

Seventh Grade Social Studies



3

UNIT THREE

Geography Shapes Latin America

PAST AND PRESENT



Office of Curriculum and Instructional Programs • Department of Curriculum and Instruction
850 Hungerford Drive • Rockville, Maryland 20850
www.mcps.K12.md.us/curriculum/socialstd

Introduction

How to Use this Guide?

This is an instructional guide for Unit Three, Seventh Grade Social Studies. The guide is *not* designed to be the *end all and be all* of social studies. It is designed to show how to meet the state outcomes in a meaningful manner and allow time for individual teacher extension. As with all new curricula, time for extension may only become available after the teacher has used the guide once or twice and familiarized himself/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made, and opportunities for extension and differentiation must be planned.

Begin by reading the *Enduring Understandings and Essential Questions* below. These two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide, you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next, review the **WHAT**. This identifies the MSDE Voluntary State Curriculum Indicators for this unit. These indicators represent what MSDE wants students to be able to know and do. The MSDE indicators that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Why Study this Unit?

Enduring Understandings

- **Geography is the study of people, places, and natural environments and the relationships among them. The geography of a region is defined by its physical and human characteristics. These characteristics change over time and contribute to the diversity of the world.**
- **Latin America is a region with diverse geographic characteristics. The physical and human characteristics of Latin America today were shaped by forces of the past, including migration, colonization, and economic activity. These modifications to the human and physical geography of Latin America have resulted in economic growth, cultural diversity, and challenges to the environment.**
- **The Aztec and Inca, civilizations from Latin America’s past, developed cultures that were shaped by their geography. These civilizations expanded as they modified the environment to meet food, trade, and security needs. The Aztec and Inca empires conquered neighboring groups to support their expansion and economic growth.**
- **Today, governments continue to face geographic challenges. In particular, governments must carefully balance the trade-offs that result when economic growth endangers the natural environment.**

Possible Essential Questions

1. Why do people modify the environment?
2. What are the consequences of modifying the environment?
3. How does the geography of a region influence culture?
4. How does the diversity of a region develop?
5. How does the physical and human geography of a region change over time?
6. How do governments balance economic growth and environmental protection?

What?

MSDE CONTENT STANDARDS & INDICATORS

The student will be able to:

History

[Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.]

- Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs (6.5A2a)
- Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires (6.5C1a)

Geography

[Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.]

- Identify and describe physical characteristics that influenced human settlement (6.3B1a)
- Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world (6.3B1b)
- Identify reasons why people migrate, such as economic opportunity, climate, and political reasons (6.3C1a)
- Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam (6.3C1b)
- Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts (6.3D1a)
- Use photographs and thematic maps to compare human and physical characteristics of places and regions (7.3A1b)
- Analyze geographic issues and problems (7.3A1c)
- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living (7.3B1b)
- Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining (7.3D1a)
- Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change (7.3D1b)
- Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels (7.3D1c)

Peoples of the Nation and World

[Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.]

- Describe how location and environment influenced early world cultures (6.2A1a)
- Describe the impacts of various religions on a civilization, such as its effect on political, economic, and social systems (6.2B2b)
- Examine the causes and effects of social, economic, and political conflict such as the Crusades (6.2C1a)
- Identify cultural groups within a contemporary world region (7.2B1a)

Economics

[Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.]

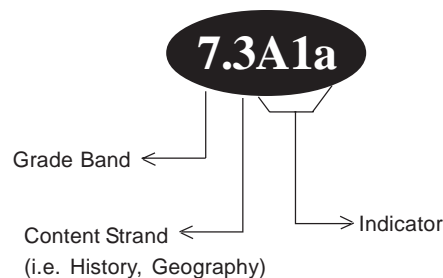
- Give examples of how technology changed consumption and provided greater access to goods and services (6.4A3a)
- Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming (6.4A4a)

Political Science

[Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsibly citizens.]

- Examine how religion shaped and influenced government policy (6.1B1e)

Understanding the VSC Indicator



Instructional Flow

SEVENTH GRADE — UNIT THREE GEOGRAPHY SHAPES LATIN AMERICA PAST AND PRESENT

Pre-assessment (2 days)

What do students know about geography? What do students know about modifying the environment?
What do students know about Latin American geography, the Aztecs, and the Incas?

LS 1 Geography Influences Modern Latin America (2 1/2 weeks)

A foundational understanding of geographic principles is essential. Students learn:

- why humans modify the environment.
- consequences of human modifications to the environment.
- that trade-offs exist between economic growth and environmental protection.

LS 2 Geography Influences the Aztecs (3 weeks)

The Aztecs developed a culture that was closely connected to the geography. Students learn:

- how the Aztecs modified the environment to meet their needs.
- that Aztec religious symbols, beliefs, and practices reflected regional geography.
- that the Aztecs expanded geographically through military conquest.

LS 3 Geography Influences the Incas (3 weeks)

The Incas developed a culture that was closely connected to the geography. Students learn:

- how the Incas modified the environment to meet geographic challenges.
- that the Inca empire included diverse cultures across a large geographic region.
- how the Incas attempted to unite the many cultures incorporated through conquest into their empire.