Crossing the Border in a Day: Over and Back

Kim Daughetee

Eleanor Roosevelt Middle School, Dubuque, IA

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Daughetee, Kim, "Crossing the Border in a Day: Over and Back" (2012). Open Educational Resources. 83.
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Kim Daughetee, Special Education – Eleanor Roosevelt Middle School, Dubuque, IA

<table>
<thead>
<tr>
<th>Grade Level (Req.): 6th-8th grade</th>
<th>Content Area (Req.): Geography</th>
<th>Unit (Opt.):</th>
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Connections to Other Disciplines (Opt.):

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Time Frame (Req.): 2 or 3 class periods

Goal (Req.): To understand the motivation of leaving ones’ local community to travel to a neighboring community for the acquisition of goods and services, and to analyze the economic costs and social ramifications/impacts that this has on both communities.

Objective (Req.): The student will understand what motivates consumers to travel outside of their local community for the acquisition of goods and services. The student will be able to list what the economic, as well as social ramifications are in relation to their local community.

Materials Needed (Req.):

- Map of Peru and Chile
- List of goods and services in each place
- PowerPoint

New Vocabulary (Opt.):

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Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What factors motivate people to leave their communities and travel distances to shop for goods and services? What is the economic and social impact on the communities involved in the commerce? Issue: Tacna, Peru is quite a wealthy city compared to other Peruvian cities. The economic implication of this is due in part to the large numbers of Chileans who travel daily across the border for some cheap shopping, to eat at the variety of ethnic restaurants, and to receive affordable health care, including dental and eye exams. There is a lot of contact between Tacna and Arica. The driving distance between Arica and Tacna is approximately 36 miles. They are like “twin cities”. However, there may also be some rivalry. Peru and Chile have historically fought to claim “ownership” of Tacna. One thing to notice therefore in Tacna is how patriotic the city is. The Peruvian flag is visible everywhere. This close proximity for neighboring Chileans makes travel to Tacna both profitable and entertaining, and an easy and affordable opportunity for acquisition of quality medical services.

Instructional Sequence/Procedure (Req.):

1. Introduce students to a map which illustrates the location of Arica, Chile and Tacna, Peru.
2. Discuss the goods and services available to travelers.
3. Analyze the various reasons people are motivated to leave their community and travel some distance to receive services and purchase items.
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Formative Evaluation (Req.): Participation in discussion

Assessment (Req.): Compare and contrast the movement of people, goods, and services in other local areas as well as California to Mexico, Arizona to Mexico, Texas to Mexico and/or the United States to Canada. Look at the international movement of goods between nations. Discuss other reasons why people move from place to place, or just travel periodically for business or pleasure.

Iowa Core Curriculum Standards Used (Req.):
- Economics, grade 6-8: Understand factors that create patterns of interdependence in the world economy.
- Economics, grade 6-8: Understand the impact of advancing technologies on the global economy.
- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.

Common Core Curriculum Standards Used (Opt.):
- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

NGS Standards Used (Req.):
- How to analyze the spatial organization of people, places, and environments on earth’s surface
- The patterns and networks of economic interdependence on earth’s surface
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<tr>
<th>Five Themes of Geography Used (Req.)</th>
<th>School District Standards and Benchmarks (Opt.)</th>
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<td>• Place</td>
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| 21st Century Universal Constructs (Opt.): |

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<th>Other Disciplinary Standards (Opt.):</th>
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| Other Essential Information (Opt.): Special education teacher |

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Traveling from Arica, Chile to Tacna, Peru
Arial view of Arica to Tacna

Distance from Arica to Tacna is approx. 58 kilometers, (about 36 miles) or about a one hour drive including a stop at the border.
The view as we were driving to the border crossing of Chile into Peru.
• The tourist card that was issued to us to enter Peru.
GRACIAS POR SU VISITA
YUSPAYARPANA ÑANTASIRINAKA - THANKS FOR YOUR VISIT
BIENVENIDOS AL PERÚ
WELCOME TO PERU
AUTOS
BUSES
CAMIONES
Tacna is a very patriotic city, with evidence of Peruvian flags everywhere.
¡Viva el Perú!
Consultorio Dental
Dr. Juan Carlos Alfaro Fuentes
CIRUJANO DENTISTA
C.O.P. 8414
Atención
Lunes a Sábado 8:00 am - 8:00 pm
Domingos Previa Cita
Emergencias 052-9354791

Blanqueamiento
Estética dental
Endodoncia
Ortodoncia
Limpieza con ultrasonido

AV. BOLOGNESI Nº 794 2º PISO
An example of the diversity of eating establishments.
An example of downtown shopping venues.
A man selling masks for $1 to help prevent the spread of H1N1.
An example of the beautiful church architecture in downtown Tacna.
A local casino.
COMPLEJO FRONTERIZO
SANTA ROSA
TACNA - PERÚ
Presentation by Kim Daughetee
Special Education Teacher
Eleanor Roosevelt Middle School
Dubuque, Iowa

With special thanks to the Fulbright Hays Teacher Abroad Program, Chile, Summer 2009
Thanks also to Drs. Alex Oberle and Kay Weller
Geographic Alliance of Iowa, University of Northern Iowa