

7th Grade Social Studies Pacing Guide

Monday, April 20 – Catch up day

Tuesday, April 21 – Read pgs. 328-333 and 5KT

Start Studying for the South America Countries and Capitals Quiz

Wednesday, April 22 – Andes and the Pampas Section 3 Worksheet and Cattle Country Worksheet

Study for the South America Countries and Capitals Quiz

Thursday, April 23 – Read pgs. 334-337 and 3KT

Study for the South America Countries and Capitals Quiz

Friday, April 24 – Radio Talk Worksheet

Study for the South America Countries and Capitals Quiz

See reverse side for the second week

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Start Studying for the South America Countries and Capitals Quiz

Wednesday, April 22 – Andes and the Pampas Section 3 Worksheet and Cattle Country Worksheet

Study for the South America Countries and Capitals Quiz

Thursday, April 23 – Read pgs. 334-337 and 3KT

Study for the South America Countries and Capitals Quiz

Friday, April 24 – Radio Talk Worksheet

Study for the South America Countries and Capitals Quiz

See reverse side for the second week

Monday, April 27 – Review Day on Zoom (look for time on Google Classrooms)

Study for the South America Countries and Capitals Quiz

Tuesday, April 28 – Test over the Andes and the Pampas

Study for the South America Countries and Capitals Quiz

Wednesday, April 29 – Read pgs. 341-343

Watch intro videos and answer questions on Google Forms

Study for the South America Countries and Capitals Quiz

Thursday, April 30 – Read pgs. 344-351 and 4 KT

Study for the South America Countries and Capitals Quiz

Friday, May 1 – Brazil Section 1 Quiz Worksheet and Fresh from Brazil Worksheet

Study for the South America Countries and Capitals Quiz

Monday, April 27 – Review Day on Zoom (look for time on Google Classrooms)

Study for the South America Countries and Capitals Quiz

Tuesday, April 28 – Test over the Andes and the Pampas

Study for the South America Countries and Capitals Quiz

Wednesday, April 29 – Read pgs. 341-343

Watch intro videos and answer questions on Google Forms

Study for the South America Countries and Capitals Quiz

Thursday, April 30 – Read pgs. 344-351 and 4 KT

Study for the South America Countries and Capitals Quiz

Friday, May 1 – Brazil Section 1 Quiz Worksheet and Fresh from Brazil Worksheet

Study for the South America Countries and Capitals Quiz

Vocab

Subduct Altiplano El Nino vertical climate zone immunity criollo mestizo mercantilism oligarchy diversified economy MERCOSUR literacy referendum amend peasant autonomy land reform

Questions

1. How were the Andes formed?

They were formed by the collision of the Nazca Plate with the South American Plate.

2. Why are the climates in the Andes region so diverse?

Climate is influenced by a variety of factors, such as elevation, nearness to the Equator, nearness to the Arctic Circle, nearness to the ocean, and El Nino.

3. Why are there so many ecosystems in the Andes?

The higher up you travel, the cooler and wetter it gets. This variation in climate creates a variety of ecosystems.

4. Where is the best agricultural land in the region?

The western foothills of the Andes, the coastal areas of Ecuador and Peru, and the Plata basin

5. Where do most people live in the Andes and the Pampas?

Urban or coastal cities.

6. How has geography affected history in the Andes and the Pampas?

Mines led to colonization and exploitation, open spaces led to ranching and the gaucho spirit that contributed to the independence movements.

7. How did trade help early Andean societies survive?

Trading allowed communities to exchange and distribute different kinds of foods that everybody needed.

8. Why did the Spanish colonies rebel?

They wanted free trade, Spain discouraged manufacturing, uneven distribution of land and power

9. Why did governments encourage industrialization?

So they could become economically independent

10. How would you describe the culture of the Andes and the Pampas?

They are very diverse because of isolation as well as the different ethnicities that make up the populations in certain regions

11. What environmental problems affect the Andes and the Pampas?

Deforestation, exhaust, pollution, logging, oil pollution

12. Which are the richer and the poorer nations in the Andes and the Pampas?

Richest: Argentina, Uruguay, Chile

Poorest: Bolivia, Ecuador, Peru and Paraguay

13. What signs suggest that democracy is strengthening in the region?

Peaceful voting and referendums and new economic ties are signs of strength

14. How did colonial rulers create an unequal society?

Ethnic differences with Spanish-born people controlling the power

15. What happened in the 2005 election?

Bolivia elected its first indigenous or Native American president

16. Why did many easterners oppose the new government?

They feared the loss of power and wealth

Essay – Choose 2 to complete for the test.

1. In what ways are people changing in the landscape of the Andes and the Pampas today?

Divide land equally, Deforestation, Oil Pollution, Logging, Clearing land for livestock, Farming

2. How did Europeans change the physical and human geography of the Andes and the Pampas?

Strip-mined the Andes, developed classes by race, diseases were brought in that killed off many Native Americans, brought in slaves from Africa who brought different traditions, new animals, new foods, more advanced weapons, created better trade routes

3. What cultural features help unify the region of the Andes and the Pampas?

Cultures merged between Native Americans and Europeans, mixed families by race, many foods made their way to all places, religions merged, produced music and dance forms

Name _____ Class _____ Date _____

Section Quiz

Directions Answer the following questions using what you learned in Section 3.

1. _____ Diversified economies produce
 - a. one special product.
 - b. agricultural products only.
 - c. mainly coffee or tea.
 - d. many different products.
2. _____ What is the purpose of MERCOSUR?
 - a. to fight pollution among member states.
 - b. to encourage trade among member states.
 - c. to boost literacy among member states.
 - d. to keep dictators from taking over member states.
3. _____ How do governments directly increase literacy?
 - a. by investing in education
 - b. by fighting pollution
 - c. by joining trade blocs
 - d. by saving rain forests
4. _____ A referendum allows voters to
 - a. accept or reject a law.
 - b. join the fight against dictatorship.
 - c. enjoy the benefits of a trade bloc.
 - d. start a group to stop mining.
5. _____ What is the main reason Chile's citizens voted to amend their constitution?
 - a. They planned to have leaders write it.
 - b. They thought it was dangerous.
 - c. They hoped to save it from dictators.
 - d. They wanted to change it.
6. Complete the table below to describe the region's two legacies today and give examples of their influences.

Legacy	Influences
Spanish	
Native American	

Name _____ Class _____ Date _____

Enrichment: Cattle Country

Directions Read the selection below. Answer the questions and complete the timeline activity that follows.

Argentina and Brazil are both leaders in world beef production. Argentina has about 50 million head of cattle. Brazilian herds total about 200 million head. These numbers represent about one fifth of the world's cattle population. MERCOSUR countries supplied more than two fifths of the world beef market in 2005, up from one fifth in 2001. The change was due, in part, to livestock diseases in the United States.

Cattle are not native to the Pampas. In 1555, the Portuguese brought the first few cows and a bull to Paraguay. They thrived in the grasslands of the region. Within ten years, there were thousands of head of cattle. However, the Europeans didn't figure out the value of these herds right away. The Spanish were much more interested in the land's gold and silver. In 1603, a criollo governor of the Rio de la Plata realized the potential for cattle raising. He shipped 100 head of cattle and 100 horses into present-day Uruguay. They ran wild and reproduced. Soon merchants and traders moved in. Landowners set up large ranches, called estancias.

Cattle raising continued to flourish along the Rio de la Plata over the next 200 years. The city of Buenos Aires grew up along with the trade in horses and cowhides. Between 1792 and 1796, nearly 4 million cowhides left the busy port for Spain and other counties.



1. What is one cause of the rising importance of Brazilian and Argentinian beef?

2. Why did colonists in the region not focus on the importance of cattle at first?

Activity Create a timeline showing important changes in the cattle industry from 1500 to today.

1500 → Today

3 changes

Name _____ Class _____ Date _____



myWorld Activity Support Interview Script

Radio Talk

Directions Take the role of a radio journalist in Bolivia. You want to interview people about their attitudes toward Morales's presidency. ~~With a partner,~~ decide on whom you will interview and the topics you will cover in your questions. Answer each question from your interviewee's point of view.

You come up with both the questions and the answers!

Your interviewee is a Morales' supporter an opponent of Morales

Issue(s) you plan to cover in your interview

- the class system treatment of Native Americans
- land reform poverty and discrimination

Question 1	_____

Answer	_____

Question 2	_____

Answer	_____

Question 3	_____

Answer	_____

Question 4	_____

Answer	_____

With your partner, take the role of interviewer and interviewee. Practice your questions and answers together. Present your interview to a group or to the class.

Name _____ Class _____ Date _____

Section Quiz

Directions Answer the following questions using what you learned in Section 1.

1. _____ The Amazon basin includes
 - a. all the land that the river passes through.
 - b. a huge plain in the Brazilian highlands.
 - c. the low-lying land that hugs the Atlantic coast.
 - d. the Neblina Peak in the Guiana Highlands.

2. _____ A savanna is a region of
 - a. wetlands.
 - b. peaks.
 - c. plains.
 - d. lowlands.

3. _____ What is the upper level of rainforest leaves called?
 - a. varzea
 - b. canopy
 - c. scrub vegetation
 - d. igapo

4. _____ What is the effect of a tariff on manufactured goods?
 - a. decreased quality
 - b. increased quality
 - c. decreased cost
 - d. increased cost

5. _____ Who builds and lives in favelas?
 - a. rich people
 - b. poor people
 - c. foreigners
 - d. government workers

6. Complete the table by identifying the climate and land use of each region.

Region	Climate	Land Use
1. Northern coastal lowlands		
2. Brazilian highlands		
3. Amazon Basin		

Name _____ Class _____ Date _____

Enrichment: Fresh from Brazil

Directions Study the table of Brazilian crops. Then answer the questions and complete the activity.

Crop	Amount Produced (tons)	Rank in the World
Coffee	2,249,010	1st
Sugar cane	549,707,328	1st
Oranges	18,685,000	1st
Soybeans	57,857,200	2nd
Bananas	7,098,350	4th
Avocados	154,096	7th
Brazil nuts	30,406	2nd
Cashews	140,675	6th

Source: Food and Agriculture Organization of the United Nations

1. What geographical factors explain Brazil's high ranking in such a large number of crops?

2. Based on the information in this table, which crop does Brazil produce the most? How does Brazil rank in the production of this crop?

3. **Activity** Use the data from this table to draw a bar graph that includes at least four crops. Try to be creative in how you represent the products.

Page 328

diversified economy _____

MERCOSUR _____

literacy _____

referendum _____

amend _____

Page 334

peasant _____

land reform _____

autonomy _____

Page 344

Amazon Basin _____

savanna _____

canopy _____

favela _____

