

2012

Trade in a Long Country

Geographic Alliance of Iowa

Copyright ©[2012?] Geographic Alliance of Iowa



This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

Let us know how access to this document benefits you

Recommended Citation

Geographic Alliance of Iowa, "Trade in a Long Country" (2012). *Open Educational Resources*. 274.
<https://scholarworks.uni.edu/oermaterials/274>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Trade in a Long Country

Teacher and School not available

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 2 class periods	Goal (Req.): Students will understand how people adapt to where they live and what resources are available to them.	
	Objective (Req.): Students will identify ways in which people of Chile have adapted to life in each of the four regions. Students will analyze the relationship of physical features on trade in the U.S. and Iowa/Minnesota.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Internet access • Regions chart • Laminated pictures of products and terms from each region – needs to be made • Outline map of Chile and its four regions • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do people in one environment make a living and get what they need from another environment? Have students list all of the things we have to import to our part of the country that we cannot grow ourselves, mainly because of climate. Students can mention things like oranges, pineapples, grapes, rice... etc.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Have students research and learn about the Four Regions of Chile. 2. Have students fill in the attached chart based on researching the four main regions of Chile using the following sites: http://www.lib.utexas.edu/maps/americas/chile_econ_1972.jpg; http://countrystudies.us/chile/37.htm; http://worldfacts.us/Chile-geography.htm 3. Have students show that they know the four regions of Chile by placing the laminated products and terms in the correct region. Students may then have a discussion about how the regions get what they don't have from other regions and practice trading items they need or can sell to other regions. A) Project or draw an outline map of Chile and its four regions on your wall or whiteboard – a SMARTboard would also work with this activity, however, instead of students making the zones, teachers can have the symbols in a SMART lesson and have students move the pictures/terms into the correct zone on an outline map of Chile's regions. (I prefer to have students be more actively involved.) Have students "build" Chile with chairs and tables so that you have four latitude zones (levels) represented. B) Laminate Clipart or photos of the products and characteristics of each zone. C) Have 12 volunteers "become" the land for each of the regions by standing or sitting in the correct location. D) Randomly distribute key terms and pictures from each zone to the remaining students and have them, either individually or with 		

partner help, give the laminated symbol/term to the correct zone. E) After all pictures and terms have made it to the correct zones, facilitate a discussion. ASK: Are there zones that might not have what they need? If so, what? Why? How could each zone get what it needs and also how could people in each zone make a living? What businesses might be successful in each zone? Does our country/state have a similar situation? If so, how? Why?

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Participation, discussion

Assessment (Req.): Have students design a travel poster for their region of choice. The poster should include a physical feature, the climate, a product the region is known for, an economic activity and an original motto for the region.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development society and the movement of populations.
- Geography, grade 9-12: Understand how physical processes and human actions modify the environment and how the environment affects humans.
-
-
-
-
-
-
-

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 use maps and other geographic representations, tools, and technologies to acquire,

- process, and report information from a spatial perspective
- The characteristics, distribution, and migration of human population on Earth’s surface
- How human actions modify the physical environment
- How physical systems affect human systems
-
-
-
-
-
-

<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Movement • Region • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
--	---

21st Century Universal Constructs (Opt.): Creativity, Collaboration

- Other Disciplinary Standards (Opt.):
- -
 -
 -
 -

Other Essential Information (Opt.):

- Other Resources (Opt.):
- -
 -
 -

<p>NORTH</p> <p>BIG NORTH & LITTLE NORTH</p> <p>(NORTE GRANDE & NORTE CHICO)</p> <p>(<i>CAN DIVIDE</i>)</p>	<p>Copper</p> <p>Silver</p> <p>Nitrate</p> <p>Desert</p> <p>Fish</p> <p>Arica</p> <p>Antofagasta</p> <p>Olives</p> <p>Andean plateau (altiplano)</p>
<p>CENTRAL</p> <p>(<i>CENTRO</i>)</p>	<p>Santiago</p> <p>Valparaiso</p> <p>Concepcion</p> <p>Mediterranean climate</p> <p>Great skiing in Andes</p> <p>Central Valley</p> <p>Grapes</p> <p>Apples</p> <p>Peaches</p> <p>Berries</p> <p>Wine</p> <p>SOUTH: Pulp, lumber, Old growth forest in south (wetter)-forestry</p>

<p>SOUTH</p> <p><i>(LAKES REGION)</i></p>	<p>Hundreds of rivers</p> <p>Beautiful Lakes</p> <p>Whitewater</p> <p>Ferns</p> <p>Old-growth forests</p> <p>Wild flowers</p> <p>Pastures in north—cattle, cheese, milk, butter</p> <p>Trout, salmon</p> <p>heumul, a large deer, and the Chilean condor, pumas</p>
<p>FAR SOUTH</p> <p><i>(PATAGONIA)</i></p>	<p>Cape Horn</p> <p>Fjords</p> <p>Archipelagos</p> <p>Heavily forested</p> <p>Punta Arenas-southernmost city</p> <p>Sheep</p> <p>Oil</p> <p>Natural gas</p> <p>Strait of Magellan</p>