s descriptive narration of Alex Cold’s swim with the dolphin on pages 54–55. Encourage students to write one or more paragraphs. Tell students that they can make their descriptions interesting by using sensory words that will especially appeal to the senses of touch, sight, and hearing.

After Reading/Assess

Singing to the World

(pages 56–59)

Preview

Call on students to talk about popular music that they like. *Who are the stars of pop music? What musical styles are popular? What are the major instruments used?* Tell students that in this article, they will examine similar questions about South American music.

Read Strategically: Distinguish Fact from Opinion

Activity Master, page 78

As students read the article, have them use the Activity Master as a guide to help them distinguish fact from opinion. Remind them that facts can be proven true or false, while opinions describe beliefs or feelings.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

Why is Shakira an example of ethnic diversity in South America? (See page 57.)

(draw conclusions)

What different musical styles does she combine to create her own style? (See pages 58–59.)

(summarize)

What does Shakira mean by making her music a kind of “bridge”? (See page 59.)

(draw conclusions)

Focus on Skills

Investigate Cultures Skill: Draw Conclusions from Statistics

Activity Master, page 79

Have students look at the table in the Activity Master. Ask them which two countries are being compared. Have students read the table carefully and speculate on possible answers to the questions. When they have finished, discuss their answers. Encourage them to think of other possible connections between ideas than those mentioned.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write the answers in their notebooks:

- 1 Why do so many ethnic groups live in South America?
- 2 Why is urbanization increasing in South America?
- 3 How can sustainable development help save the rain forest?
- 4 How can oil and ecotourism both contribute to economies in South America?
- 5 Why is the work of archaeologists important in South America?

Assessment Activity

Have each student choose one of the following concepts from *South America: People and Places* and create a poster that illustrates it:

- South America has a great diversity of ethnic groups.
- The Amazon Rain Forest is a major natural resource in South America.
- Soccer is a very important part of South America’s culture.
- The Galápagos is a major tourist attraction for people from around the world.
- South America has created musical styles with worldwide popularity.

Students might use drawings, captions, and illustrations from newspapers and magazines to complete their posters.

Posters should:

- make the concept chosen immediately obvious
- use words and images to communicate ideas
- be well organized and carefully prepared

Multiple-Choice Test

Use the multiple-choice test on page 102.

Articles from *National Geographic*

“Buenos Aires—Making Up for Lost Time”: December 1994

“Galapagos—Paradise in Peril”: April 1999

“Inca Rescue”: May 2002

Read Strategically: Identify Main Idea and Details

The main ideas of an article tell what it is mostly about. Details are facts and examples that explain and support each main idea. Finish the chart below with details that support the main ideas stated in “Busy Days in Buenos Aires.” Then choose a main idea of your own, fill it in, and supply details about it.

1. Main Idea: *Buenos Aires has developed into a major port city of South America.*

Details:

- _____
- _____
- _____

2. Main Idea: *In the late 1800s, population in Buenos Aires began to grow rapidly.*

Details:

- _____
- _____
- _____

3. My Main Idea:

Details:

- _____
- _____
- _____

Writing: Write a News Article

You are a newspaper reporter. Your editor has assigned you to write an article about the importance of rain forests to the world. You can use the article “Can a Nut Save the Rain Forest?” as well as books, encyclopedia, and the Internet to research your article. Use the questions below to guide your research and help you organize your ideas.

My Headline: _____

1. How much of Earth’s surface is currently covered by rain forest?

2. How much of rain forest cover is being lost each year?

3. What role do rain forests play in producing breathable air for the world?

4. How much of Earth’s animal and plant life live in rain forests?

5. Why may rain forests be important sources of medicines?

Other Ideas:

Now write your news article on a separate sheet of paper.

Read Strategically: Distinguish Fact from Opinion

As you read “Singing to the World,” keep in mind the difference between fact and opinion. A fact can be proven. An opinion is a matter of belief or feeling. Opinion statements often contain such phrases as “I believe” or “I feel” or “should.” Identify each statement about music in South America below as a fact or an opinion, by circling the correct answer. When you have finished, write three more facts and opinions about South American music at the bottom of this sheet.

1. Shakira’s music combines many different musical instruments and styles.

FACT/OPINION

2. Shakira Mebarak Ripoll is a singer, dancer, and guitar player.

FACT/OPINION

3. Shakira should be named South America’s most talented musician.

FACT/OPINION

4. The writer Gabriel García Márquez admires Shakira.

FACT/OPINION

5. I feel that Shakira’s music can help bring the people of the world together.

FACT/OPINION

Three additional facts and opinions about South American music, each labeled “fact” or “opinion.”

Investigate Cultures Skill: Draw Conclusions from Statistics

First, study the chart comparing statistics and ask yourself a question about each pair. Use your answers to answer the questions that follow. The first has been done to get you going.

Comparing Statistics

Category	Argentina	Bolivia
People who live in urban areas	90%	62%
Average annual income per person	\$12,900	\$2,600
Value of annual exports	\$26.5 billion	\$1.28 billion
Life expectancy (in years)	72.1 male	61.9 male
	79.0 female	67.1 female
Education (compulsory)	Ages 6–14	Ages 6–14
Literacy	96%	83%

Source: 2003 World Almanac

1. What conclusion can you draw about how the two countries compare in urban population?

Argentina is more urban than Bolivia.

2. How do the countries compare in annual income?

3. How do the two countries compare in literacy?

4. Compare the two countries in literacy and years of compulsory education. What conclusion can you draw about how much these two measures are or are not related?
