

# Geography of South America

**Grade Level:** Second Grade

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**Length of Unit:** 7 lessons

## I. ABSTRACT

Students will map the continent of South America following the Andes Mountains of Venezuela down the Pacific coast to the southernmost tip of Chile and Argentina. Then up the eastern Atlantic coast traveling through the Argentine Patagonian desert and Pampas, through the grassy plains of Brazil and down the Amazon River through the Amazon Rain Forest. Finally students learn of South American independence through the eyes of Simon Bolivar.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Understand the significance of the relative location of place
  - 2. Understand how historical figures and ordinary people helped to shape a community, state, and nation
- B. Content from the *Core Knowledge Sequence*
  - 1. Review and map 7 continents (page 47)
  - 2. Identify major oceans – Indian, Arctic, Pacific, Atlantic (page 47)
  - 3. Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole (page 47)
  - 4. Find directions on a map: east, west, north, south (page 47)
  - 5. Brazil: largest country in South America, Amazon River, rain forests (page 51)
  - 6. Peru and Chile: Andes Mountains (page 51)
  - 7. Locate: Venezuela, Colombia, Ecuador (page 51)
  - 8. Bolivia: named after Simon Bolivar, “The Liberator” (page 51)
  - 9. Argentina: the Pampas (page 51)
  - 10. Main languages: Spanish and (in Brazil) Portuguese (page 51)
- C. Skill Objectives
  - 1. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
  - 2. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
  - 3. The student draws maps to show places and routes. (TEKS Geography 2.5B)
  - 4. The student identifies major landforms and bodies of water, including continents and oceans, on maps and globes. (TEKS Geography 2.6A)
  - 5. The student locates the community, Texas, the United States, and selected countries on maps and globes. (TEKS Geography 2.6B)
  - 6. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Simon Bolivar, South American Liberator* by David Goodnough
  - 2. *Brazil* by Ann Heinrichs
  - 3. *This Place is High* by Vicki Cobb
- B. For Students
  - 1. Review and map 7 continents (First Grade Core Knowledge–page 27)

2. Identify major oceans – Indian, Arctic, Pacific, Atlantic (First Grade Core Knowledge–page 27)
3. Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole (First Grade Core Knowledge–page 27)
4. Find directions on a map: east, west, north, south (First Grade Core Knowledge–page 27)

#### IV. RESOURCES

- A. *Brazil* by Ann Heinrichs
- B. *This Place is High* by Vicki Cobb
- C. *Picture Book of Simon Bolivar* by David A. Adlar

#### V. LESSONS

##### Lesson One: Review

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand the significance of the relative location of place
  2. Lesson Content
    - a. Review and map 7 continents
    - b. Identify major oceans – Indian, Arctic, Pacific, Atlantic
    - c. Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole
    - d. Find directions on a map: east, west, north, south
  3. Skill Objective(s)
    - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
    - b. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
    - c. The student draws maps to show places and routes. (TEKS Geography 2.5B)
    - d. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)
    - e. The student identifies major landforms and bodies of water, including continents and oceans, on maps and globes. (TEKS Geography 2.6A)
- B. *Materials*
  1. Blackline World Map - one for each student
  2. Transparency of blackline World Map
  3. Map pencils or crayons
  4. Overhead projector
  5. Continent Song – Appendix A
  6. Transparency markers
  7. Rulers
- C. *Key Vocabulary*
  1. Hemisphere – one half of the planet earth
  2. Equator – the imaginary line that circles the middle of the earth between the two poles and divides it into two halves, the Northern and Southern Hemispheres
  3. Continent – one of the seven great masses of land on Earth
  4. Compass Rose – compass points on a map – N, S, E, W
  5. Geography – the study of the land and its people
- D. *Procedures/Activities*
  1. Explain to students that they will be reviewing the seven continents prior to learning about the Geography of the continent of South America.

2. Display a copy of the Continent Song (Appendix A) on the overhead or large chart paper
3. Teach the students the Continent Song (sung to the tune of “Are You Sleeping?”)
4. On overhead display the World Map transparency
5. Distribute a copy of the blackline World Map to each student.
6. Using the Continent Song as a guide, help students label the 7 continents.
7. On the overhead use a red transparency marker and a ruler to draw in the equator. Students use a pencil and ruler to draw the equator on the map. Then they trace over the equator with a red crayon or mapping pencil.
8. On the transparency use a black transparency marker to put a small dot at the North Pole and another small dot at the South Pole. Label them. Students use a pencil to make a small dot at the North Pole and South Pole. Then label the poles.
9. Explain that everything North of the equator is in the Northern Hemisphere; everything South of the equator is in the Southern Hemisphere.
10. In one of the lower corners of the transparency, draw a compass rose indicating N, S, E, W. Students copy this onto their maps.
11. On the transparency, identify and label the major oceans – Atlantic, Pacific, Indian, Artic. Students label the oceans.
12. Students lightly color the World Map – green for the land, blue for the water.
13. Use the following rubric to assess student maps.

E. *Evaluation/Assessment*

Use the following rubric to assess student maps.

- 4 All continents and oceans are neatly and correctly labeled. Compass Rose complete and neat. Equator is placed in the correct position.
- 3 Most continents and oceans are neatly and correctly labeled. Compass Rose is complete and neat. Equator is placed in the correct position.
- 2 Continents and oceans are labeled correctly. Compass Rose is complete. Equator incorrectly placed on map.
- 1 Attempted to complete map

**Lesson Two: Brazil**

A. *Daily Objectives*

1. Concept Objective
  - a. Understand the significance of the relative location of place
2. Lesson Content
  - a. Identify major oceans – Indian, Arctic, Pacific, Atlantic (page 47)
  - b. Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole (page 47)
  - c. Find directions on a map: east, west, north, south (page 47)
  - d. Brazil: largest country in South America, Amazon River, rain forests (page 51)
  - e. Main languages: Spanish and (in Brazil) Portuguese
3. Skill Objectives
  - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
  - b. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
  - c. The student draws maps to show places and routes. (TEKS Geography 2.5B)
  - d. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)
  - e. The student identifies major landforms and bodies of water, including continents and oceans, on maps and globes. (TEKS Geography 2.6A)

- B. *Materials*
1. Blackline Map of South America
  2. Transparency of blackline Map of South America
  3. Map pencils or crayons
  4. Overhead
  5. *Brazil* by Ann Heinrichs
  6. Transparency markers
- C. *Key Vocabulary*
1. Coast – land next to the sea
  2. Desert – a dry, often sandy region with little rainfall and sparse vegetation
  3. Plains – an extensive, level, treeless area of land
  4. Rain Forest – a region where the weather is hot and wet all year. This climate supports many kinds of plants and trees as well as a large variety of animals and insects.
- D. *Procedures/Activities*
1. Explain to the students that they will be learning about the geography of Brazil.
  2. Read *Brazil* by Ann Heinrichs pages 5 – 8, 35 – 37, 38
  3. Discuss specific land features of each of the areas. (See Key Vocabulary) Brazil is the largest country in South America. The official language of Brazil is Portuguese.
  4. Distribute blackline maps of South America to each student.
  5. On a transparency of South America, show students where Brazil is located.
  6. Identify and label the Atlantic Ocean. Identify and label the Amazon River and Amazon Rain Forest. Draw the Amazon River onto the transparency with blue. Draw trees for the Rain Forest. Draw grass for the Grassy Plains in the southern portion of Brazil. Use a brown for the dry desert area in Northeastern Brazil.
  7. DO NOT clean off the transparency. You will add to it in future lessons.
  8. Students copy the transparency.
  9. In a lower corner of the transparency, make a map key. Identify the following symbols from your map: river, rain forest, grassy plains, and desert.
  10. Students lightly color Brazil purple and identify it in the key as Portuguese language.
  11. Use the following rubric to assess student maps.
- E. *Evaluation/Assessment*
- Use the following rubric to assess student maps. Or use Appendix B to assess the completed map after the last lesson.
- 4 Neatly and correctly labeled including the Atlantic Ocean, Amazon River, Amazon Rain Forest, and Grassy Plains. Compass Rose is drawn completely and neatly. Equator is placed in the correct position. Map key is complete with all of the symbols on the map.
  - 3 All countries labeled neatly. This map includes most of the following: Atlantic Ocean, Amazon River, Amazon Rain Forest, and Grassy Plains. Compass Rose complete. Equator placed in the correct position on the map. Map key is complete with most of the symbols on the map.
  - 2 Countries are labeled correctly. This map includes many of the following: Atlantic Ocean, Amazon River, Amazon Rain Forest, and Grassy Plains. Compass Rose is drawn completely and neatly. Equator is incorrectly placed on map. Most symbols are identified in the map key.
  - 1 Attempted to complete map

### **Lesson Three: Peru, Bolivia, and Chile**

- A. *Daily Objectives*
1. Concept Objective
    - a. Understand the significance of the relative location of place
  2. Lesson Content

- a. Peru, Bolivia, and Chile: Andes Mountains
- b. Main languages: Spanish and (in Brazil) Portuguese
- 3. Skill Objectives
  - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
  - b. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
  - c. The student draws maps to show places and routes. (TEKS Geography 2.5B)
  - d. The student identifies major landforms and bodies of water, including continent and oceans, e. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills f. Main languages: Spanish and (in Brazil) Portuguese)
- B. *Materials*
  - 1. Student Maps of South America from previous lesson
  - 2. Transparency of Map of South America from previous lesson
  - 3. Map pencils or crayons
  - 4. Overhead
  - 5. Transparency markers
- C. *Key Vocabulary*
  - 1. Step farming – building terraces into the mountainside to allow a flat level surface in which to plant
- D. *Procedures/Activities*
  - 1. Explain to students that they will be learning about the geography of Peru, Chile, and Bolivia.
  - 2. On the transparency of the Map of South America add the Andes Mountains in Peru and Chile, crossing into Bolivia using an inverted “V” as the symbol in the map key.
  - 3. Label the Andes Mountains, Peru, Chile, Bolivia and the Pacific Ocean, discussing each location as it is labeled.
  - 4. Students copy the transparency.
  - 5. DO NOT clean off the transparency. You will add to it in future lessons.
  - 6. Students lightly color Peru, Bolivia, and Chile yellow depicting the dominance of the Spanish language and indicating it in the map key.
  - 7. Use the following rubric to assess student maps.
- E. *Evaluation/Assessment*

Use the following rubric to assess student maps. Or use Appendix B to assess the completed map after the final lesson.

  - 4 Neatly and correctly labeled including the Andes Mountains, Peru, Bolivia and Chile. Compass Rose complete and neat. Equator is placed in the correct position. Map key is complete.
  - 3 All parts are labeled neatly. This maps includes most of the following: Andes Mountains, Peru, Bolivia, and Chile. Compass Rose complete. Equator placed in the correct position on the map. Map key is complete.
  - 2 This map includes many of the following: Andes Mountains, Peru, Bolivia, and Chile. Compass Rose complete. Equator incorrectly placed on map. Map key has some symbols missing.
  - 1 Attempted to complete map

#### **Lesson Four: Venezuela, Colombia, and Ecuador**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Understand the significance of the relative location of place

2. Lesson Content
  - a. Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole and South Pole
  - b. Find directions on a map: east, west, north, south
  - c. Locate: Venezuela, Colombia, Ecuador
  - d. Main languages: Spanish and (in Brazil) Portuguese
3. Skill Objectives
  - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
  - b. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
  - c. The student draws maps to show places and routes. (TEKS Geography 2.5B)
  - d. The student identifies major landforms and bodies of water, including continents and oceans, on maps and globes. (TEKS Geography 2.6A)
  - e. The student locates the community, Texas, the United States, and selected countries on maps and globes. (TEKS Geography 2.6B)
  - f. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)
- B. *Materials*
  1. Student maps from previous lessons
  2. Transparency of Map of South America
  3. Map pencils or crayons
  4. Overhead
  5. Transparency markers
- C. *Key Vocabulary*  
NONE
- D. *Procedures/Activities*
  1. Explain to students that they will be learning about the geography of Venezuela, Colombia, and Ecuador.
  2. Distribute student maps from previous lessons.
  3. Using the overhead and the Map of South America transparency from the previous lessons, continue mapping the Andes Mountains from the north east coast of Venezuela along the Caribbean Sea, along the Pacific coast of Colombia, through Ecuador (covering over  $\frac{3}{4}$  of Ecuador) and joining the Andes Mountains that were previously drawn in Peru. Use the same inverted “V” as your symbol.
  4. Students add the remaining portions of the Andes Mountains to their maps.
  5. Label Venezuela, Colombia, and Ecuador. Students lightly color Venezuela, Colombia, and Ecuador yellow depicting the dominance of the Spanish language. It should already be indicated in the map key.
  6. DO NOT clean off the transparency. You will need it for future lessons.
  7. Assess student maps using the following rubric.
- E. *Evaluation/Assessment*  
Use the following rubric to assess student maps. Or use Appendix B to assess the completed map after the final lesson.
  - 4 Neatly and correctly labeled including the Andes Mountains, Venezuela, Colombia, and Ecuador. Compass Rose complete and neat. Equator is placed in the correct position. Map key is complete.
  - 3 All parts are labeled neatly. This maps includes most of the following: Andes Mountains, Venezuela, Colombia, and Ecuador. Compass Rose complete. Equator placed in the correct position on the map.

- 2 This map includes many of the following: Andes Mountains, Venezuela, Colombia, and Ecuador. Compass Rose complete. Equator incorrectly placed on map. Most symbols are identified in the map
- 1 Attempted to complete map

### **Lesson Five: Argentina**

#### *A. Daily Objectives*

1. Concept Objective
  - a. Understand the significance of the relative location of place
2. Lesson Content
  - a. Find directions on a map: east, west Locate: Equator, Northern Hemisphere, Southern Hemisphere North Pole and South Pole
  - b. , north, south
  - c. Locate: Venezuela, Colombia, Ecuador
  - d. Main languages: Spanish and (in Brazil) Portuguese
3. Skill Objectives
  - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
  - b. The student uses symbols, finds locations, and determines directions on maps and globes. (TEKS Geography 2.5A)
  - c. The student draws maps to show places and routes. (TEKS Geography 2.5B)
  - d. The student identifies major landforms and bodies of water, including continents and oceans, on maps and globes. (TEKS Geography 2.6A)
  - e. The student locates the community, Texas, the United States, and selected countries on maps and globes. (TEKS Geography 2.6B)
  - f. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)

#### *B. Materials*

1. Student maps from previous lessons
2. Transparency of Map of South America
3. Map pencils or crayons
4. Overhead
5. Transparency markers

#### *C. Key Vocabulary*

1. Pampas – a treeless grassland area

#### *D. Procedures/Activities*

1. Explain to students that they will learn about the geography of Argentina
2. Distribute student maps from previous lessons.
3. Using the overhead and the Map of South America transparency from the previous lessons, show the students where Argentina is located.
4. On the transparency, add to the Andes Mountain Range using the inverted “V” as the symbol. The Andes run the entire length of Argentina between Chile and Argentina from Bolivia in the north to the southernmost tip. It is a narrow band of mountains.
5. On the transparency using a brown transparency marker add the Patagonian desert. This lies between the Andes Mountains and the Atlantic Ocean on the southern half of the country. Shade it lightly in brown to depict the Patagonian desert area of Argentina.
6. On the transparency add the Pampas. The Pampas of Argentina is a vast grassy area suitable for farming. This area is located in the mid-section of Argentina between the Andes Mountains on the west and the Atlantic Ocean on the east and between the Chaco region and the desert. Draw a grass-like symbol to depict this area. This should already be on the map key.

7. Students copy onto their maps as you mark the areas on the transparency. This should already be on the map key.
  8. Students lightly color the remainder of Argentina yellow, depicting the dominance of the Spanish language indicating it in the map key.
  9. Use the following rubric to assess student maps.
- E. *Evaluation/Assessment*  
Use the following rubric to assess student maps. Or use Appendix B to assess the completed map after the final lesson.
- 4 Neatly and correctly labeled including the Andes Mountains, desert, pampas, and Argentina. Compass Rose is drawn completely and neatly. Equator is placed in the correct position. Map key is complete with all symbols on the map.
  - 3 All parts are labeled neatly. This maps includes most of the following: Andes Mountains, desert, pampas, and Argentina. Compass Rose is drawn completely. Equator is placed in the correct position on the map. Map key is complete with all symbols on the map.
  - 2 This map includes many of the following: Andes Mountains, desert, pampas, and Argentina. Compass Rose is drawn completely. Equator is incorrectly placed on map. Some symbols are missing from the map key.
  - 1 Attempted to complete map

### **Lesson Six: Simon Bolivar, The Liberator**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand how historical figures and ordinary people helped to shape a community, state, and nation
  2. Lesson Content
    - a. Bolivia: named after Simon Bolivar, “The Liberator”
  3. Skill Objective(s)
    - a. The student discusses meanings of words and develops vocabulary through meaningful/concrete experiences. (TEKS LA 2.8A)
    - b. The student locates the community, Texas, the United States, and selected countries on maps and globes. (TEKS Geography 2.6 B)
    - c. The student creates written and visual material such as stories, poems, maps, and graphic organizers to express ideas. (TEKS Social Studies Skills 2.18B)
- B. *Materials*
1. *Picture Book of Simon Bolivar* by David A. Adler
- C. *Key Vocabulary*  
NONE
- D. *Procedures/Activities*
1. Explain to students that they will learn about Simon Bolivar a great leader in the South American revolution against Spain.
  2. Read: *Picture Book of Simon Bolivar* by David A. Adler
  3. Discuss the key points in the book comparing the South American Revolution to the American Revolution.
  4. Using a Venn diagram, compare Simon Bolivar to George Washington.
- E. *Evaluation/Assessment*
1. Teacher observation and student participation.

### **VI. CULMINATING ACTIVITY (Optional)**

- A. Read: *This Place Is High* pages 2 – 6, 11 – 16, 25 – 26, 29
- B. Discuss:

1. Andes are the second highest mountain range in the world.
  2. Due to elevation in Peru and Bolivia a sunny day is usually 65 degrees; at night the temperature drops below freezing. Some of the mountaintops are always covered with snow. Due to the proximity to the equator, the sun's rays are strong and direct. This causes sunburn quickly due to the air being thin.
  3. Most important animals are llamas. They are used for transportation, food, and blankets. Guinea pigs are used for food.
  4. Homes are made from rock with thatch roofs.
  5. Step farming – building terraces into the mountainside to allow a flat level surface in which to plant. Crops: quinoa and potatoes.
  6. Francisco Pizarro
  7. Everyone works
- C. Students will create a travel brochure about one of the countries studied in South America. They will include the key features of that country.
- D. Students write about their illustrations.
- E. Assess student illustrations and writing using the following rubric.
- F. Students will present a brief talk about the country in their brochure.

Use the following rubric to assess the Travel Brochure.

- 4 Illustrations show key geographical features of the country chosen. Writing includes main concepts covered about the key geographical concepts. It, also, includes complete sentences, punctuation, and predominately correct spelling.
- 3 Illustrations show key geographical features of the country chosen. Writing includes most main concepts covered about the key geographical concepts. Most sentences are complete including punctuation; most spelling is correct.
- 2 Illustrations show many of the key geographical features of the country chosen. Writing includes many of the main concepts covered about key geographical features of the country chosen. Many sentences are complete including punctuation; some spelling is correct.
- 1 Attempted to complete assignment

## VII. HANDOUTS/WORKSHEETS

- A. Continent Song – Appendix A
- B. Map Rubric – Appendix B

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Texas Essential Knowledge and Skills for Grade 2

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## **Appendix A**

(Sung to “Are You Sleeping?”)

North America, South America

Europe, too. Good for you.

Asia and Australia, Africa and Antarctica,

Now you’re through, now you’re through.

## **Appendix B**

### Map Rubric

- 4 Neatly and correctly labeled including the Atlantic Ocean, Amazon River, Amazon Rain Forest, Grassy Plains, the Andes Mountains, Venezuela, Colombia, Ecuador Peru, Bolivia and Chile. Compass Rose is drawn completely and neatly. Equator is placed in the correct position. Map key is complete with all of the symbols and colors on the map.
  
- 3 All parts are labeled neatly. This map includes most of the following: Atlantic Ocean, Amazon River, Amazon Rain Forest, Grassy Plains the Andes Mountains, Venezuela, Colombia, Ecuador Peru, Bolivia and Chile. Compass Rose is drawn completely and neatly. Equator is placed in the correct position on the map. Map key is complete with most of the symbols and colors on the map.
  
- 2 All symbols are drawn correctly. This map includes many of the following: Atlantic Ocean, Amazon River, Amazon Rain Forest, Grassy Plains the Andes Mountains, Venezuela, Colombia, Ecuador Peru, Bolivia and Chile. Compass Rose is drawn completely and neatly. Equator is incorrectly placed on map. Most symbols are identified in the map key.
  
- 1 Attempted to complete map