Unit – Significant Task: Latin America Poster
Lesson 1: Introduction and Review – Latin America Poster
Lesson 2: Research for Latin America Poster
Lesson 3: Construction and Presentation of Latin America Poster

Thomas Woodard, Fair Haven K8
New Haven, CT
Lesson One: Review Geography of Latin America/Introduction of Project – Travel Posters

**Content Objectives:**
1. SWBAT identify countries and geographic features of Latin America
2. SWBAT define key vocabulary terms in order to complete the project.
3. SWBAT create a sample posters connecting to their lives.
4. SWBAT present their poster to a small group of students.

**Language Objectives:**
1a. Write and discuss the countries and geographic features of Latin America in small groups.
2/3. Read and write definitions of key vocabulary and make connections to their own lives.
4a. Discuss and listen to presentations of their posters with small groups.

**Performance Indicators for Each Language Level:**

<table>
<thead>
<tr>
<th>Domain/ Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write and Discuss – identify countries and geography (1a)</td>
<td>Fill out a blank map with names and features in small groups with notes and textbooks.</td>
<td>Fill out a blank map with names and features in small groups with notes and textbooks, and a word bank.</td>
<td>Fill out a blank map with names and features in small groups with notes and textbooks, and a word bank and visual support.</td>
</tr>
<tr>
<td>Read and Write – vocabulary and connections to vocabulary (1b)</td>
<td>Complete a modified handout/packet using new vocabulary with short answer questions</td>
<td>Complete a modified handout/packet using new vocabulary with fill in the blank questions and multiple choice questions.</td>
<td>Complete a modified handout/packet using new vocabulary with fill in the blank questions, multiple choice questions, and visual support.</td>
</tr>
<tr>
<td>Discuss and Listen – presentation of posters (1c)</td>
<td>Orally present at least three of the five sections to a small group.</td>
<td>Orally present at least two of the five sections to a small group.</td>
<td>Orally present at least one of the five sections to a small group.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Identify</td>
<td>Identify political and physical features of Latin America</td>
<td>“This is/are (a/an)________.”</td>
<td>Latin America, South America, Mexico, Mountains, Rainforest, Equator, Oceans, Waterfall</td>
</tr>
<tr>
<td>Apply</td>
<td>Label and apply map information</td>
<td>“<strong>(1)</strong> (is) has a/an ____(2)<strong>(3)</strong>.” “The ____(2)<strong>(is) in ____(1)</strong>.”</td>
<td>(1) Mexico, Cuba, Venezuela, Colombia, Ecuador, Peru, Brazil, Chile, Argentina, South America, Latin America, (2) Sierra Madre Mountains, Andes Mountains, Caribbean Sea, Pacific Ocean, Atlantic Ocean, Amazon Rainforest, Amazon River</td>
</tr>
</tbody>
</table>
Lesson One: Review Geography of Latin America/Introduction of Project

Content Objective:
1. SWBAT identify countries and geographic features of Latin America
2. SWBAT define key vocabulary terms in order to complete the project.
3. SWBAT create a sample posters connecting to their lives.
4. SWBAT present their posters to a small group of students.

Language Objectives:
1a. Write and discuss the countries and geographic features of Latin America in small groups.
2/3. Read and write definitions of key vocabulary and make connections to their own lives.
4a. Discuss and listen to presentations of their posters with small groups.

Initiation
1. Teacher says, “Today we are going to review the geography of Latin America and introduce this quarter’s significant task/performance task. Who can remind us what the word geography means? The students respond. “And who can tell us a little bit about the term Latin America? Where is it? What types of people live there?” The students respond.
2. The teacher then projects an image of Google maps on the screen. The image will begin with an image of Fair Haven K8 in New Haven, CT, USA. The teacher then zooms out to give the students a better visual understanding of where New Haven, CT, USA is in relation to the rest of the world. Teacher will then ask students to give the teacher directions (north, south, east, and west) to find the appropriate location of Latin America. “Good. As you all remember, Latin America is a region of the world that is made up of many countries. You will remember from our previous unit, that regions can be formed through a common feature – location, culture, religion, or in this case, language and a shared history.”
3. Afterwards, the teacher will say, “Now that we have reviewed our geography, we are going to start the process of our significant task for the quarter – We will be making informational posters about a country in Latin America. We will be breaking this task into three parts: Vocabulary, Research, and Presentation. Today we are going to indentify key vocabulary terms and create sample posters.

Activity #1
1. The teacher will put blank maps of Latin America with some review questions for students to complete in their small groups. This activity is a warm up activity to remind students of their previous work at the beginning of the quarter. When the students are finished with their group work, the teacher will review the warm up activity with the whole group to ensure understanding and answer questions and/or comments.

Activity #2
1. The teacher will give each student a small packet of worksheets. In this packet, students will work individually, in small groups, and in a larger whole group. This packet will present students with new vocabulary that will be important for the successful completion of this task. This packet will scaffold new vocabulary by introducing each term as an individual item and asking the students questions about themselves that connect to the term. Using the new vocabulary, students will then work to create a sample informational posters of their lives including: their geography (location, place, etc), government (who is in charge at home? Do you have any say in the rules?), religion (optional, but students can write a little bit about their religion at home and the role it plays in their lives), culture (food and drink, music and dance, family traditions), and points of interest or tourist attractions (things that they feel are important or might be interesting for other people to know).
Political/Physical Map – Latin America (All Levels)

Directions:
How much do you remember? With your group try to label all of the following from memory!! Good Luck!!

<table>
<thead>
<tr>
<th>Political</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>Sierra Madre Mountains</td>
</tr>
<tr>
<td>Cuba</td>
<td>Andes Mountains</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Amazon Rainforest</td>
</tr>
<tr>
<td>Colombia</td>
<td>Caribbean Sea</td>
</tr>
<tr>
<td>Ecuador</td>
<td>Pacific Ocean</td>
</tr>
<tr>
<td>Peru</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>Brazil</td>
<td>Amazon River</td>
</tr>
<tr>
<td>Chile</td>
<td></td>
</tr>
<tr>
<td>Argentina</td>
<td></td>
</tr>
</tbody>
</table>
1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ____________________
   b. ____________________
   c. ____________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography
   b. Government
   c. Religion
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is geography? What does geography mean in your own words?
   a. __________________________________________________________________________________
      __________________________________________________________________________________
      __________________________________________________________________________________
   b. __________________________________________________________________________________
      __________________________________________________________________________________
      __________________________________________________________________________________

4. Think about where you live (your house, school, or city); what is the geography of your area?
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
Research Vocabulary (Level 3)

1. Look at the diagram to the right.
   Identify three things these four words have in common.
   a. ____________________
   b. ____________________
   c. ____________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography
   b. Government
   c. Religion
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is geography? What does geography mean in your own words?
   a. Geography is the study of __________, __________, and the ________________.
   b. Geography is ________________________________________________________________________________

4. Think about where you live (your house, school, or city); what is the geography of your area?
   a. One example of geography at my house is ________________________________.
   b. Another example of geography in my school is ________________________________.
   c. Another example of geography in my city is ________________________________.
Research Vocabulary (Level 1/2)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. __________________________
   b. __________________________
   c. __________________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography
   b. Government
   c. Religion
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is geography? What does geography mean in your own words?
   a. Geography is the study of __________, __________, and the __________.
   b. Geography is __________________________________________________________________________
      ____________________________________________________________________________________.

4. Think about where you live (your house, school, or city); what is the geography of your area?
   a. One example of geography at my house is ________________________________.
   b. Another example of geography in my school is ____________________________.
   c. Another example of geography in my city is ________________________________.
Research Vocabulary (Level 4/5)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ______________________
   b. ______________________
   c. ______________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography  
   b. Government  
   c. Religion  
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is government? What does government mean in your own words?
   a. __________________________________________________________________________
   __________________________________________________________________________
   b. __________________________________________________________________________
   __________________________________________________________________________

4. Think about where you live (your house, school, or city); what is the government of your area?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Research Vocabulary (Level 3)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ______________________
   b. ______________________
   c. ______________________

2. Which of the following categories would these four vocabulary words be in?

3. Using your textbook, dictionary, or the internet – what is government? What does government mean in your own words?
   a. Government is the ________ and groups within a __________ that have the authority to make ______.
   b. Government is __________________________________________________________

4. Think about where you live (your house, neighborhood, city, or state); what is the government of your area?
   a. One example of government at my house is ________________________________.
   b. Another example of government in my school is ____________________________.
   c. Another example of government in my city is _____________________________.
Research Vocabulary (Level 1/2)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ______________________
   b. ______________________
   c. ______________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography
   b. Government
   c. Religion
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is government? What does government mean in your own words?
   a. Government is the _______ and groups within a ________ that have the authority to make _______.
   b. Government is ____________________________
      ____________________________

4. Think about where you live (your house, neighborhood, city, or state); what is the government of your area?
   a. One example of government at my house is ____________________________.
   b. Another example of government in my school is ____________________________.
   c. Another example of government in my city is ____________________________.
Research Vocabulary (Level 4/5)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ______________________
   b. ______________________
   c. ______________________

2. Which of the following categories would these four vocabulary words be in?
   a. Geography    b. Government   C. Religion    D. Food and Drink

3. Using your textbook, dictionary, or the internet – what is religion? What does religion mean in your own words?
   a. __________________________________________________________
      __________________________________________________________
   b. __________________________________________________________
      __________________________________________________________

4. Think about where you live (your house, school, or city); what is the religion of your area?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Research Vocabulary (Level 3)

1. Look at the diagram to the right. Identify three things these four words have in common.
   a. ____________________
   b. ____________________
   c. ____________________

2. Which of the following categories would these four vocabulary words be in?

3. Using your textbook, dictionary, or the internet – what is religion? What does government mean in your own words?
   a. Religion is the belief in a ______ or ______, within an organized system of rules and customs.
   b. Religion is ____________________________________________________________
      ____________________________________________________________

4. Think about where you live (your house, neighborhood, city, or state); what is the religion of your area?
   a. One example of religion at my house is _________________________________.
   b. Another example of religion in my school is _____________________________.
   c. Another example of religion in my city is _______________________________.
Research Vocabulary (Level 1/2)

1. Look at the diagram to the right.

Identify three things these four words have in common.

a. ____________________________

b. ____________________________

c. ____________________________

2. Which of the following categories would these four vocabulary words be in?

a. Geography  
   b. Government  
   c. Religion  
   d. Food and Drink

3. Using your textbook, dictionary, or the internet – what is religion? What does government mean in your own words?

a. Religion is the belief in a _____ or _______, within an organized system of rules and customs.

b. Religion is ________________________________

4. Think about where you live (your house, neighborhood, city, or state); what is the religion of your area?

a. One example of religion at my house is ________________________________.

b. Another example of religion in my school is ________________________________.

c. Another example of religion in my city is ________________________________.
| Topic 1 |  | Topic 4 |
|---------|  |---------|
|  | (name of student) |  |
| Topic 2 |  | Topic 5 |
|  | (flag of student) |  |
| Topic 3 | Name: ___________________ |  |
|  | Period: _________________ |  |
|  | World Cultures and Geography |  |
|  | Mr. Woodard |  |

World Cultures and Geography
Mr. Woodard

Poster (Level 4/5)
<table>
<thead>
<tr>
<th>(Geography)</th>
<th>(Food and Drink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(name of student)</td>
<td></td>
</tr>
<tr>
<td>(Government)</td>
<td>(The Arts)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(flag of student)</td>
<td></td>
</tr>
<tr>
<td>(Religions)</td>
<td></td>
</tr>
</tbody>
</table>

**Name:** __________________

**Period:** ________________

World Cultures and Geography

Mr. Woodard

(Tourist Attraction)
Name: ____________________
Period: ____________________
World Cultures and Geography
Mr. Woodard
Lesson Two: Research for Latin America Brochure

**Content Objectives:**
5. SWBAT identify aspects of geography, government, religion, food and drink, the arts, and points of interest/tourist attractions.

**Language Objectives:**
1a. Read information about their selected country.
1b. Write down information about their selected country.

**Performance Indicators for Each Language Level:**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and Write – information about selected country (1a &amp; 1b)</td>
<td>Students will read a modified text with visual support and write 3 sentences on geography, government, religion, food and drink, the arts, and points of interest/tourist attractions.</td>
<td>Students will read a further modified text with visual support and write 3 sentences on geography, government, religion, food and drink, the arts, and points of interest/tourist attractions with fill in the blank format.</td>
<td>Students will read a simplified text with visual support and write 3 sentences on geography, government, religion, food and drink, the arts, and points of interest/tourist attractions with fill in the blank format.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Write</td>
<td>Gathering research on graphic organizer</td>
<td>“One example of <strong>1</strong> geography is <strong>2</strong>”</td>
<td>1. Mexico, Venezuela, Chile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“One example of geography in <strong>1</strong> is <strong>2</strong>”</td>
<td>2. Mountain, desert, volcano, lake, ocean, sea, climate, hot, cold, dry, wet, north, south, east, west, border, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The government in <strong>1</strong> is <strong>3</strong>”</td>
<td>3. Federal republic, democratic republic, republic, democracy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“<strong>1</strong> has a <strong>3</strong> type of government”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The most popular religion in <strong>1</strong> is <strong>4</strong>.”</td>
<td>4. Christianity, Roman Catholic Christianity, Roman Catholicism, Christian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“One example of food and drink in <strong>1</strong> is <strong>5</strong>.”</td>
<td>5. Tortillas, quesadillas, tacos, arepa, empanada, coffee, seafood, fruits, vegetables, humitas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“One example of culture/the arts in <strong>1</strong> is <strong>6</strong>.”</td>
<td>6. Literature, books, poems, arts, dance, music, murals, joropo, cueca.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“A major tourist attraction in <strong>1</strong> is <strong>7</strong>.”</td>
<td>7. Chichen Itza, Kukulkan Pyramid, Angel Falls, Torres del Paine National Park.</td>
</tr>
</tbody>
</table>
Lesson Two: Research for Latin America Poster

Content Objectives:
5. SWBAT identify aspects of geography, government, religion, culture, and points of interest/tourist attractions.

Language Objectives:
1a. Read information about their selected country.
1b. Write down information about their selected country.

Initiation
4. Teacher says, “Over the next few days, we will conduct the research portion of our significant task. What is research?” The students respond. “Good. Research is the act of asking questions about a particular topic and then looking up information to answer those questions. Where can we find information?” The students respond. “Great. Those are all good examples. Encyclopedias, textbooks, regular books, and especially the internet. By now, we should all have some experience with the internet. But did you know that not everything on the internet is true? You or I could go only right now, create a webpage, and tell the world that one plus one is four. No one would stop us. With that in mind, it is up to the reader – you all – to decide what websites to use, and which websites are trustworthy. Does anyone have any questions, comments, concerns?” The students respond. “For this project, I have preloaded a website called Encyclopedia Britannica: School edition. This website is very informative and contains appropriate information for our project. You may also use any of the encyclopedias in class, our textbooks, or check out books from our library to help you with your project.”

Activity #1
2. The teacher will walk the students through the proper usage of the website. The teacher will show students how to perform a proper keyword search, as well as how to navigate the website once a link has been chosen. The teacher will also assist students with further web searches using other search engines.

Activity #2
2. When the students are asked to begin their research, the teacher will give the students graphic organizers similar to those worked on in the previous lesson when they made informational posters about their own lives. Students will be asked to write down information about each category for their particular country.

Resources
- Mexico
  - http://www.chichenitza.com/
  - http://www.aboutmexico.net/mexico/cuisine.asp

- Venezuela
- Chile
**Mexico (Level 4/5)**

**Geography**
Mexico takes up the southern part of North America. It shares borders with the United States, Guatemala, and Belize. The Pacific Ocean is to the west. The Gulf of Mexico and the Caribbean Sea are to the east of Mexico.

Most of Mexico is a **plateau**, or raised flat area, surrounded by mountains. Mexico's highest point is a volcano called Cílaltlepetl which stands at 18,701 feet! A major river, the Rio Bravo del Norte (called the Rio Grande in the United States), forms part of the border between Mexico and the United States.

**Mexico's climate**, or temperature, depends on the height of the land. The low lands are hot year-round. Temperatures are cooler at the middle heights and cold in the high lands. Much of northern Mexico is dry. Earthquakes are common in Mexico.

**Government**
Mexico is a federal republic. A federal republic is a government that votes through representatives. A representative is someone who speaks for many people. Mexico has 31 states. The constitution divides government powers between executive, legislative, and judicial branches. The executive branch is led by the president, who is elected to one six-year term and cannot be reelected.

**Religions**
The most popular religion in Mexico is Christianity. About 90% of the people call themselves Roman Catholics. The Basilica of Guadalupe, and the shrine of Our Lady of Guadalupe, Mexico's patron saint, is located in Mexico City. Many Native American peoples combine traditional religious beliefs and practices with Roman Catholicism. For example, they may honor ancestors, mountain spirits, as well as Catholic saints.

**Food and Drink**
Mexican food is full of flavor, uses a many spices, and is very colorful. Mexican food is eaten in the United States and around the world.

Before the Spanish arrived, Mexico was using spices, specifically chili pepper, in their food. Most food before the Spanish was made from corn. Up to now, corn is still a staple ingredient in Mexican food. Communities living by the sea also use fish in their food. The Spanish brought in other ingredients, including pork, beef, chicken and rice. The mixture of the two cultures created a variety of Mexican dishes that we now know.

Mexican food varies depending on where you are. Northern Mexico makes beef dishes; meanwhile, southern Mexico is known for using chicken and spicy vegetables. Some common items of Mexican food are tacos, nachos, burritos and tortillas. Other popular examples include quesadillas, flautas, picadillo and chimichangas. Mexicans also enjoy using flavorful sauces in their meals, which are often difficult to make.

**The Arts**
Perhaps the most well known Mexican art form is the **mural**. Murals are very large paintings sometimes painted on walls of buildings. The murals created by Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco, that show events of the Mexican Revolution, the country's growth, and problems between social classes are very famous.
Tourist Attractions

*Chichen Itza* which means “at the mouth of the well of Itza “, is the second most visited tourist attraction in Mexico today. Chichen-Itza, is located in the Peninsula of Yucatan, in the Yucatan State; Mexico, between Valladolid and Merida and is about seventy miles from Merida.

The Kukulkan Pyramid in Chichen-Itza which known as "El Castillo" (the castle), and is one of the new seven wonders of the world elected in July 7th, 2007 (07.07.2007). It is seventy-two feet high. Apart from the Kukulkan Pyramid, in Chichen Itza there many other places to visit, all rich in history from the Mayan culture.
Mexico (Level 3)

Geography
Mexico takes up the southern part of North America. Mexico is south of the United States, and north of Guatemala and Belize. The Pacific Ocean is to the west. The Gulf of Mexico and the Caribbean Sea are to the

Mexico's highest point is a volcano called Citlaltleptel which stands at 18,701 feet! Mexico’s major river, is the Río Bravo del Norte (called the Rio Grande in the United States).

Mexico's climate, or temperature, depends on where you are. In the low lands it is hot. If you are in the high lands, it is cool. Much of northern Mexico is dry with little rain. Earthquakes are common in Mexico.

Government
Mexico is a federal republic. A federal republic is a government that votes through representatives. A representative is someone who speaks for many people. Mexico has 31 states. In Mexico, the president is elected for one six-year term.

Religions
The most popular religion in Mexico is Christianity. Some Native American people combine Christianity with the older religion of their families. For example, they may honor ancestors, mountain spirits, as well as Christianity.

Food and Drink
Mexican food has a lot of flavor, uses many spices, and is very colorful. Mexican food is eaten in the United States and around the world. Mexico uses many spices, like chili pepper, in their food.

The Spanish brought many foods to Mexico. They brought pork, beef, chicken, and rice. The mixture of Spanish and, Aztec and Maya, created the Mexican food today.

Some common items of Mexican food are tacos, nachos, burritos and tortillas. Other examples include quesadillas, flautas, picadillo and chimichangas. Mexicans also enjoy using sauces in their meals.

The Arts
The most popular Mexican art is the mural. Murals are very large paintings sometimes painted on walls of buildings. Some famous painters are Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco. These murals show events of the Mexican Revolution, the country's growth, and problems between people.

Tourist Attractions
Chichen Itza, which means “at the mouth of the well of Itza “, is the second most visited tourist attraction in Mexico today. The Kukulkan Pyramid in Chichen-Itza which is known as “El Castillo” (the castle). It is seventy-two feet high.
Mexico (Level 1/2)

Geography
Mexico is in North America.
Mexico is south of the United States.
Mexico is north of Guatemala and Belize.
Mexico touches the Pacific Ocean to the west.
Mexico touches the Caribbean Sea to the east.

Mexico's climate is hot and dry in the low lands.
Climate means temperature.
Mexico's climate is cool if you are in the high lands.
Mexico has many earthquakes.

Government
Mexico is a federal republic.
A republic is a government that votes through representatives.
A vote is when you say what you want.
A representative is someone who speaks for many people.
Mexico has 31 states.

Religions
The most popular religion in Mexico is Christianity.
Some people combine Christianity with the older religion of their ancestors.
An ancestor is a family member that lived before you.

Food and Drink
Mexican food has a lot of flavor.
Mexico uses many spices, like the chili pepper.
Mexican food is eaten in the United States and around the world.

The Spanish brought many foods to Mexico.
The Spanish brought pork, beef, chicken, and rice.
Mexican food is a combination of Spanish and Native American food.

An example of Mexican food is tacos.
An example of Mexican food is tortilla.
An example of Mexican food is quesadillas.

The Arts
The most popular Mexican art is the mural.
Murals are very large paintings sometimes painted on walls of buildings.
Some famous painters are Diego Rivera, and José Clemente Orozco.

Tourist Attractions
Chichen Itza is a popular tourist attraction.
A tourist attraction is a place people want to visit.
At Chichen Itza is the the Kukulkan Pyramid.
A pyramid is a building like a triangle.
Venezuela (Level 4/5)

Geography
Venezuela shares borders with Colombia, Brazil, and Guyana. The Caribbean Sea is north of Venezuela, and the Atlantic Ocean is to the northeast. Some islands in the Caribbean belong to Venezuela.

Both high mountains and low plains run along Venezuela's coast. The Andes Mountains are in the northwest. Also in the northwest is Lake Maracaibo, the largest lake in South America. The Orinoco River flows through the center of the country. In the southeast there is the world's highest waterfall, Angel Falls. Venezuela has a warm climate with rainy and dry seasons.

Government
Venezuela is a federal republic. A federal republic is a government that votes through representatives. A representative is someone who speaks for many people. Its 1999 constitution allowed for more government control of the economy, reinforced social security and laborers' rights, created a new National Assembly, renamed the country the Bolivarian Republic of Venezuela. All citizens 18 and over are eligible to vote.

Religions
Freedom of religion is guaranteed by the law. Although Venezuela is sometimes called the "least Catholic" of Latin American countries, it has been deeply influenced by religion in its politics and culture. More than 90% of Venezuelans call themselves Roman Catholics (Christians), but of these only a small amount of people attend church.

Food and Drink
Venezuela has a variety of traditional dishes. Most are fried maize (corn) or wheat flour based pancakes or breads. The most common meat dishes in Venezuela are fried and grilled fish and meats usually served with rice. Some traditional Venezuelan dishes are:

*Arepa* -- A plain fried corn pancake. They are filled with almost anything, including eggs and tomato for breakfast, beef, chicken, ham, sausage, shrimp, cheese, salad and even baby shark.

*Empanada* -- Deep-fried cornmeal filled with chicken, ham, cheese, fish (baby shark included) or meat.

Coffee is produced in Venezuela and is the most common hot beverage. It is always offered to visitors as a welcome drink.

The Arts
Venezuelan music includes the improvised rhymes, maracas, and guitars. The national dance is the *joropo*. Salsa, merengue, and other Caribbean dance music is popular, as is rock and pop from local musicians and other countries.
Tourist Attractions

The highest waterfall in the world, Angel Falls is about 20 times higher than Niagara Falls. Angel Falls is 3,212 feet high (979 meters) and is about 500 feet (150 meters) wide at the bottom.

Angel Falls is in southeastern Venezuela. This area was unknown to Venezuelans until the early 1930s. Venezuelans were able to look at the region with aircraft, and they discovered the falls in 1935. Because of the think jungle surrounding it, the waterfall is still best observed from the air.

Although Angel Falls is difficult to visit, tourists may go there with guides on prearranged tours. In 1971 three Americans and an Englishman climbed the sheer rock face of the falls in an adventure that took ten days.
Venezuela (Level 3)

Geography
Venezuela shares a border with Colombia, Brazil, and Guyana. The Caribbean Sea is north of Venezuela, and the Atlantic Ocean is to the east. Venezuela also has some islands.

Venezuela has both high mountains and low plains. The Andes Mountains are in the northwest. In the southeast there is the world’s highest waterfall, Angel Falls. Venezuela has a warm climate, or temperature, with rainy and dry seasons.

Government
Venezuela is a federal republic. A federal republic is a government that votes through representatives. A representative is someone who speaks for many people. Its 1999 the country was renamed the Bolivarian Republic of Venezuela. All citizens 18 and over are eligible to vote.

Religions
Freedom of religion is given by the law. Religion has greatly affected Venezuela’s culture and politics. More than 90% of Venezuelans call themselves Roman Catholics (Christians), but of these only a small amount of people attend church.

Food and Drink
Venezuela has many traditional dishes. Most meals include fried maize (corn) or wheat flour pancakes or breads. The most common in Venezuela are fried and grilled fish and meats usually served with rice. Some traditional Venezuelan dishes are:

*Arepa* -- A plain fried corn pancake. They are filled with almost anything, including eggs and tomato for breakfast, beef, chicken, ham, sausage, shrimp, cheese, salad and even baby shark.

*Empanada* -- Deep-fried cornmeal filled with chicken, ham, cheese, fish (baby shark included) or meat.

*Coffee* is produced in Venezuela and is the most common hot beverage. It is always offered to visitors as a welcome drink.

The Arts
Venezuelan music includes therhmuses, maracas, and guitars. The national dance is the *joropo*. Salsa, merengue, and other Caribbean dance music is popular. Rock and pop music is also popular.

Tourist Attractions
Angel Falls is the highest waterfall in the world. Angel falls is about 20 times higher than Niagara Falls. Angel Falls is 3,212 feet high and is about 500 feet wide at the bottom.

Angel Falls is in southeastern Venezuela. This area was unknown to Venezuelans until the early 1930s. Venezuelans were able to look at the area with aircraft, and they found the falls in 1935. Because of the think jungle surrounding it, the waterfall is still best seen from the air.
Venezuela (Level 1/2)

Geography
Venezuela is in South America. Venezuela is near Colombia, Brazil, and Guyana. Venezuela is South of the Caribbean Sea.

Venezuela has tall mountains. Venezuela has the world’s tallest waterfall. Venezuela has a rainy and dry season.

Government
Venezuela is a federal republic. A federal republic is a government that votes through representatives. A representative is someone who speaks for many people. All citizens 18 and over are eligible to vote.

Religions
All people can practice religion in Venezuela. The most popular religion in Venezuela is Christianity.

Food and Drink
Venezuela has many different foods. Venezuela uses corn and wheat flour for pancakes and breads. Venezuela uses meat and rice in many meals.

*Arepa* -- A plain fried corn pancake with many things.

*Coffee* is made in Venezuela. Coffee is always given to visitors to drink.

The Arts
Venezuelan music includes rhymes, maracas, and guitars. The national dance is the *joropo*. Salsa, merengue, and other Caribbean dance music is popular. Rock and pop music is also popular.

Tourist Attractions
Angel Falls is the highest waterfall in the world. Angel falls is about 20 times higher than Niagara Falls. Angel Falls is 3,212 feet high and is about 500 feet wide at the bottom.

Angel Falls is in southeastern Venezuela. This area was unknown to Venezuelans until the early 1930s. Venezuelans were able to look at the area with aircraft, and they found the falls in 1935. Because of the think jungle surrounding it, the waterfall is still best seen from the air.
Chile (Level 4/5)

Geography
Chile is in South America and borders the Pacific Ocean to the west. Peru, Bolivia, and Argentina are to the north and east of Chile. Chile also controls some islands in the South Pacific Ocean.

In the eastern part of Chile are the Andes Mountains. In the northern part of Chile is a desert with warm temperatures. The middle of the country is hot and dry. The southern part of the country is cold and wet.

Government
Chile is a democratic republic, and all citizens aged 18 and over are required to vote. A republic is a government that votes through representatives. A representative is a person who speaks for many people. The president, who serves a four-year term, is the head of state and leader of the government. The president appoints the intendents (intendentes) who head the administrations of the regions and Santiago.

Religions
The majority of people in Chile are Roman Catholics, which is a division of Christianity. Other Christian groups have grown rapidly since the late 1900s. Some people in Chile have kept pieces of their traditional religious beliefs.

Food and Drink
The people of Chile eat meals mostly of fruits, vegetables, and seafood. Among the common seafood dishes are sea urchins (erizo de mar), abalone (locos), and conger eel (congrio). Other traditional meals mashed sweet corn steamed in corn leaves (humitas), and meat-and-vegetable soups.

The Arts
Chile’s arts are seen in its literature and art, entertainment, and foods. Chile has a strong history of literature (or books and poems). One of the most famous poems in the Spanish language: La Araucana, was written in the mid-1500s by the Spanish soldier Alonso de Ercilla y Zúñiga. Pablo Neruda, who is sometimes called the "poet of enslaved humanity," won the Nobel prize for literature in 1971.

Chileans also enjoy many types of music and dances. One dance is called the cueca, which is a type of folk dance.

Tourist Attractions
Torres del Paine National Park is one of the more beautiful national parks in the country. This park has many types of plants and animals. This park also has many snow-capped mountain peaks, rivers and waterfalls, glaciers and lakes.

One of the main attractions of the park is the Macizo (Massif) of Paine, which has been around for millions of years. The most famous peaks of the park are called the ‘Cuernos’ (horns) and ‘Torres’ (towers) of Paine.
Chile (Level 3)

Geography
Chile is in South America. Chile borders the Pacific Ocean to the west. Chile also borders Peru, Bolivia, and Argentina to the north and east. Chile also controls some islands in the South Pacific Ocean.

In the eastern part of Chile are the Andes Mountains. In the northern part of Chile is a desert with warm temperatures. The middle of Chile it is hot and dry. The southern part of Chile is cold and wet.

Government
Chile is a democratic republic. A republic is a country that votes through representatives. A representative is a person who speaks for many people. All people aged 18 and over in Chile have to vote. The president, who serves a four-year term, is the head of state and leader of the government.

Religions
Christianity is the most popular religion in Chile. Most people in Chile are Roman Catholic Christians. Roman Catholic is a type of Christianity. Other Christian groups have grown in Chile since the late 1900s. Some people in Chile have kept pieces of their traditional religious beliefs.

Food and Drink
The people of Chile eat meals mostly of fruits, vegetables, and seafood. The most common types of seafood are sea urchins (erizo de mar), abalone (locos), and conger eel (congrio). Other meals include mashed sweet corn steamed in corn leaves (humitas), and meat-and-vegetable soups.

The Arts
In Chile, the arts are seen in literature and art, entertainment, and foods. One of the most famous poems in the Spanish language: La Araucana, was written in the mid-1500s by the Spanish soldier Alonso de Ercilla y Zúñiga. Pablo Neruda, who is sometimes called the "poet of enslaved humanity," won the Nobel prize for literature in 1971.

Chileans also enjoy many types of music and dances. One dance is called the cueca, which is a type of folk dance.

Tourist Attractions
Torres del Paine National Park is a very beautiful national park in Chile. This park has many types of plants and animals. This park also has many mountain peaks, rivers and waterfalls, glaciers and lakes.

The most famous peaks of the park are called the ‘Cuernos’ (horns) and 'Torres' (towers) of Paine.
Chile (Level 1/2)

Geography
Chile is in South America. Chile is east of the Pacific Ocean. Chile is next to Peru, Bolivia, and Argentina.

The Andes Mountains are in the east of Chile. Chile has a desert in the north. It is cold and wet in the south of Chile.

Government
Chile is a democratic republic. A republic is a country that votes through representatives. A representative is a person who speaks for many people. To vote means to say what you want.

Religions
The most popular religion in Chile is Christianity. Some people in Chile follow their ancestor’s religion. An ancestor is a family member that lived before you.

Food and Drink
In Chile, people eat fruits, vegetables, and seafood. People eat many types of seafood. A popular meal is the humitas, which is mashed sweet corn steamed in corn leaves.

The Arts
Chile has many different types of art. Chile has literature, art, entertainment, and food. Chile’s most famous poem is La Araucana. It was written in the 1500s by Alonso de Ercilla y Zuniga.

Chile has many types of music and dance. One dance is called the cueca.

Tourist Attractions
Chile’s most famous park is the Torres del Paine National Park. This park has many types of plants and animals. This park also has many mountain peaks, rivers and waterfalls, glaciers and lakes.
Latin America Poster Research Graphic Organizer (Level 1/2/3)

**Directions:** During your research, you should write down all information you collect in the spaces provided.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Government</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One example of __________ geography is _______________________________ _______________________________ __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of __________ geography is _______________________________ _______________________________ __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of __________ geography is _______________________________ _______________________________ __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The government in __________ is a _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• That means _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One interesting fact about this government is _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The most popular religion in __________ is _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One characteristic of __________ is _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One characteristic of __________ is _______________________________ _______________________________ __________.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Latin America Poster Research Graphic Organizer (Level 1/2/3)**

**Directions:** During your research, you should write down all information you collect in the spaces provided.

<table>
<thead>
<tr>
<th>Food and Drink</th>
<th>The Arts</th>
<th>Tourist Attractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One example of food and drink in __________________________ is __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of food and drink in __________________________ is __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of food and drink in __________________________ is __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of the arts in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of the arts in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of the arts in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of a tourist attraction in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of a tourist attraction in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of a tourist attraction in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One example of a tourist attraction in __________________________ is __________________________ __________.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Latin America Poster Research Graphic Organizer (Level 4/5)**

**Directions:** During your research, you should write down all information you collect in the spaces provided.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Government</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ____________________________
Date: ____________________________
Mr. Woodard
Period: ____________________________

Latin America Poster Research Graphic Organizer (Level 4/5)

**Directions:** During your research, you should write down all information you collect in the spaces provided.

<table>
<thead>
<tr>
<th>Food and Drink</th>
<th>The Arts</th>
<th>Tourist Attractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ____________________________</td>
<td>• ____________________________</td>
<td>• ____________________________</td>
</tr>
<tr>
<td>• ____________________________</td>
<td>• ____________________________</td>
<td>• ____________________________</td>
</tr>
<tr>
<td>• ____________________________</td>
<td>• ____________________________</td>
<td>• ____________________________</td>
</tr>
</tbody>
</table>

---

Food and Drink • ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________

The Arts • ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________

Tourist Attractions • ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________
• ____________________________ • ____________________________ • ____________________________

---

---
### Content Objectives:
6. SWBAT create a manipulative of their selected country.
7. SWBAT present their research on their selected country.

### Language Objectives:
1a. Write down collected information and research to create a poster.
2a. Orally present their projects to small/whole groups.
2b. Listen to presentations in small groups and write down information learned.

## Performance Indicators for Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Expanding and Bridging Level 4 and 5</th>
<th>Developing Level 3</th>
<th>Beginning and Early Emergence Level 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write – information on poster (1a)</td>
<td>Write information gathered on poster for all six sections for their country.</td>
<td>Write information gathered on poster for all six sections with sentence starters.</td>
<td>Write information gathered on poster for at least four of the six sections with sentence starters.</td>
</tr>
<tr>
<td>Oral – present projects to small groups (2a)</td>
<td>Orally present at least four of the six sections to a small group.</td>
<td>Orally present at least three of the six sections to a small group.</td>
<td>Orally present at least two of the six sections to a small group.</td>
</tr>
<tr>
<td>Listen and Write – information learned in presentation (2b)</td>
<td>Listen to presentations in small groups and write down three pieces of information from each presentation.</td>
<td>Listen to presentations in small groups and write down three pieces of information from each presentation using sentence starters.</td>
<td>Listen to presentations in small groups and write down three pieces of information from each presentation using simplified sentence starters.</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td><strong>Situation</strong></td>
<td><strong>Expression</strong></td>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| **Speak**    | Presentation of projects. | “My project was on __1__.” “While researching __1__, I learned that __2-7__.” | 1. Mexico, Venezuela, Chile  
2. Mountain, desert, volcano, lake, ocean, sea, climate, hot, cold, dry, wet, north, south, east, west, border, etc.  
3. Federal republic, democratic republic, republic, democracy.  
5. Tortillas, quesadillas, tacos, arepa, empanada, coffee, seafood, fruits, vegetables, humitas.  
6. Literature, books, poems, arts, dance, music, murals, joropo, cueca.  
7. Chichen Itza, Kukulkan Pyramid, Angel Falls, Torres del Paine National Park. | Past tense |
| **Listen and Write** | Listening guide  
Small group presentations. | “I listened to a presentation of __1__ and I learned that __2-7__.” | Sierra Madre Mountains, Pacific Ocean, Atlantic Ocean, Caribbean Sea, Chichen Itza, Andes Mountains, Angel Falls, etc. | Past tense |
Lesson Three: Construction and Compilation of Latin America Poster

Content Objective:
1. SWBAT create a manipulative of their selected country.
2. SWBAT present their research on their selected country.

Language Objectives:
1a. Write down collected information and research to create a poster.
2a. Orally present their projects to small/whole groups.
2b. Listen to presentations in small groups and write down information learned.

Initiation
5. Teacher says, “Over the last few days, we have all been working very hard on our significant tasks. We have been researching countries from Latin America; in particular we have been looking up information on geography, governments, religions, food and drink, music and dance, and tourist attractions. Today we are going to finish the research portion of our significant task and begin constructing our informational posters about our Latin American countries. Are there any questions?” The students respond/ask questions.

Activity #1
3. The teacher will check research graphic organizers of the students. When the teacher has signed off on the research organizers, students will be allowed to begin the creating their posters.

Activity #2
3. When the students are finished creating their posters, the students will have a chance to view each of the posters in a museum type rotation. Posters from all classes will be on display for each seventh grade class. Students will view and discuss the posters. When this is finished, the teacher will ask students if any would like to volunteer to present their poster and research to the class. Students will be given one to two minutes for their presentations. When this segment is finished, students will return to their small groups and present their work to their group members. During presentations, students will fill out a listening guide. They will identify three facts from each presentation. This handout will be turned in as a closure assignment.
<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
</table>
| (name of country) | (flag of country) | Name: ____________________  
Period: ________________  
World Cultures and Geography  
Mr. Woodard |

<table>
<thead>
<tr>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
</table>

Poster (Level 4/5)
<table>
<thead>
<tr>
<th>(Geography)</th>
<th></th>
<th>(Food and Drink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(name of country)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(flag of country)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Government)</td>
<td></td>
<td>(The Arts)</td>
</tr>
<tr>
<td>(Religions)</td>
<td></td>
<td>(Tourist Attraction)</td>
</tr>
</tbody>
</table>

**Name:** ________________

**Period:** ________________

World Cultures and Geography

Mr. Woodard
**Latin America Poster Reflection (Level 4/5)**

**Directions:** During the student presentations, we are going to take notes on each presentation in your small groups. You are to write down at least three things that you have learned during each presentation.

<table>
<thead>
<tr>
<th>Presentation #1</th>
<th>Presentation #2</th>
<th>Presentation #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>•  __________________________________</td>
<td>•  __________________________________</td>
<td>•  __________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Latin America Poster Reflection (Level 3)**

**Directions:** During the student presentations, we are going to take notes on each presentation in your small groups. You are to write down at least two things that you have learned during each presentation.

<table>
<thead>
<tr>
<th>Presentation #1</th>
<th>Presentation #2</th>
<th>Presentation #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I listened to a presentation of __________________. While I listened, I learned that __________________________________________.</td>
<td>• I listened to a presentation of __________________. While I listened, I learned that __________________________________________.</td>
<td>• I listened to a presentation of __________________. While I listened, I learned that __________________________________________.</td>
</tr>
<tr>
<td>• I also learned that __________________________________________.</td>
<td>• I also learned that __________________________________________.</td>
<td>• I also learned that __________________________________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Latin America Poster Reflection (Level 1/2)

**Directions:** During the student presentations, we are going to take notes on each presentation in your small groups. You are to write down at least one thing that you have learned during each presentation.

<table>
<thead>
<tr>
<th>Presentation #1</th>
<th>Presentation #2</th>
<th>Presentation #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I listened to a presentation of _________________. While I listened, I learned that _________________.</td>
<td>• I listened to a presentation of _________________. While I listened, I learned that _________________.</td>
<td>• I listened to a presentation of _________________. While I listened, I learned that _________________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>