



http://en.wikipedia.org/wiki/South_America

Developing South America: Defining the Physical and Political Boundaries

Denise Aguilar

Oklahoma Alliance for Geographic Education

All materials may be reproduced for the classroom and presentations only when proper acknowledgement is given to the author and the Oklahoma Alliance for Geographic Education

DEVELOPING SOUTH AMERICA: DEFINING THE PHYSICAL AND POLITICAL BOUNDARIES

Denise Aguilar, OKAGE TC
Central Middle School
1201 NW Fort Sill Blvd.
Lawton, OK 73507
daguilar@lawtonps.org

Grade Level: 6th-8th

Purpose/Objective:

Students will develop cartographic skills by designing the physical and political boundaries of South America. They will use symbols to create their own free hand design of the physical and political boundaries of South America while also locating and categorizing the different economic systems across South America. Students will then examine the importance of the founding of and the continued use today of the Strait of Magellan.

National Geography Standards (second edition) from *Geography of Life*

Geographic Elements & Standards:

The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Environment and Society

15. How physical systems affect human systems

Oklahoma Academic Standards for the Social Studies:

Grade 6 World Geography: Western Hemisphere

6.PALS.1.A.2&C.7

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

- A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6.PALS.2.A.2.f

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.

- A.2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6.CS1.3

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

3. Describe basic types of map projections and compare how they display information including Mercator, Peters, and Robinson, and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

6.CS2.2,4

Content Standard 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.

2. Describe specific political regions of the Western Hemisphere and identify on a political map the major urban centers and countries
4. Explain and summarize how common characteristics can link as well as divide regions

6.CS5.1

Content Standard 5: The student will analyze the interactions of humans and their environment in the Western Hemisphere.

1. Integrate and compare visual information of the common characteristics of developed and developing countries including access to human and economic capital, the impact of education and technology, and analyze data used by geographers including literacy rate, life expectancy, and per capita income.

Geographic Themes: Location, Human Environment Interaction, and Region

Objectives:

1. Students will learn the process of symbolic imaging to create their own design map of South America.
2. Students will name and locate the countries and capitals of South America on their freehand drawn map.
3. Students will compare and contrast political and physical maps.
4. Students will discover the significance of the South America symbols used to draw the continent.
5. Students will examine the European discovery by Ferdinand Magellan of the strait at the southern tip of South America, and determine its importance to the shipping industry in Magellan's time and today.

Materials:

1. *Symbolic Imaging: A Means to Developing Cartographic Skills*, by Marti Owens (see **Resources**) (excerpt included in lesson)
2. Copies of physical and political maps of South America for each student (see **Resources**) (included in lesson)
3. *The Nystrom Classroom Atlas*
4. *Winnie the Pooh – Imagine That, Christopher Robin!* Video [VHS] or Book (1998)
5. Copies of *The History of Magellan* for each student (see **Resources**) (included in lesson)

6. Plain white copy paper for each student
7. Colored pencils/markers
8. Pencils
9. Computer and LCD projector (or equivalent)
10. Internet access

Time Frame: 3 45-minute class periods

Procedures:

Day 1

1. Begin by asking students if they can freehand draw a map South America without the use of an atlas or looking at a map.
2. Hand each student a piece of white copy paper to freehand draw the outline of South America to the best of his/her ability. Then show an actual map of South America and compare.
3. Watch or read a section of *Winnie the Pooh – Imagine that, Christopher Robin!* to examine how our imagination can help us draw what we think we see.
4. Have students turn over their white copy papers to the clean side.
5. Have students draw South America using the symbolic clues from the Symbolic Imaging lesson – How to draw South America (page 11; also included in lesson). Model these clues either on an overhead, whiteboard, or SmartBoard as the students follow along on their papers.
6. Discuss the significance of these symbols to help students understand that these clues will help them freehand draw South America accurately.

Day 2

1. Review the South America symbolic clues from Day 1 by having each student draw a new map of South America on a new piece of white copy paper.
2. Ask students to explain the difference between a physical and a political map.
3. Show images from the Internet (see **Resources**) of a physical and a political map of South America and discuss the similarities and differences.
4. Using the political map image and *The Nystrom Classroom Atlas*, have students draw the political borders of the countries of South America to the best of their abilities. No tracing!
5. Have students label the country names and capitals in BLACK on their drawings of South America.
6. Then display an image from the Internet containing a physical map of South America without labeling.
7. Have students examine the map and discuss which physical features would be a "must" to label on maps based on the size of the physical feature and the importance of their location to actual cities. List these on the board to compare with the list in #8.
8. Hand out the list of physical features to label on their maps. Complete this step using the image with the physical map and the classroom atlases with students on the overhead, whiteboard, or SmartBoard. Ask students to use geographic terms and give directions to identify these features on the maps.

Day 3

1. Using the students' freehand drawn maps of South America and *The Nystrom Classroom Atlas*, have students reexamine the Strait of Magellan.

2. Ask students to speculate about the dangers for ships traveling in this area. List these on the board. Discuss how the advancements in technology today can help ships be more prepared as they travel through this area, and how different sailing through this area would have been when the Strait of Magellan was first discovered by European explorers.
3. Identify who was given credit for finding this waterway and when this happened. Hand out copies of the "The History of Magellan". Read aloud in class and discuss the importance of this discovery.

Assessment Options:

1. Grade each student's final copy of his/her physical and political map of South America.
2. Have students act as reporters and write an article on Magellan's "discovery" of the strait at the southern tip of South America. Have them discuss the positive advantages of this discovery, but also discuss the dangers that are present when sailing through this body of water then and now.

Resources:

The World, Symbolic Imaging: A Means to Developing Cartographic Skills, by Marti Owens, University of Virginia (begins on page 3):

waltonapsi.typepad.com/files/usingmentalmaps.pdf

Winnie the Pooh – Imagine That, Christopher Robin! Video [VHS] or Book (1998)

ISBN 13: 9780788808739

Political Map of South America:

http://3.bp.blogspot.com/-Kg2vMQeUP_E/Tt9-CGrtDqI/AAAAAAAAACqQ/Wb_dEMCCaTM/s1600/south-america-political-map-simple.jpg

Physical Map of South America:

<http://www.ezilon.com/maps/south-america-physical-maps.html>

The History of Magellan:

http://c_theworld_2.tripod.com/chilehistory.html

Rain Forests: Tropical Treasures by Ranger Rick's NatureScope, National Wildlife Federation, March 1, 1997, "Ten Reasons to Save Tropical Rain Forests"

ISBN 13: 9780788808739

Extension and Enrichment/Simplification:

1. Examine the importance of the tropical rain forests in South America and determine why it is vital to save them by focusing on the top ten reasons to save tropical rain forests.
2. Identify what the Orange Frogs from Colombia are and explain why they are "cute, but dangerous."

Connections: History, Science

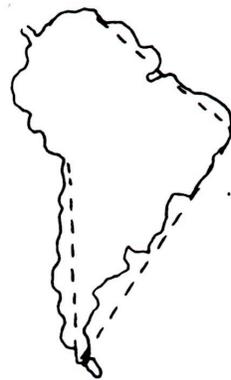
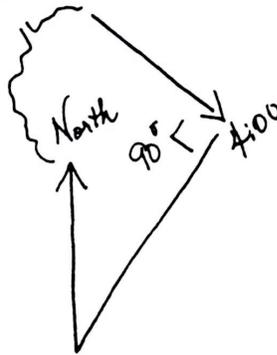


Part 2: How to draw South America.

SOUTH AMERICA: If you can draw a hand pointing to 4 o'clock (analog clock), right angle with the "big hand" pointing north, your favorite ice cream cone (no drips or licks), you can draw South America.

Model: While students "play" on scratch paper, teacher should model these forms. (Overhead, blackboard, whiteboard.)

Demonstrate putting items together in pencil (or light marker/chalk).



Demonstrate how to refine coastlines to bring a sense of reality to drawing
Do not be concerned about precision
—most people cannot begin to draw even a basic outline; general shape and size are only focus.
Revise the Strait of Magellen as you tell his story.



WARNING: These suggested symbols in this booklet **must** be adapted to your students, the content of your course, and the unit emphasis. One should NOT use any symbol without carefully reflecting on its meaning for your students; one should NOT use all of the symbols in one lesson. When you plan YOUR lesson, make sure it belongs to you and your students, not the curriculum.

SOUTH AMERICAN SYMBOLS

1. 4:00 - What would the Brazilians or Venezuelans be doing at 4:00 p.m.? How would that compare with our time schedules?
2. Right Angle - at Recife, an important coastal city of Brazil.
3. North - the story of Magellen's voyage around the world provides opportunity to teach directions. Demonstrating the instruments used on the ships to tell direction (as from the North Star) will help students remember this due North line.
4. Ice Cream Cone - It is HOT on the equator (similar to the name Equador, of course). Playing with the idea of wanting a nice cold ice cream cone there seemed appropriate. Remind students that the cone cannot be too large or it will drip into the Pacific Ocean. One should not take "too many licks" either.
5. P.S. This is NOT a symbol, but a means of remember the location of Columbia (vital for the discussion of the Panamanian Canal) - it is a little trick to help them remember: "When you travel south on the Panamanian Highway and drive into Columbia, DON'T TOUCH the Orange Frogs. (See National Geographic Magazine, _____) for the story of the deadly one inch poisonous and cute little frogs of the rain forests of Columbia.

Examples of homework if one wants to be sure they learn it:

1. Send home simple line map
2. Students trace around outline 10 times;
3. 11th time, students should draw their own map and
4. sign their masterpieces! (Students will be thrilled)

How do students apply what they have practiced
in order to learn?

LOOK: Now what? (Application for students in a classroom setting or at home - to get them to really LOOK at what they have learned and use it!)
ALWAYS on an original map by free hand.

In Geography:

1. Fill in ecosystem(s) (could be a collage for "filler" - higher level)
2. Fill in major waterways
3. Fill in Amazon with descriptive news article (writing across the curriculum) warning of the dangers of deforestation
4. Label cities/countries in the news (Columbia, Peru)
5. But don't touch the orange frogs!
6. Discuss my cousin's Peace Corps efforts to teach cayman "ranching" - try the *Readers' Guide to Periodical Lit* about 1977 (*National Wildlifer*)

South America



http://3.bp.blogspot.com/-Kg2vMQeUP_E/Tt9-CGrtdqI/AAAAAAAACqQ/Wb_dEMCCaTM/s1600/south-america-political-map-simple.jpg



<http://www.ezilon.com/maps/south-america-physical-maps.html>

The History of Magellan

http://c_theworld_2.tripod.com/chilehistory.html



Ferdinand Magellan, a Portuguese explorer mandated by Charles V of Spain to find a western route to the Spice Islands (Moluccas), discovered the entrance to this sea passage in 1520. Despite an attempted mutiny by the crew, he sailed the length of the strait in 38 days. He named the largest island Tierra del Fuego –Land of Fire—because the native Indians lit bonfires on the mountains at night. He also gave the name Patagones (Big Feet) to the mainland Indians he met in Port San Julian; their land was subsequently known as Patagonia. In fact, the aboriginal natives had rather small hands and feet compared with their large, bulky bodies, but they wrapped their feet up in rough guanaco skin and probably left large footprints in the sand. Only one of Magellan's five ships, the Victoria, made the journey back to Spain; Magellan himself was killed by natives on the island of Mactan in the Philippines (see Philippines pages for more), in the year following the discovery. The Spanish were determined to keep the strait a closely guarded secret, for they valued the strategic importance of this route through to the west coast of South America. However Sir Francis Drake (see Caribbean pages for more), the English seafarer, had other ideas, and sailed the strait in just 16 days in the Golden Hind, on his way to raid the Chilean and Peruvian coasts in 1578. He returned to England by way of Java and the Cape of Good Hop, thus becoming the first Englishman to circumnavigate the globe. After his odyssey, English ships continued to use the narrows until 1594, when the Spanish navy wrested control over the region's seas. Spanish and Portuguese dominion lasted until the Napoleonic Wars, when it collapsed, causing great political unrest in South America. The British Foreign Secretary, George Canning, realized that considerable commercial advantage could be gained if trade between Britain and South America were expanded, as no manufactured goods

were available on that continent. Therefore, in 1824 he recognized the rebel regimes of Mexico, Colombia and Argentina. By 1825 over 250 British merchant ships were carrying on a thriving trade exporting manufactured goods, necessitating a British naval presence in South American waters and detailed, accurate charts of the coastline. Captain Philip Parker King was assigned to map the coasts, harbors and channels, and he set out in 1825 with the Adventure and the Beagle. By 1830 he had completed his task and the Admiralty published his charts of the Magellan Strait. A year later, Sir Francis Beaufort, of Britain's Hydrographic Department, required further information, and commissioned Robert Fitzroy to return to the area in the Beagle, to improve and complete King's charts. (The former Beagle captain, Stokes, was so depressed at the idea of returning to desolate Tierra del Fuego that he shot himself.) Captain Fitzroy took a lively interest in meteorology and natural history, and decided to take with him an artist and a naturalist, who happened to be Charles Darwin. His name has been linked with the Beagle ever since, as the scientific observations he made in South America inspired his theory On the Origin of Species. Many of the islands and bays of the Patagonian coast and Tierra del Fuego have English names, bequeathed by these early adventurers –York Minster Mountain, Good success Bay, Cutfinger Cove (recording an incident when one of Fitzroy's sailors almost deprived himself of two fingers when chopping wood), Packsaddle Bay, and many more. The Beagle itself left its name to the Beagle Channel, the strait that separates the mainland to the north from Navarino. Hoste and other smaller islands to the south. In 1871 a handful of English settlers chose an attractive spot along the strait to establish an Anglican mission. Their settlement grew into **Ushuaia**, now capital of Tierra del, Fuego, and the southernmost city in the world. As gateway to the Parque Nacional de Tierra del Fuego, the town has become very popular with tourists; tax-free shops line the main street. The inhabitants of the original settlers –live from sheep-raising, lumbering, fishing and trapping. The Museo territorial – the museum of the end of the world – displays photos and artifacts of the Fuegian indians and the early settlers.

