**Latin America**

**ATLAS OBJECTIVES**
1. Describe and locate physical features of Latin America
2. Compare data on the physical geography of Latin America
3. Identify political features of Latin America
4. Compare city populations and languages spoken in Latin America

**DATA FILE OBJECTIVE**
Examine and compare data on Latin America

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<th><strong>Introduce the Unit</strong></th>
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<tr>
<th><strong>Focus &amp; Motivate</strong></th>
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<td><strong>Introduce the geography of Latin America</strong></td>
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<td><strong>Discuss key questions</strong></td>
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<tr>
<td><strong>Maps: Latin America: Physical and Political</strong></td>
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<td><strong>Elevation Profile: South America</strong></td>
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<td><strong>Infographic: Latin America-United States Landmass and Population</strong></td>
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<td><strong>Maps: City Population of Latin America; Languages of Latin America</strong></td>
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<td><strong>Country Profiles: Argentina, Chile, Cuba</strong></td>
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<td><strong>More About: Tsunamis, The Amazon River, European Settlement, Native American Languages</strong></td>
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**Arkansas Planner**
Arkansas Social Studies Standards

- **TCC:** 1.3
- **PPE:** 1.6, 2.6, 2.7
- **SSPS:** 2.2, 2.3

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**RESOURCES**

- TE, p. 140
- PE, pp. 140–141
- TE, p. 141
- TE, p. 140
- TE, p. 142
- TE, pp. 142–146
- PE, pp. 142, 144
- PE, p. 143
- PE, p. 143
- PE, p. 145
- TE, pp. 143, 145, 149
- TE, pp. 55–57, 59–65

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Latin America
**Differentiating Instruction**

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<tr>
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**Block Scheduling Options**

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**Homework Assignments**

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**Other Teaching Materials**

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**Unit 3**
Latin America: Physical Geography

FOCUS ON GEOGRAPHY OBJECTIVES
• To identify the important uses of the Amazon rain forest
• To explain the conflicts surrounding the uses of natural resources in the Amazon rain forest

SECTION 1 OBJECTIVES
1. To identify Latin America as a culture region and show the influence of physical geography on Mexico
2. To describe Central America and the formation of the Caribbean Islands
3. To describe important geographic features of South America
4. To explain climate variations in the region

Introduce the Chapter

Interpreting the Photograph: Chichén Itzá
Critical Thinking Activity: Recognizing Effects
Focus on Geography
Making Geographic Connections
Reading Social Studies: Reading Strategy—Comparing and Contrasting

Focus & Motivate

Discuss Main Idea, Why It Matters Now, and Terms & Names
Warm-Up: Making Inferences

Instruct

Read the section
Discuss key questions
Strange but True: Eruption Disruption
Map: Physical Features of Mexico, Central America, and the Caribbean
Map: The Tropical Zone
Citizenship in Action

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.3, 2.1, 2.4
PPE: 1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

☐ PE, pp. 150–151
☐ TE, p. 150
☐ PE, p. 151
☐ TE, p. 151
☐ PE, p. 152

☐ PE, p. 153
☐ TE, p. 153

☐ PE, pp. 153–159
☐ Unit 3 In-Depth Resources: Guided Reading, p. 3
☐ TE, pp. 153, 156–158
☐ PE, p. 154
☐ PE, p. 155
☐ PE, p. 158
☐ PE, p. 21
### Instruct continued

- **Diagram:** El Niño  
  - PE, p. 159
- **Critical Thinking Activity:** Using Maps  
  - TE, p. 157
- **More About:** Earthquakes, Atolls and Coral Islands, Amazon Rain Forest  
  - TE, pp. 154, 156, 158
- **Critical Thinking Activity:** Forming and Supporting Opinions  
  - TE, p. 158

### Interdisciplinary Links

- **Citizenship:** Preparing a Speech  
  - TE, p. 154

### Differentiating Instruction

- **Less Proficient Readers**  
  - Reading Study Guide, pp. 42–43
- **Students Acquiring English/ESL:** Compound Words  
  - TE, p. 156
- **Multiple Learning Styles:** Logical; Visual/Spatial  
  - Access for Students Acquiring English, pp. 39, 43
  - Spanish Reading Study Guide, pp. 42–43
  - TE, pp. 155, 157

### Integrate Technology

- **Electronic Teacher Tools**  
  - Section 1 Quiz
- **Test Generator**  
  - Track 3: “La banderita”;
  - Track 4: “Pasado-Presente”;
  - Track 5: “La Bamba”
- **The World’s Music CD**  
  - classzone.com

### Assess & Reteach

- **Section 1 Assessment**  
  - PE, p. 159
- **Section 1 Quiz**  
  - Formal Assessment, p. 79
- **Reteaching Activity**  
  - TE, p. 159
  - Unit 3 In-Depth Resources, p. 9

### Block Scheduling Options

- **Skillbuilder Mini-Lesson:** Identifying Cause and Effect  
  - TE, p. 158

### Homework Assignments

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### Other Teaching Materials

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**Lesson Plan for Latin America: Physical Geography continued**
Ancient Latin America

SECTION 2 OBJECTIVES
1. To identify major ancient civilizations in Latin America and explain the civilization and accomplishments of the ancient Maya
2. To describe the Aztec culture and religion
3. To identify features of the Inca Empire
4. To explain the effects of Spanish rule in Latin America

Focus & Motivate
- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Inferences

Instruct
- Read the section
  - PE, pp. 160–167
  - Unit 3 In-Depth Resources: Guided Reading, p. 4
- Discuss key questions
- The World’s Heritage: Colossal Olmec Heads
  - PE, p. 162
- Infographic: Aztec Chinampas
  - PE, p. 163
- Technology: 1400 Andean Agriculture
  - PE, p. 164
- Spotlight on Culture: Inca Weaving
  - PE, p. 165
- Skillbuilder: Finding and Summarizing the Main Idea
  - PE, p. 167
- Critical Thinking Activity: Drawing Conclusions
  - TE, p. 163
- More About: The Maya Calendar, John Lloyd Stephens, Aztec Gods, Inca Foods
  - TE, pp. 161, 162, 164
- Critical Thinking Activity: Using Maps
  - TE, p. 165

Interdisciplinary Links
- Math
  - TE, p. 165

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.4, 2.1, 2.2, 2.4
PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 2.5, 2.8
PAG: 1.4, 1.9, 2.6
SSPS: 1.1, 1.2, 2.1

RESOURCES
Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.4, 2.1, 2.2, 2.4
PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 2.5, 2.8
PAG: 1.4, 1.9, 2.6
SSPS: 1.1, 1.2, 2.1

RESOURCES
Arkansas Planner
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PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 2.5, 2.8
PAG: 1.4, 1.9, 2.6
SSPS: 1.1, 1.2, 2.1

RESOURCES
Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.4, 2.1, 2.2, 2.4
PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 2.5, 2.8
PAG: 1.4, 1.9, 2.6
SSPS: 1.1, 1.2, 2.1
### Differentiating Instruction

- **Less Proficient Readers:** Recognizing Important Details
  - TE, p. 161
  - Reading Study Guide, pp. 44–45

- **Gifted and Talented Students:** Design a Travel Poster
  - TE, p. 163

- **Students Acquiring English/ESL**
  - Access for Students Acquiring English, pp. 40, 44
  - Spanish Reading Study Guide, pp. 44–45

- **Multiple Learning Styles:** Visual/Kinesthetic
  - TE, p. 162

### Integrate Technology

- **Electronic Teacher Tools**

- **Test Generator**

- **The World’s Music CD**
  - Track 3: “La banderita”;
  - Track 4: “Pasado-Presente”;
  - Track 5: “La Bamba”

- **Using the Internet**
  - classzone.com

### Assess & Reteach

- **Section 2 Assessment**
  - PE, p. 166

- **Section 2 Quiz**
  - Formal Assessment, p. 80

- **Reteaching Activity**
  - TE, p. 166
  - Unit 3 In-Depth Resources, p. 10

- **Chapter 6 Assessment**

- **Chapter Test, Forms A, B, and C**
  - PE, pp. 168–169
  - Formal Assessment, pp. 81–92

### Block Scheduling Options

- **Career Connection:** Political Reporter
  - TE, p. 167

### Homework Assignments

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### Other Teaching Materials

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FOCUS ON GEOGRAPHY OBJECTIVES

- To help students identify the relationship between geography and economy
- To identify and discuss challenges presented by the land and climate

SECTION 1 OBJECTIVES

1. To explain when and how Spanish settlers arrived in Mexico and defeated the Aztec
2. To describe the changes in New Spain
3. To identify the mestizos and other classes of people living in New Spain
4. To explain how Father Hidalgo began a revolution for independence

Introduce the Chapter

- Interpreting the Photograph: Mexico City’s Zócolo
- Critical Thinking Activity: Hypothesizing
- Focus on Geography
- Making Geographic Connections
- Reading Social Studies: Reading Strategy—Organizing Information

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Inferences

Instruct

- Read the section
- Discuss key questions
- Connections to Science: Invisible Weapons
- Focus on Visuals: Interpreting Photographs and Maps
- Graph: Population of Mexico in 1810
- Biography: Father Hidalgo

RESOURCES

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7
PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
PAG: 2.4, 2.6
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3
Lesson Plan for The Roots of Modern Mexico continued

Instruct continued
__ Map: Mexican Territory Lost to the United States as of 1853
__ Critical Thinking Activity: Hypothesizing
__ Critical Thinking Activity: Comparing

Interdisciplinary Links
__ Speech

Differentiating Instruction
__ Less Proficient Readers: Comparing and Contrasting
__ Students Acquiring English/ESL
__ Multiple Learning Styles: Visual/Interpersonal

Integrate Technology
__ Electronic Teacher Tools
__ Test Generator
__ The World’s Music CD
__ Using the Internet

Assess & Reteach
__ Section 1 Assessment
__ Section 1 Quiz
__ Reteaching Activity

Block Scheduling Options
__ Skillbuilder Mini-Lesson: Finding and Summarizing the Main Idea

Homework Assignments

Other Teaching Materials
# Government in Mexico: Revolution and Reform

## SECTION 2 OBJECTIVES

1. To explain the need for reforms in Mexico and understand what events led to the end of reform
2. To identify the changes brought about by the Mexican Revolution
3. To describe the government of Mexico

### Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Identifying Problems

### Instruct

- Read the section
- Discuss key questions
- Connections to Citizenship: The Mexican Flag
- Map: Mexico’s 31 States
- Focus on Visuals: Interpreting the Map
- Critical Thinking Activity: Analyzing Motives
- A Voice from Mexico
- More About: Benito Juárez, Pancho Villa

### Interdisciplinary Links

- Speech/Language Arts
- Art/History

### Differentiating Instruction

- Less Proficient Readers
- Students Acquiring English/ESL
- Multiple Learning Styles: Interpersonal

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Lesson Plan for Government in Mexico: Revolution and Reform continued

Integrate Technology
__ Electronic Teacher Tools
__ Test Generator
__ The World’s Music CD
__ Using the Internet

Assess & Reteach
__ Section 2 Assessment
__ Section 2 Quiz
__ Reteaching Activity

Block Scheduling Options
__ Interdisciplinary Link: Speech/Language Arts

RESOURCES

☐ Section 2 Quiz
☐ Track 5: “La Bamba”
☐ classzone.com

☐ PE, p. 184
☐ Formal Assessment, p. 94
☐ TE, p. 184
☐ Unit 3 In-Depth Resources, p. 20

☐ TE, p. 181

Homework Assignments

Other Teaching Materials

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Mexico’s Changing Economy

SECTION 3 OBJECTIVES
1. To describe farming systems in Mexico
2. To identify the steps that the Mexican government has taken to support business
3. To explain the importance of Mexico’s natural resources
4. To recognize the importance of tourism

Focus & Motivate
___ Discuss Main Idea, Why It Matters Now, and Terms & Names
___ Warm-Up: Making Inferences

Instruct
___ Read the section
___ Discuss key questions
___ Citizenship in Action: Na Bolom
___ Map: Mexican Products, 2000
___ Critical Thinking Activity: Comparing
___ More About: Maquiladoras, Rattleless Rattlesnakes
___ Critical Thinking Activity: Summarizing

Differentiating Instruction
___ Less Proficient Readers
___ Gifted and Talented Students: Presenting a Product
___ Students Acquiring English/ESL: Word Usage

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
PPE: 1.6, 1.7, 2.5, 2.6, 2.7
PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
PAG: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES
☐ PE, p. 185
☐ TE, p. 185
☐ PE, pp. 185–189
☐ Unit 3 In-Depth Resources: Guided Reading, p. 13
☐ TE, pp. 185, 186, 188, 189
☐ PE, p. 187
☐ PE, p. 188
☐ TE, p. 186
☐ TE, pp. 187, 189
☐ TE, p. 188
☐ Reading Study Guide, pp. 52–53
☐ TE, p. 187
☐ TE, p. 188
☐ Access for Students Acquiring English, pp. 47, 53
☐ Spanish Reading Study Guide, pp. 52–53
### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### RESOURCES
- Section 3 Quiz
- Track 5: “La Bamba”
- classzone.com

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### Block Scheduling Options
- Skillbuilder Mini-Lesson: Finding and Summarizing the Main Idea

### RESOURCES
- PE, p. 189
- Formal Assessment, p. 95
- TE, p. 189
- Unit 3 In-Depth Resources, p. 21
- TE, p. 186

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### Homework Assignments
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### Other Teaching Materials
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UNIT 3  CHAPTER 7
Mexico’s Culture Today

SECTION 4 OBJECTIVES
1. To recognize that Mexico’s culture is a blend of many cultures
2. To explore the factors contributing to the growth of cities in Mexico
3. To describe life in the countryside of Mexico
4. To explain the significance of holidays celebrated in Mexico

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Inferences

Instruct

- Read the section
- Discuss key questions
- Graph: Mexico’s Urban-Rural Population Distribution
- Spotlight on Culture: Mexican Muralist
- Connections to History: Our Lady of Guadalupe
- Skillbuilder: Reading a Graph
- Literature Connections: “How Quetzalcoatl Brought Music to the World”
- More About: Architecture, Mexico City

Interdisciplinary Links

- Language Arts/Writing

Differentiating Instruction

- Less Proficient Readers: Building Language Skills
- Students Acquiring English/ESL
- Multiple Learning Styles: Visual/Interpersonal

RESOURCES

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.4, 2.1, 2.2, 2.4
PPE: 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.4, 2.5
PAG: 1.4, 1.9, 2.4
SSPS: 1.1, 1.2, 2.1

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TE, pp. 193, 196
TE, pp. 54–55
Access for Students Acquiring English, pp. 48, 54
Spanish Reading Study Guide, pp. 54–55
TE, p. 191
### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### Resources

- Section 4 Quiz
- Chapter Tests
- Track 5: “La Bamba”
- classzone.com

### Assess & Reteach

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 7 Assessment
- Chapter Test, Forms A, B, and C

### Block Scheduling Options

- Career Connection: Statistician

### Homework Assignments

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### Other Teaching Materials

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Establishing Independence

FOCUS ON GEOGRAPHY OBJECTIVES
• To help students describe the climate and identify some landforms in the Caribbean Islands
• To help students recognize how climate, landforms, and location affect the tourist industry

SECTION 1 OBJECTIVES
1. To explain the impact of colonization on Central America and the Caribbean
2. To explain how the countries of the region gained their independence
3. To identify ways in which the United States has shaped the region
4. To describe the persistence of dictatorships

Introduce the Chapter
__ Interpreting the Photograph: Community Market in Guatemala
__ Critical Thinking Activity: Hypothesizing
__ Focus on Geography
__ Making Geographic Connections
__ Reading Social Studies: Reading Strategy—Identifying Problems and Solutions

Focus & Motivate
__ Discuss Main Idea, Why It Matters Now, and Terms & Names
__ Warm-Up: Making Inferences

Instruct
__ Read the section
__ Discuss key questions
__ Map: Political Map of Central America and the Caribbean in 2001
__ The World’s Heritage: Reggae

RESOURCES

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
PPE: 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7
PAG: 1.1, 1.2, 1.3, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3
### Lesson Plan for Establishing Independence continued

#### Instruct continued
- Critical Thinking Activity: Recognizing Important Details
  - □ TE, p. 204
- Critical Thinking Activity: Contrasting
  - □ TE, p. 205

#### Interdisciplinary Links
- World History/Government
  - □ TE, p. 205

#### Differentiating Instruction
- Less Proficient Readers: Sequencing
  - □ TE, p. 206
- Access for Students Acquiring English, pp. 55, 61
- Spanish Reading Study Guide, pp. 58–59
  - □ TE, p. 204

#### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
  - Track 4: “Pasado-Presente”;
  - Track 5: “La Bamba”
- Using the Internet
  - □ classzone.com

#### Assess & Reteach
- Section 1 Assessment
  - □ PE, p. 207
- Section 1 Quiz
  - □ Formal Assessment, p. 109
- Reteaching Activity
  - □ TE, p. 207
  - □ Unit 3 In-Depth Resources, p. 31

#### Block Scheduling Options
- Interdisciplinary Link: World History/Government
  - □ TE, p. 205

### RESOURCES
- □ TE, p. 204
- □ TE, p. 205
- □ TE, p. 204
- □ Reading Study Guide, pp. 58–59
- □ Access for Students Acquiring English, pp. 55, 61
- □ Spanish Reading Study Guide, pp. 58–59
- □ Section 1 Quiz
- □ Track 4: “Pasado-Presente”;
  - Track 5: “La Bamba”
- □ classzone.com

### Homework Assignments

### Other Teaching Materials

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# Building Economics and Cultures

## SECTION 2 OBJECTIVES

1. To identify economic challenges faced by Caribbean nations
2. To explain how Central American countries are attempting to diversify their economies
3. To describe influences that have affected languages, religions, and music of the Caribbean
4. To explain the formation of a Central American culture

### Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Inferences

### Instruct

- Read the section
- Discuss key questions
- Map: Percentage of Tourism in GDP, 1997–1999
- Citizenship in Action
- Strange but True: A Language Lives On
- Spotlight on Culture: Merengue
- Skillbuilder: Reading a Political Map
- Critical Thinking Activity: Recognizing Important Details
- Critical Thinking Activity: Comparing

### Interdisciplinary Links

- Economics/Math

### RESOURCES

- PE, p. 208
- TE, p. 208
- PE, pp. 208–214
- Unit 3 In-Depth Resources: Guided Reading, p. 24
- PE, p. 210
- PE, p. 210
- PE, p. 211
- PE, p. 212
- PE, p. 214
- Unit 3 In-Depth Resources: Skillbuilder Practice, p. 29
- TE, p. 209
- TE, p. 212
- TE, p. 209

### Arkansas Planner

- **Arkansas Social Studies Standards**
  - TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4
  - PPE: 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.5, 2.6, 2.7
  - PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
  - PAG: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4
  - SSPS: 1.1, 1.2, 2.1, 2.2, 2.3
## Differentiating Instruction

- **Less Proficient Readers: Summarizing**
  - TE, p. 212
  - Reading Study Guide, pp. 60–61

- **Gifted and Talented Students**
  - TE, p. 210

- **Students Acquiring English/ESL**
  - TE, p. 211
  - Access for Students Acquiring English, pp. 56, 62
  - Spanish Reading Study Guide, pp. 60–61

## Integrate Technology

- **Electronic Teacher Tools**
  - Section 2 Quiz

- **Test Generator**
  - Track 4: “Pasado-Presente”;
    - Track 5: “La Bamba”

- **The World’s Music CD**
  - classzone.com

## Assess & Reteach

- **Section 2 Assessment**
  - PE, p. 213

- **Section 2 Quiz**
  - Formal Assessment, p. 110

- **Reteaching Activity**
  - TE, p. 213
  - Unit 3 In-Depth Resources, p. 32

## Block Scheduling Options

- **Career Connection: Cartographer**
  - TE, p. 214
# Cuba Today

## SECTION 3 OBJECTIVES

1. To describe Cuba’s history and its relationship with the United States
2. To identify the effects of communism on Cuba’s economy
3. To describe life in Cuba since the revolution

### Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Analyzing Motives

### Instruct

- Read the section
- Discuss key questions
- Connections to Science: Partners Against Disease
- Map: Cuba and Its Capital
- Critical Thinking Activity: Hypothesizing
- More About: Castro’s Speeches, Cuba’s Economy
- Critical Thinking Activity: Synthesizing
- Skillbuilder Mini-Lesson: Reading a Graph

### Interdisciplinary Links

- Science/Health
- History

### Differentiating Instruction

- Less Proficient Readers
- Students Acquiring English/ESL
- Multiple Learning Styles: Intrapersonal

### RESOURCES

- PE, p. 215
- TE, p. 215
- PE, pp. 215–220
- Unit 3 In-Depth Resources: Guided Reading, p. 25
- PE, p. 216
- PE, p. 219
- TE, p. 217
- TE, pp. 217, 218, 219
- TE, pp. 217, 218
- TE, p. 220
- TE, p. 218
- TE, p. 216
- TE, p. 217
- Access for Students Acquiring English, pp. 57, 63
- Spanish Reading Study Guide, pp. 62–63
- TE, p. 219
### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### RESOURCES
- Section 3 Quiz
- Track 4: “Pasado-Presente”
- classzone.com

### Assess & Reteach
- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity

### RESOURCES
- PE, p. 220
- Formal Assessment, p. 111
- TE, p. 220
- Unit 3 In-Depth Resources, p. 33

### Block Scheduling Options
- Interdisciplinary Link: Science/Health

### RESOURCES
- TE, p. 216

### Homework Assignments

### Other Teaching Materials

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**UNIT 3  CHAPTER 8**
Guatemala Today

SECTION 4 OBJECTIVES
1. To identify key events and figures in Guatemala’s history
2. To describe Guatemala’s government today
3. To identify important aspects of Guatemala’s economy
4. To describe life in Guatemala today

Focus & Motivate
__ Discuss Main Idea, Why It Matters Now, and Terms & Names
__ Warm-Up: Making Inferences

Instruct
__ Read the section
__ Discuss key questions
__ Dateline: Guatemala City, Guatemala
__ Focus on Visuals: Interpreting the Photograph: Guatemalan Soldiers
__ Critical Thinking Activity: Comparing and Contrasting
__ More About: Jacobo Arbenz Guzmán, Poverty in Guatemala

Differentiating Instruction
__ Less Proficient Readers: Taking Notes
__ Gifted and Talented Students: Advising the President
__ Students Acquiring English/ESL
__ Multiple Learning Styles: Spatial

RESOURCES

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
PPE: 1.6, 2.5, 2.6, 2.7
PAG: 1.1, 1.2, 1.3, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

□ PE, p. 221
□ TE, p. 221
□ PE, pp. 221–225
□ Unit 3 In-Depth Resources: Guided Reading, p. 26
□ TE, pp. 221, 223, 224
□ PE, p. 221
□ PE, TE, p. 222
□ TE, p. 223
□ TE, pp. 222, 224
□ TE, p. 223
□ Reading Study Guide, pp. 64–65
□ TE, p. 222
□ Access for Students Acquiring English, pp. 58, 64
□ Spanish Reading Study Guide, pp. 64–65
□ TE, p. 224
### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### RESOURCES
- Section 4 Quiz
- Chapter Tests
- Track 4: “Pasado-Presente”
- classzone.com

### Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 8 Assessment
- Chapter Test, Forms A, B, and C

### RESOURCES
- PE, p. 225
- Formal Assessment, p. 112
- TE, p. 225
- Unit 3 In-Depth Resources, p. 34
- PE, pp. 226–227
- Formal Assessment, pp. 113–124

### Block Scheduling Options
- Gifted and Talented Students: Advising the President

### RESOURCES
- TE, p. 222

### Homework Assignments

### Other Teaching Materials
Establishing Independence

FOCUS ON GEOGRAPHY OBJECTIVES
- To help students identify movement of people as an important issue in South America today
- To help students explain the impact of the rural-to-urban population shift

SECTION 1 OBJECTIVES
1. To examine the impact of European settlement on South America
2. To identify key events in the fight for independence
3. To describe governments and population in South America today

Introduce the Chapter
_ Interpreting the Photograph: Amazon River and rain forest
_ Critical Thinking Activity: Hypothesizing
_ Focus on Geography
_ Making Geographic Connections
_ Reading Social Studies: Reading Strategy—Making Generalizations

Focus & Motivate
_ Discuss Main Idea, Why It Matters Now, and Terms & Names
_ Warm-Up: Making Inferences

Instruct
_ Read the section
_ Discuss key questions
_ Map: European Colonizers of South America, 1500s
_ Time Line
_ Biography: Simón Bolívar
_ Critical Thinking Activity: Distinguishing Fact from Opinion

RESOURCES
- PE, pp. 228–229
- TE, p. 228
- PE, p. 229
- TE, p. 229
- PE, p. 230
- PE, p. 231
- PE, p. 231
- PE, pp. 231–235
- Unit 3 In-Depth Resources: Guided Reading, p. 35
- TE, pp. 231, 233, 234
- PE, p. 232
- PE, p. 233
- PE, p. 233
- PE, p. 232

Arkansas Planner
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
PPE: 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
PAG: 2.4, 2.6
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3
### Instruct continued

- Critical Thinking Activity: Evaluating Decisions
- Interdisciplinary Challenge: Explore the Mysteries of Chichén Itzá

### Interdisciplinary Links

- Language Arts/Writing
- Speech

### Differentiating Instruction

- Less Proficient Readers
- Students Acquiring English/ESL

### Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### Assess & Reteach

- Section 1 Assessment
- Section 1 Quiz
- Reteaching Activity

### Block Scheduling Options

- Skillbuilder Mini-Lesson: Reading a Political Map

### RESOURCES

- TE, p. 234
- TE, p. 236–237
- TE, p. 232
- TE, p. 234
- Reading Study Guide, pp. 68–69
- Access for Students Acquiring English, pp. 65, 71
- Spanish Reading Study Guide, pp. 68–69
- PE, p. 235
- Formal Assessment, p. 125
- TE, p. 235
- Unit 3 In-Depth Resources, p. 43
- TE, p. 233

### Homework Assignments

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### Other Teaching Materials

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# Building Economies and Cultures

## SECTION 2 OBJECTIVES

1. To explain how geography affects the economy of a region
2. To identify South America’s natural resources and industries
3. To describe daily life and the arts in South America

## Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Inferences

## Instruct

- Read the section
- Discuss key questions
- Spotlight on Culture: Gabriela Mistral
- Map: South American Agriculture, 2001
- Table: Literacy Rate and Life Expectancy
- Critical Thinking Activity: Recognizing Effects
- More About: Gabriel Garcia Márquez

## Interdisciplinary Links

- Economics

## Differentiating Instruction

- Less Proficient Readers: Categorizing
- Students Acquiring English/ESL
- Multiple Learning Styles: Linguistic

## Resources

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<tr>
<td><strong>PDC:</strong> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</td>
</tr>
<tr>
<td><strong>PAG:</strong> 1.4, 1.9, 2.4</td>
</tr>
<tr>
<td><strong>SSPS:</strong> 1.1, 1.2, 2.1, 2.2, 2.3</td>
</tr>
</tbody>
</table>

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### Arkansas Planner

- **Arkansas Social Studies Standards**
  - **TCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4
  - **PPE:** 1.2, 1.3, 1.5, 1.6, 1.8, 2.5, 2.6, 2.7
  - **PDC:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
  - **PAG:** 1.4, 1.9, 2.4
  - **SSPS:** 1.1, 1.2, 2.1, 2.2, 2.3
### Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

### Resources
- Section 2 Quiz
- Track 3: “La banderita”
- classzone.com

### Assess & Reteach
- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity

### Block Scheduling Options
- Interdisciplinary Link: Economics

### Resources
- PE, p. 242
- Formal Assessment, p. 126
- TE, p. 242
- Unit 3 In-Depth Resources, p. 44

### Homework Assignments
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### Other Teaching Materials
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**Unit 3  Chapter 9**
**Brazil Today**

**SECTION 3 OBJECTIVES**

1. To identify the regional importance of Brazil’s size and its government
2. To examine Brazil’s economy
3. To describe Brazil’s people and culture

### Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Making Predictions

### Instruct

- Read the section
- Discuss key questions
- Graph: Key Economies in Latin America
- Strange but True: Can Cars Run on Sugar?
- Map: Population Density of Brazil, 2000
- Linking Past and Present: The Legacy of Latin America
- Critical Thinking Activity: Hypothesizing
- More About: Food, Natural Rubber, Cowboys, Life-Saving Medicines
- Critical Thinking Activity: Distinguishing Fact from Opinion
- More to Think About: Making Personal Connections

### Resources

- PE, p. 243
- TE, p. 243
- PE, pp. 243–249
- Unit 3 In-Depth Resources: Guided Reading, p. 37
- TE, pp. 243, 244, 246, 249
- PE, p. 244
- PE, p. 245
- PE, p. 246
- PE, pp. 248–249
- TE, p. 245
- TE, p. 248, 249
- TE, p. 247
- TE, p. 249

### Interdisciplinary Links

- Music

### Arkansas Planner

**Arkansas Social Studies Standards**

- **TCC:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
- **PPE:** 1.6, 2.5, 2.6, 2.7
- **PDC:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
- **PAG:** 2.4
- **SSPS:** 1.1, 1.2, 2.1, 2.2, 2.3
### Differentiating Instruction

- **Less Proficient Readers: Interpreting a Graph**  
  - TE, p. 244  
  - Reading Study Guide, pp. 72–73
- **Gifted and Talented Students: Identifying Problems and Solutions**  
  - TE, p. 246
- **Students Acquiring English/ESL: Understanding Word Meaning**  
  - TE, p. 245  
  - Access for Students Acquiring English, pp. 67, 73  
  - Spanish Reading Study Guide, pp. 72–73

### Integrate Technology

- **Electronic Teacher Tools**  
  - Section 3 Quiz
- **Test Generator**  
  - classzone.com
- **The World’s Music CD**  
  - Using the Internet
- **Using the Internet**

### Assess & Reteach

- **Section 3 Assessment**  
  - PE, p. 247
- **Section 3 Quiz**  
  - Formal Assessment, p. 127
- **Reteaching Activity**  
  - TE, p. 247  
  - Unit 3 In-Depth Resources, p. 45

### Block Scheduling Options

- **Gifted and Talented Students: Identifying Problems and Solutions**  
  - TE, p. 246

### Homework Assignments

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- Other Teaching Materials

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Peru Today

SECTION 4 OBJECTIVES
1. To identify Peru’s major landforms
2. To examine Peru’s struggle for a stable economy and government
3. To describe Peru’s people, daily life, and culture

Focus & Motivate
- Discuss Main Idea, Why It Matters Now, and Terms & Names
- Warm-Up: Hypothesizing

Instruct
- Read the section
- Discuss key questions
- Map: Physical Features of Peru
- Citizenship in Action: Committee to Protect Journalists
- Skillbuilder: Reading a Time Line
- Critical Thinking Activity: Comparing
- Critical Thinking Activity: Summarizing

Interdisciplinary Links
- Current Events

Differentiating Instruction
- Less Proficient Readers
- Students Acquiring English/ESL
- Multiple Learning Styles: Spatial/Visual

ARKANSAS PLANNER
Arkansas Social Studies Standards
TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4
PPE: 1.6, 1.7, 2.5, 2.6, 2.7
PAG: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4
SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES
- PE, p. 250
- TE, p. 250
- PE, pp. 250–255
- Unit 3 In-Depth Resources: Guided Reading, p. 38
- TE, pp. 250, 252, 253
- PE, p. 251
- PE, p. 253
- PE, p. 255
- Unit 3 In-Depth Resources: Skillbuilder Practice, p. 41
- TE, p. 251
- TE, p. 252
- TE, p. 253
- Reading Study Guide, pp. 74–75
- Access for Students Acquiring English, pp. 68, 74
- Spanish Reading Study Guide, pp. 74–75
- TE, p. 252
## Integrate Technology
- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet

## Assess & Reteach
- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 9 Assessment
- Chapter Test, Forms A, B, and C

## Block Scheduling Options
- Skillbuilder Mini-Lesson: Reading a Political Map

## Homework Assignments

## Other Teaching Materials