UNIT 3 RESOURCES

Latin America

CHAPTER 8  Physical Geography of Latin America

CHAPTER 9  Cultural Geography of Latin America

CHAPTER 10  The Region Today: Latin America
Book Organization

Glencoe offers resources that accompany World Geography and Cultures to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 3 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of Latin America in Chapter 9.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 8 blackline masters appear in this book immediately following Unit 3 materials. The materials appear in the order you teach—Chapter 8 activities; Chapter 8, Section 1 activities; Chapter 8, Section 2 activities; and so on. Following the end of the last section activity for Chapter 8, the Chapter 9 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

Acknowledgments

Table of Contents

To the Teacher ........................................................................................................................................... v

Unit 3

Resources ......................................................................................................................................................... vi
Location Activity 3........................................................................................................................................ 1
Real-Life Applications and Problem Solving Activity 3........................................................................... 3
GeoLab Activity 3......................................................................................................................................... 5
Environmental Issues Case Study 3........................................................................................................... 9
World Literature Contemporary Selection 3.......................................................................................... 11

Chapter 8 Resources ........................................................................................................................................ 13
Vocabulary Activity 8...................................................................................................................................... 14
Reteaching Activity 8..................................................................................................................................... 15
Reinforcing Skills Activity 8....................................................................................................................... 17
Enrichment Activity 8.................................................................................................................................... 19

Chapter 8 Section Resources ....................................................................................................................... 20
Guided Reading Activity 8-1......................................................................................................................... 21
Guided Reading Activity 8-2......................................................................................................................... 22

Chapter 9 Resources ........................................................................................................................................ 23
Vocabulary Activity 9...................................................................................................................................... 24
Reteaching Activity 9..................................................................................................................................... 25
Reinforcing Skills Activity 9....................................................................................................................... 27
Enrichment Activity 9.................................................................................................................................... 29

Chapter 9 Section Resources ....................................................................................................................... 30
Guided Reading Activity 9-1......................................................................................................................... 31
Guided Reading Activity 9-2......................................................................................................................... 32
Guided Reading Activity 9-3......................................................................................................................... 33
Chapter 10 Resources ................................................................. 34
  Vocabulary Activity 10 ................................................................. 35
  Reteaching Activity 10 ................................................................. 37
  Reinforcing Skills Activity 10 ....................................................... 39
  Enrichment Activity 10 ............................................................... 40

Chapter 10 Section Resources .................................................... 41
  Guided Reading Activity 10-1 ...................................................... 42
  Guided Reading Activity 10-2 ...................................................... 43

Answer Key .............................................................................. 44
To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES
CLASSROOM RESOURCES
Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

• Location Activities
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

• Real-Life Applications and Problem Solving Activities
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

• GeoLab Activities
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

• Environmental Issues Case Studies
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

• World Literature Contemporary Selections
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

• Vocabulary Activities
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

• Reteaching Activities
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

• Reinforcing Skills Activities
  These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

• Enrichment Activities
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

• Guided Reading Activities
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
Unit 3
Resources

Location Activity 3
Latin America ................................................................. 1

Real-Life Applications and Problem Solving Activity 3
Setting up a Nutrition Education Program ..................... 3

GeoLab Activity 3
Inca Engineering .............................................................. 5

Environmental Issues Case Study 3
Ecotourism: Traveling to Unspoiled Places ..................... 9

World Literature Contemporary Selection 3
Latin America ................................................................. 11
DIRECTIONS: Label each country and city using the Unit 3 Regional Atlas on pages 190–193 of World Geography and Cultures.
Location Activity 3B

Directions: Write the correct name for each numbered physical feature in the corresponding blank below.

1. ____________________________ 7. ____________________________
2. ____________________________ 8. ____________________________
3. ____________________________ 9. ____________________________
4. ____________________________ 10. ____________________________
5. ____________________________ 11. ____________________________
6. ____________________________ 12. ____________________________
Setting Up a Nutrition Education Program

Assume that you are Director of Health and Human Development for Tegihua, a country in Latin America. Tegihua is a developing country, and poverty is widespread. Most people are undereducated, there are few doctors, and food is sometimes scarce. The people of your country are not getting the proper nutrition. This leads many of them to become the victims of diseases.

You are working to create a nutrition education program for the people of Tegihua. To do that, you need a knowledge of geography and its impact on public health. A few months ago, you created a Nutritional Review Panel to study the nutrition of the people of Tegihua. The information collected and organized by the panel will help you in establishing a Tegihuan Nutrition Education Program. The Panel’s report appears in the memo below.

---

**Country of Tegihua**

*Department of Health and Human Development*

TO: The Director  
FROM: The Nutritional Review Panel  
RE: The State of Nutrition in Tegihua

**Overview**

The Nutritional Review Panel has concluded that the nutritional health of the Tegihuan population is in crisis. Tegihuan citizens, especially those living in villages, have little understanding of the role nutrition plays in their lives. Many cases of malnutrition exist, and without immediate action, this crisis will worsen. Specific details follow.

**Population and Physical Geography**

- Seventy-two percent of Tegihuans live in villages scattered in lowland and mountain regions.
- Travel routes are well established between lowland villages. Villages in the mountains are more difficult to reach.
- Land in lowland villages is good for farming. Mountain villages have only small gardens.
- People of different villages get along peacefully. Trade and communication between villages is abundant.

**Food Distribution**

- Corn, beans, and rice are the main food staples among people in villages.
- Livestock (cattle, pigs, chickens) are available but are in short supply in villages.
- Villages that grow a variety of vegetables have lower instances of malnutrition. Villages in the mountains are less likely to grow a variety of vegetables.
- Several kinds of fruit are available in the villages, but they are not included in the daily diet, especially in mountain populations.

**General Habits and Attitudes of Population**

- Villagers live a traditional life. Most enjoy social gatherings, song, dance, and celebration. Many villagers shared information with the panel in return for useful items like blankets, tools, and gasoline.
- Most villagers neither read nor write.
- Children of the villagers are eager to learn, and do so mostly through song, dance, and storytelling.
- People in nearby villages come together several times a year for festivals and celebrations.

**Conclusions**

- The Tegihuans would benefit greatly from learning how to use the available food resources to create a balanced daily diet. We recommend an intensive education program.

(continued)
Now you must respond to the report. Using the stationery below, direct the Nutritional Review Panel to institute policies designed to spread nutrition awareness throughout the population of Tegihua. Under each subhead, write the details of each stage of your plan.

Country of Tegihua
Department of Health and Human Development

TO: The Nutritional Review Panel
FROM: The Director
RE: The Tegihuan Nutrition Education Program

Our Goal:

Stage One: Getting the Message to Tegihuans

Stage Two: Helping Tegihuans Use What They Learn

Stage Three: Incentives for Tegihuans’ Nutritional Awareness
In this GeoLab Activity, you will experiment with different materials to find out how they affect the friction encountered when moving heavy objects.

Inca Engineering

**Overview**

The Inca were master builders. Using tools of the hardest stone, the Inca carved blocks of another type of stone so precisely that they fit together perfectly without mortar. Inca structures have survived harsh weather and even earthquakes for more than 500 years.

Some Inca buildings consisted of massive stones weighing up to 100 metric tons. After shaping the huge stones, Inca workers moved them miles up mountain slopes. They used mud, gravel, or other materials beneath the stone to help it slide along the ground. These materials reduce the friction between the stone and the ground, making it easier to move the heavy stone blocks.

Inca engineers did not have machinery or animals to help them. It took the efforts of hundreds of laborers using ropes to haul the massive stones up steep inclines. Today experts estimate that it took about 1,800 workers to move a 100-metric-ton stone. Each laborer would be pulling about 120 pounds.

**Objectives**

1. To understand how the Inca used different materials to reduce friction and make moving heavy objects easier.

2. To predict which materials are most effective in reducing friction.

**Materials**

- 1 board, 2" × 8" × 4'
- 1 chair
- 1 concrete block
- 2 pieces of strong twine, 2 meters (6½ feet) long each
- spring scale
- 4 dowels, 1" diameter × 4' long
- pea gravel
- fine sand
Procedures

- With two or three classmates, set up an experiment to test how well three different materials reduce friction.
- Put one end of the 2” × 8” board on the seat of the chair and the other end on the ground to create a ramp (inclined plane).
- Place the block on the bottom end of the ramp. Tie one end of a piece of twine to the block as shown in the illustration. Tie the other end to the hook on one end of the spring scale.
- Tie the second piece of twine to the other end of the spring scale. This will be where you pull.
- Use the table on the next page to record your predictions of how much force it will take to move the block up the ramp using the dowels, the pea gravel, or the sand to reduce the friction.
- Have one team member pour a small amount of pea gravel on the ramp just above the concrete block. Then, slowly and steadily pull the block over the gravel up the ramp. The team member with the gravel should continue to spread gravel in front of the block as it is pulled up the ramp. Another team member should observe the force, as measured on the spring scale, that is necessary to move the block up the ramp. Record the actual force measured on the table.
- Repeat the experiment using the sand and record your results.
- Repeat the experiment using the dowels by laying down the dowels horizontally across the board in the path of the block so that the block rolls over them. Be sure to keep moving the dowels from the back to the front of the concrete block as it is pulled up the ramp. Record the reading from the spring scale.
Record your predictions and observations in the table below.

<table>
<thead>
<tr>
<th>Force</th>
<th>Predicted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>gravel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dowel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which material made it easiest to pull the block? Which material made it hardest?

2. How does this experiment illustrate how the Inca might have moved building blocks up mountains to construct their buildings?

3. Assume that you are an Inca engineer. From your experiment, what recommendations would you make to builders who need to move large blocks of stone?

4. What factors beside the materials used to reduce friction would be important for the builders to consider?

Critical Thinking

Drawing Conclusions Why do you think the Inca went through so much trouble to cut and move huge building stones to the tops of mountains?
Ecotourism: Traveling to Unspoiled Places

Ecotourism is a very special kind of travel. According to Karen Ziffer of Conservation International, ecotourism educates people about the environment, sensitizes them to environmental problems, and uses the revenues generated for economic development in the region. The term *ecotourism* was coined in the 1980s by Hector Ceballos-Lacurain, a Mexican architect who has been a champion of conservation in his own country and around the world. He sees ecotourism as environmentally responsible, low-impact travel to relatively undisturbed natural areas with a dual purpose: to appreciate the nature and culture of the area and to benefit the local community.

Ecotourists visit such places as South American rain forests, Hawaiian coral reefs, the habitats of wild African gorillas, and the unique ecosystem of the Galápagos Islands off the coast of Ecuador. They travel with trained guides and are expected to follow rules of behavior intended to minimize the human impact of their visit. “Take only photos, leave only footprints” is the first rule for ecotourism. Another important rule is “Move cautiously and quietly to keep from disturbing wildlife and plants.”

Most ecotourism destinations are in developing countries in South and Central America, Africa, and Asia. Ecotourism represents an alternative to destructive activities like logging, mining, and intensive agriculture as a way to bring needed money and jobs into the local economy.

**DIRECTIONS:** Read the pro and con arguments below. Then, answer the questions under **Examining the Issue.** Use another sheet of paper for your answers if necessary.

**PRO** Ecotourism is a way to save the world’s remaining undisturbed wilderness. It supports conservation in a number of ways. It provides a source of revenue for impoverished countries and demonstrates that conserving rain forests, wildlife, and other ecosystems can be more profitable than destroying them. It also builds global awareness and support for conservation efforts. Ecotourists become supporters of conservation efforts, and they spread the word about special places that must be saved.

“Ecotourism has become an important economic activity in natural areas around the world. It provides opportunities for visitors to experience powerful manifestations of nature and culture and to learn about the importance of biodiversity, conservation, and local cultures. At the same time, ecotourism generates income for conservation.”


(continued)
Environmental Issues

Examining the Issue

Recalling Facts
1. How do you define ecotourism?

2. Other than the Galápagos Islands, what are some places ecotourists might visit?

DIRECTIONS: Respond to each of the following questions on a separate sheet of paper.

Critical Thinking Skills
3. Decision Making  Does ecotourism save fragile environments, or does it threaten them? Explain your answer.

4. Drawing Conclusions  Ecotourism is the fastest-growing segment of the tourism industry. Why might this kind of travel appeal to people?

Investigating Further
Use the Internet to learn about ecotours that are available to travelers. Work with a partner to identify companies and organizations that conduct ecotours. Read the descriptions of the tours and the accommodations they offer. Decide if the tours these materials describe would or would not have a negative impact on the ecosystem they visit. Explain your decision in a short essay.
Gabriel García Márquez (b. 1928) spent his childhood in Aracataca, Colombia. He began writing fiction when he was nineteen, which led to a job as a journalist and foreign correspondent. Although he has traveled widely, he weaves the life, customs, and legends of Colombia into many of his novels and stories. Often they are set in Macondo, a fictional version of the village where he grew up. García Márquez gained fame with the 1967 publication of the novel *One Hundred Years of Solitude*, considered a masterpiece of magic realism, a writing style in which fantastic events are mixed with everyday life. He received the Nobel Prize for Literature in 1982.

**About the Author**

As you read the following passage taken from "Monologue of Isabel Watching It Rain in Macondo," think about how you might describe a change of seasons.

**from “Monologue of Isabel Watching It Rain in Macondo”**

Winter fell on Sunday when people were coming out of church. Saturday night had been suffocating. But even on Sunday morning nobody thought it would rain. After Mass, before we women had time to find the catches on our parasols, a thick, dark wind blew, which with one broad, round swirl swept away the dust and hard tinder of May. Someone next to me said: “It’s a water wind.” And I knew it even before then. From the moment we came out onto the church steps I felt shaken by a slimy feeling in my stomach. The men ran to the nearby houses with one hand on their hats and a handkerchief in the other, protecting themselves against the wind and the dust storm. Then it rained. And the sky was a gray, jellyish substance that flapped its wings a hand away from our heads.

During the rest of the morning my stepmother and I were sitting by the railing, happy that the rain would revive the thirsty rosemary and nard in the flowerpots after seven months of intense summer and scorching dust. At noon the reverberation of the earth stopped and a smell of turned earth, of awakened and renovated vegetation mingled with the cool and healthful odor of the rain in the rosemary. My father said at lunchtime: “When it rains in May, it’s a sign that there’ll be good tides.” Smiling, crossed by the luminous thread of the new season, my stepmother told me: “That’s what I heard in the sermon.” And my father smiled. And he ate with a good appetite and even let his food digest leisurely beside the railing, silent, his eyes closed, but not sleeping, as if to think that he was dreaming while awake.

It rained all afternoon in a single tone. In the uniform and peaceful intensity you could hear the water fall, the way it is when you travel all afternoon on a train. But without our noticing it, the rain was penetrating too deeply into our senses. Early Monday morning, when we closed the door to avoid the cutting, icy draft that blew in from the courtyard, our senses had been filled with rain. And on Monday morning they had overflowed. My stepmother and I went back to look at the garden. The harsh gray earth of May had been changed overnight into a dark, sticky substance like cheap soap. A trickle of water began to run off the flowerpots. “I think they had more than enough water during the night,” my
stepmother said. And I noticed that she had stopped smiling and that her joy of the previous day had changed during the night into a lax and tedious seriousness. “I think you’re right,” I said. “It would be better to have the Indians put them on the veranda until it stops raining.” And that was what they did, while the rain grew like an immense tree over the other trees. My father occupied the same spot where he had been on Sunday afternoon, but he didn’t talk about the rain. He said: “I must have slept poorly last night because I woke up with a stiff back.” And he stayed there, sitting by the railing with his feet on a chair and his head turned toward the empty garden. Only at dusk, after he had turned down lunch, did he say: “It looks as if it will never clear.” And I remembered the months of heat. I remembered August, those long and awesome siestas in which we dropped down to die under the weight of the hour, our clothes sticking to our bodies, hearing outside the insistent and dull buzzing of the hour that never passed. I saw the washed-down walls, the joints of the beams all puffed up by the water. I saw the small garden, empty for the first time, and the jasmine bush against the wall, faithful to the memory of my mother. I saw my father sitting in a rocker, his painful vertebrae resting on a pillow and his sad eyes lost in the labyrinth of the rain. I remembered the August nights in whose wondrous silence nothing could be heard except the millenary sound that the earth makes as it spins on its rusty, unoiled axis. Suddenly I felt overcome by an overwhelming sadness.

DIRECTIONS: Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. According to the story, when does winter begin in Macondo, and how does it differ from summer?

2. Which senses does Isabel use to describe the change of seasons?

3. How would you describe the changes in the characters’ feelings about the rain?

CRITICAL THINKING

4. Identifying Cause-and-Effect Relationships Why do you think Isabel is overcome by a feeling of sadness?
Chapter 8 Resources

Vocabulary Activity 8
Physical Geography of Latin America ......................................................... 14

Reteaching Activity 8
Physical Geography of Latin America ............................................................. 15

Reinforcing Skills Activity 8
Identifying Cause-and-Effect Relationships .................................................. 17

Enrichment Activity 8
Tierra del Fuego .............................................................................................. 19
Physical Geography of Latin America

**DIRECTIONS:** Choose a word or phrase from the box to complete each sentence.

**Word Bank**

<table>
<thead>
<tr>
<th>altiplano</th>
<th>hydroelectric power</th>
<th>tierra caliente</th>
</tr>
</thead>
<tbody>
<tr>
<td>canopy</td>
<td>llanos</td>
<td>tierra fría</td>
</tr>
<tr>
<td>cordilleras</td>
<td>pampas</td>
<td>tierra helada</td>
</tr>
<tr>
<td>escarpment</td>
<td>puna</td>
<td>tierra templada</td>
</tr>
</tbody>
</table>

1. The ____________ is a cold climate zone that supports some grasses suitable for grazing.
2. The Brazilian Highlands end sharply in a long, wall-like cliff called a(n) ____________.
3. ____________ are mountain ranges that run parallel to each other.
4. The dense, continuous layer of leaves formed by the close-growing trees of the rain forest is called the ____________.
5. High up in the mountains is the ____________, or "cold land."
6. Latin America’s system of rivers provide a source of energy called ____________.
7. ____________ is the moderate climate zone between 2,500 and 6,500 feet (760 and 2,000 m) above sea level.
8. The ____________ is the high plain of Peru and Bolivia.
9. Large grasslands in the interior of South America are called ____________ in Argentina and Uruguay and ____________ in Colombia and Venezuela.
10. Literally "hot land" in Spanish, ____________ is the climate zone from sea level to 2,500 feet (760 m).
11. On the peaks of the Andes, high above the tree line, the ____________ is a zone of permanent snow and ice.
Terms and Concepts

DIRECTIONS: Match each term from Chapter 8 with the correct definition.

1. canopy  
2. puna  
3. estuary  
4. llanos  
5. escarpment  
6. cordilleras

a. place where the ocean tide meets a river current  
b. steep cliff that plunges to meet the ocean  
c. parallel mountain ranges  
d. a cold climate zone  
e. very large grassy plains where cattle are raised  
f. continuous layer of leaves across the top of a forest

Visualizing Information

DIRECTIONS: Look at the diagram below. Write two facts for each climate zone.

Elevation and Climate

8. tierra templada

9. tierra fria

10. puna and tierra helada

(continued)
RETEACHING ACTIVITY 8

Organizing Information

DIRECTIONS: Fill in the blanks in the web below using the geographical features listed in the box.

<table>
<thead>
<tr>
<th>Lake Maracaibo</th>
<th>Greater Antilles</th>
<th>Rio de la Plata</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andes</td>
<td>llanos</td>
<td>Rio Grande</td>
</tr>
<tr>
<td>Atacama Desert</td>
<td>Mato Grosso Plateau</td>
<td>Sierra Madre Occidental</td>
</tr>
<tr>
<td>Barbados</td>
<td>Mexican Plateau</td>
<td>Sierra Madre Oriental</td>
</tr>
<tr>
<td>Brazilian Highlands</td>
<td>pampas</td>
<td>Patagonia</td>
</tr>
<tr>
<td>Central America</td>
<td></td>
<td>Tierra del Fuego</td>
</tr>
</tbody>
</table>

Middle America
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Caribbean
6. ______________________
7. ______________________

Latin America

South America
(West)
8. ______________________
9. ______________________

(Central/East)
12. ______________________
13. ______________________

(South)
14. ______________________
15. ______________________
16. ______________________
17. ______________________

(North)
10. ______________________
11. ______________________
Identifying Cause-and-Effect Relationships

As you read about Latin America, you have probably noticed ways that geography affects daily life. For example, large river systems form important commercial highways, linking inland and coastal areas. This in turn has the effect of creating interior commercial and business centers, which boost economic growth in the region. The relationship of large river systems and economic growth in this example is a cause-and-effect relationship.

Cause-and-effect relationships may be simple or complex, and a single effect can have several causes. For example, flooding can result from high rainfall occurring in a low-lying area. A single cause also can produce multiple effects. A warm, rainy climate, for example, can bring flooding and bountiful crops.

To determine the causes and effects of an event, ask these questions:
- Why has the event or condition occurred?
- What happens as a result of the event or condition?

**Practicing the Skill**

**DIRECTIONS:** Identify one cause and one effect associated with each of the physical features below.

1. **Cause**
   - Pacific Ring of Fire
   **Physical Feature**
   **Effect**

2. **Cause**
   - Amazon Basin’s climate
   **Physical Feature**
   **Effect**

3. **Cause**
   - Vertical Climate Zones: tierra caliente, tierra templada, tierra fría, puna, tierra helada
   **Physical Feature**
   **Effect**
Enrichment Activity 8

Tierra del Fuego

Tierra del Fuego is an archipelago—a group of islands scattered over an area of the ocean—at the southernmost tip of South America. The main island in this archipelago is also named Tierra del Fuego. In 1520, Portuguese explorer Ferdinand Magellan sailed through a channel separating the archipelago from the mainland. From his ship, Magellan could see land where at night bright fires blazed along the shoreline. Magellan named the place Tierra del Fuego, or “land of fire.” Indigenous people may have kept the fires burning to keep warm or to serve as a warning. The southern tip of the main island is Cape Horn, named by a Dutch explorer who first sailed around the cape in 1616.

DIRECTIONS: Use the article above and study the map and chart to answer the following questions.

1. What two countries claim a portion of Tierra del Fuego?

2. Where are the highest areas?

3. What oceans border Tierra del Fuego?

4. Where would you find the greatest amount of precipitation in Tierra del Fuego?

5. What barriers might have prevented large settlements in the region?

6. In what ways is Tierra del Fuego a land of extremes?

7. How did the discovery of Cape Horn probably aid European exploration of western Latin America?
Chapter 8
Section Resources

Guided Reading Activity 8-1
The Land ......................................................................................................................... 21

Guided Reading Activity 8-2
Climate and Vegetation ................................................................................................. 22
The Land

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Latin America is divided into three areas: ____________, ____________, and ____________.

2. Physical barriers to development, such as ____________, are being overcome by technological advances such as ____________, ____________, and ____________.

3. The ____________ are a range of mountains running for 4,500 miles (7,242 km) along the western edge of South America.

4. In Peru and Bolivia, the Andes encircle a region of high plains called the ____________.

5. In eastern South America, broad plateaus and valleys dominate the landscape. The plateau known as ____________ spreads over much of Brazil and into Bolivia and Peru.

6. Some of the inland areas of South America are made up of vast grasslands called the ____________ in Colombia and Venezuela.

7. The large grasslands in Argentina and Uruguay are known as the ____________.

8. The second largest river system in Latin America consists of the ____________, ____________, and ____________ Rivers.

9. As the three rivers flow near the Atlantic Ocean, they spread out and form a broad estuary called the ____________.

10. Latin America’s mineral resources include gold, ____________, ____________, ____________, and ____________.

11. ____________ is the world’s largest exporter of copper.
Guided Reading Activity 8-2

For use with textbook pages 207–210.

Climate and Vegetation

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blank in each sentence.

1. Vertical climate zones are defined by the land’s ________________ above sea level.

2. The *tierra templada*, or ________________, lies at a middle altitude, between 2,500 and 6,000 feet above sea level.

3. Major crops grown in the middle elevation zones include corn and ________________.

4. The next elevation level, the ________________, has a cold climate with frequent frosts.

5. Much of Latin America is located in a ________________ climate zone.

6. Southern Mexico and eastern Central America are dominated by a tropical ________________ climate and vegetation.

7. The hot and humid conditions of the Amazon Basin result partly from the area’s location on the ________________.

8. In the rain forest, trees grow very closely together, and the forest ________________ overhead is very dense.

9. There are more ________________ of plants and animals per square mile in the Amazon rain forest than anywhere else on Earth.

10. Tropical ________________ are grasslands that experience a wet and a dry season.

11. In southeastern South America the ________________ subtropical climate results in short, mild winters and long, hot summers.

12. Areas of vegetation in coastal deserts are called ________________, or “meadows on the desert.”
Chapter 9
Resources

Vocabulary Activity 9
Cultural Geography of Latin America .......................................................... 24

Reteaching Activity 9
Cultural Geography of Latin America .......................................................... 25

Reinforcing Skills Activity 9
Reading a Population Density Map ............................................................... 27

Enrichment Activity 9
The Miskito People of the Mosquito Coast .................................................. 29
Cultural Geography of Latin America

**DIRECTIONS:** Choose a word or phrase from the box to complete each sentence.

**Word Bank**

- indigenous
- mestizo
- viceroy
- dialect
- conquistadors
- patois
- brain drain
- primate city
- glyphs
- syncretism

1. ___________ people are descended from an area’s first inhabitants.

2. Common dialects that blend diverse languages are forms of ___________.

3. Spanish ___________, or conquerors, first arrived on the Yucatán Peninsula in 1519.

4. A country’s culture, political affairs, and economy may be dominated by a ___________.

5. ___________ decorate sacred buildings and record history.

6. ___________ is a new ethnic group of people of Native American and European descent.

7. When people blend beliefs and practices from different religions, a ___________ results.

8. Under the Spaniards, Mexico was governed by royally appointed officials known as ___________.

9. In Latin America, each country has its own ___________, or form of language unique to a particular place or group.

10. In Guyuna, Ecuador, and Colombia, highly educated and skilled workers choose to emigrate to other countries, resulting in ___________.

RETEACHING ACTIVITY 9

Cultural Geography of Latin America

Terms and Concepts

DIRECTIONS: Match each term from Chapter 9 with the correct definition.

1. chinampas  a. language of a certain area or region
2. dialect  b. religion in Latin America
3. Candomblé  c. female-ruled family structure
4. matriarchal  d. popular sport in Latin America
5. Maya, Inca, Aztec  e. Aztec floating islands for farming
6. jai alai  f. empires of Latin America’s past

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

The Maya dominated southern Mexico and northern Central America from about A.D. 250 to about A.D. 900. They established many cities, the greatest of which was Tikal, located in what is today Guatemala. Skilled in mathematics, the Maya developed accurate calendars and used astronomical observations to predict solar eclipses. They used glyphs, picture writings carved in stone, to decorate their temples and to record their history.

7. What is this passage about?

8. For what purposes did the Maya use mathematics?

9. For what purposes did the Maya use glyphs?
RETEACHING ACTIVITY 9

Organizing Information

DIRECTIONS: Fill in the following information for each diagram below: Who were the people? How, when, and why did they first travel to Latin America?

PEOPLES OF LATIN AMERICA

10. Indigenous Peoples ______________________
   
   
   
   
11. European Colonists ______________________
   
   
   
   
12. Africans _________________________________
   
   
   
   
13. Asians ________________________________
   
   
   
   

Connecting Ideas

DIRECTIONS: Answer the following questions in the space provided.

14. What are some of the effects of urbanization in Latin America?
   
   
   
   
15. How did European colonists treat the Native Americans of Latin America? How is the past treatment of Native Americans similar to their treatment today?
   
   
   
   

CHAPTER 9
Reading a Population Density Map

Population density maps show population distribution and patterns of human settlement. When reading a population density map, you should look carefully at the key. Different colors or patterns are used to indicate different population densities. You also should note specific patterns of population distribution and compare these observations with what you know about the region’s physical geography.

Practicing the Skill

DIRECTIONS: Use the population density map of Central and South America to answer the questions below.

1. Which areas of Latin America are the most heavily populated?

2. Which areas are sparsely populated?

3. Do most countries in Central America have a higher or lower population density than countries in South America?

4. What do the most populated countries on this map have in common?

5. Why do you think a country such as Brazil, with a large area and population, has the same population density as a small country such as Panama?
The Miskito People of the Mosquito Coast

The term *Mosquito Coast* refers to a strip of land on the Caribbean coast of Central America. Spanish explorers gave it that name in the 1500s. They were the first Europeans to encounter the Miskito people, a Native American culture group that inhabited the coastal area. The English word *mosquito* comes from the Spanish word for “fly.”

The most detailed account of Miskito culture appears in *A New Voyage Round the World*. An English sailor, William Dampier, published this book in 1697. Dampier described the Miskito as expert fishers, hunters, and farmers. He also praised the kindness with which they received European visitors. Miskito society, as Dampier and later witnesses viewed it, appeared to be one which valued equal rights. A *shaman*, or religious leader, was the only person in authority.

Experts estimate that there are about 70,000 descendants of the Miskitos living on the Mosquito Coast today. Most farm, fish, or work as migrant laborers. In recent years Miskito leaders have crusaded for land reforms and other social programs to benefit their people.

**DIRECTIONS:** Use the article and map to answer the questions below.

1. How does the name *Mosquito Coast* give clues about the physical geography of the area?

2. What positive traits did William Dampier see in the Miskito culture?

3. What was a *shaman*?

4. In which cultural region is the Mosquito Coast located?

5. In parts of which modern country does the Mosquito Coast lie?

6. Is the Mosquito Coast a political unit or a geographic region?

Explain.
Chapter 9
Section Resources

Guided Reading Activity 9-1
Mexico .......................................................... 31

Guided Reading Activity 9-2
Central America and The Caribbean ......................... 32

Guided Reading Activity 9-3
South America ................................................ 33
Guided Reading Activity 9-1

For use with textbook pages 216–220.

Mexico

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. A significant part of the Mexican population is concentrated in and around _____________.

2. A megacity, such as Mexico City, has expanded to absorb surrounding cities and _____________.

3. Primate cities are so big that they often dominate the country's politics, culture, and _____________.

4. Two Native American groups to develop early civilizations in Mexico and Central America were the _____________.

5. One way the Mayans recorded history was with picture writings carved in stone called _____________, which are found on many temples.

6. The Aztec developed a highly structured _____________ headed by an emperor.

7. Of the first Europeans to settle in Mexico, most of them were _____________.

8. While Mexico became independent in 1821, political and economic power remained in the hands of _____________, _____________, and clergy.

9. The constitution of 1917 established Mexico as a federal republic with three branches: the executive, _____________, and judicial.

10. Mexican culture is an intricate blend of _____________.

11. The blending of beliefs and practices, or _____________, is evident in Mexico despite the large Roman Catholic population.

12. An increase in employment and education has helped ease the problem of _____________ for children in poverty who lack proper food.

13. The modern Mexican artist, _____________, is famous for his murals.

14. Mexican homes are often shared with _____________.

15. Although bullfighting is Mexico's national sport, soccer (fútbol), baseball, and _____________ are also popular.
Central America and the Caribbean

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Population Patterns
   A. (1.)
      1. Indigenous peoples
      2. European
      3. Arrival of Africans
   B. Density and Distribution
      1. Population densities vary by country
      2. (2.)
   C. Urban Challenges

II. History and Government
   A. (3.)
   B. Gaining Independence
      1. Caribbean countries last in the region to achieve independence
      2. (4.)
   C. Movements for Change
      1. (5.)
      2. Many countries struggling to bring benefits to all classes

III. Culture
   A. (6.)
   B. (7.)
      1. Quality of care linked to standards of living
   C. The Arts
      1. (8.)
      2. Music combines by a variety of cultural influences
   D. Family Life
      1. (9.)
      2. Extended families
   E. (10.)
      1. Baseball, basketball, and volleyball
### South America

#### Fill In the Blanks

**DIRECTIONS:** Read each incomplete sentence below. Use one word from the box to complete each sentence correctly. Each word may be used only once.

<table>
<thead>
<tr>
<th>enslaved</th>
<th>favelas</th>
<th>Pablo Neruda</th>
<th>rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethnically</td>
<td>dictatorships</td>
<td>Gabriel García Márquez</td>
<td>interior</td>
</tr>
<tr>
<td>Asia</td>
<td>Portuguese</td>
<td>migration</td>
<td></td>
</tr>
<tr>
<td>unstable</td>
<td>Spanish</td>
<td>Inca</td>
<td></td>
</tr>
</tbody>
</table>

1. South America is home to a(n) ____________ diverse population.
2. In Guyana, about 40 percent of the population is from the eastern part of ____________.
3. Approximately 80 percent of South America's population is urban because of internal ____________.
4. The major challenges in many South American cities, such as Sao Paulo in Brazil, include the slums, or ____________, where the poor live on the outskirts of the city.
5. Brazil moved its capital to Brasilia to encourage people to settle the ____________.
6. The ____________ ruled in a hierarchal society in which the emperor, high priest, and the army exercised total authority.
7. By 1535, the Inca had been severely weakened by civil war, allowing the ____________ conquistadors to destroy the Incan Empire.
8. While the British, French, and Dutch colonized the northern parts of South America, the ____________ settled on the coast of Brazil.
9. The hardships of working on colonial plantations drastically reduced the numbers of Native Americans, which led the colonists to import ____________ Africans.
10. In some South American countries, ____________ have given way to democratically elected governments.
11. The post-colonial period of the 1800s was politically and economically ____________.
12. Modern South American writers such as ____________, are known for their blending of the real and the fabulous or mythical in their novels.
13. Chilean poet ____________ won the Nobel Prize for Literature.
14. Health concerns linked to poverty, lack of sanitation, infectious diseases, and malnutrition continue to exist in ____________ or remote areas of South America.
Chapter 10
Resources

Vocabulary Activity 10
The Region Today: Latin America ................................................................. 35

Reteaching Activity 10
The Region Today: Latin America ................................................................. 37

Reinforcing Skills Activity 10
Creating an Outline ......................................................................................... 39

Enrichment Activity 10
The Economy of Cuba ..................................................................................... 41
The Region Today: Latin America

Directions: Choose a word or phrase from the box to complete each sentence.

Word Bank

free trade zones  developing countries  deforestation
shantytowns  service industries  slash-and-burn
export  maquiladora  farming
latifundia  gross domestic product  reforestation
minifundia  (GDP)  sustainable development
cash crops

1. When a country sells its crops or goods to other countries, it is said to ______________________ them.
2. ______________________ are rural workers and farmers who intensively farm a ______________________.
3. ______________________ are large agricultural estates owned by wealthy families and corporations.
4. ______________________ are in the process of becoming industrial.
5. A factory built in Mexico by an American or a Japanese corporation is called a ______________________.
6. The value of goods and services produced in a country in a year is called the ______________________.
7. ______________________ does not deplete natural resources in the way that ______________________ does.
8. ______________________ relies on clearing rain forests to make way for agriculture.
9. If enforced by law, ______________________ can help regenerate rain forests.
10. Makeshift communities called ______________________ result when urban population growth exceeds resources.
11. ______________________ are the areas of a country where trade restrictions do not apply.
RETEACHING ACTIVITY 10

Terms and Concepts

DIRECTIONS: Match each term from Chapter 10 with the correct definition.

1. minifundia  
2. slash-and-burn  
3. service industries  
4. cash crops  
5. GDP  
6. campesino

a. items grown to be sold  
b. value of goods and services produced in a year  
c. destructive farming method  
d. farmer on a minifundia  
e. small farm for food only  
f. fields such as dry cleaning and banking

Connecting Ideas

DIRECTIONS: Answer the following questions in the space provided.

7. What are some of the positive and negative effects of the North American Free Trade Agreement?

8. How has technology changed the way people communicate in Latin American countries?

Working with Geography

DIRECTIONS: Read the passage, and then answer the question.

New technologies are helping weather forecasters predict the weather more accurately. For example, technologies such as satellite imaging can help forecasters trace the development of a hurricane, evaluate its strength, predict its probable course, and give ample advance warning to communities that are likely to be affected by the storm.

9. Why might this new technology be important to some people in Latin America?
ORGANIZING INFORMATION

DIRECTIONS: Fill in the blanks of the outline with the choices given in the box below.

Title: (1) __________________________________________________________________________

I. Location
   A. (2) __________________________________________________________________________
   B. Central America

II. (3) __________________________________________________________________________
   A. Deforestation
      1. (4) _________________________________________________________________________
      2. (5) _________________________________________________________________________
   B. Cattle ranching
   C. Mining
   D. Settlement
   E. (6) _________________________________________________________________________
      1. (7) _________________________________________________________________________
      2. Divide forests into segments

III. Effects of Rain Forest Destruction
    A. Increased economic growth
    B. (8) _________________________________________________________________________
    C. (9) _________________________________________________________________________
    D. (10) _________________________________________________________________________
    E. (11) _________________________________________________________________________

IV. (12) _________________________________________________________________________
    A. To Develop
       1. Provides livelihood
       2. (13) ______________________________________________________________________
       3. Raises living standards
       4. Provides raw materials for industry
    B. Not to Develop
       1. Unique ecosystem
       2. (14) ______________________________________________________________________
       3. (15) ______________________________________________________________________
       4. Home to indigenous people

V. (16) _________________________________________________________________________
    A. Sustainable development
       1. Conservation
       2. (17) ______________________________________________________________________
    B. Reforestation
    C. (18) _________________________________________________________________________
    D. (19) _________________________________________________________________________

Potential medicines
Amazon Basin, Brazil
Tourism
Loss of materials to treat disease
Law enforcement protection
Logging
Alternative methods of farming & mining
Slash-and-burn agriculture
Roads
Encourage more development
Soil erosion
Latin America’s Threatened Rain Forests
Global warming
Loss of biodiversity
Provides area for new settlements
Benefits global environment
Threats to the Rain Forests
To Develop or Not to Develop—Complex Issue
Solutions
Creating an Outline

An outline is a way to organize and present information. The general topic of an outline is stated as a question. Then, each type of information begins with a broad idea, followed by increasingly specific details. For example, an outline begins with two or more main ideas, labeled with Roman numerals. Under each main idea are two or more subtopics, labeled with capital letters. Finally, supporting details follow each subtopic. These are labeled with Arabic numerals or lowercase letters.

Practicing the Skill

DIRECTIONS: Read the following paragraphs, and then complete the outline below.

Two important elements of agriculture in Latin America are the distribution of farmland and the products grown. Land is unequally divided between wealthy landowners and campesinos, or rural farmers. Minifundia and latifundia are two different kinds of estates. Minifundia are small farms that produce food for the poor families who own them. Any food not used by the families working on minifundia is sold in local markets. The latifundia are large estates owned either by wealthy families or corporations. Produce from the latifundia is sold mainly as cash crops for export. Using the inexpensive labor of campesinos, latifundia owners produce cash crops that yield very high returns of profit. Recently, latifundia have become more mechanized.

No matter whether campesinos work on large estates or on their own small farms, they are usually poor. They do not have the best land or the latest agricultural equipment. Among the poorest of the campesinos are the Native Americans of the altiplano who eke out a living from poor soil in a harsh climate. Their crops are staples like beans, potatoes, corn, and cassavas. In recent years, more and more campesinos have been leaving their farms to go to the cities.
The Economy of Cuba

The largest of the Caribbean islands, Cuba has been under communist rule since Fidel Castro seized power in 1959. For many years, the United States has maintained a trade embargo that prohibits buying and selling goods to Cuba. Until 1991 the Soviet Union supported Cuba, sending it billions of dollars worth of products every year. This created a large trade imbalance, or deficit, where the amount of goods received was greater than the amount exported. In 1991, when the Soviet Union broke up, economic support for Cuba dropped dramatically, and the trade deficit shrunk the next year (see graph).

Responding to public protests, Castro instituted some democratic reforms in 1994. He permitted individuals to own businesses and allowed banks to lend money to private companies. However, hard-line communists in the government gained the upper hand in 1996, bringing at least a temporary halt to reforms. In 2008 Castro handed power over to his brother Raul, who lifted some economic restrictions. He also announced initiatives to generate revenues for the Cuban economy.

**DIRECTIONS:** Use the article and the graphs to answer the following questions. Use a separate sheet of paper if necessary.

1. What happened to Cuba’s GDP in the early 1990s?

2. What effect did democratic reforms have on the Gross Domestic Product?

3. What does the term *trade deficit* on the bar graph mean?

4. Why are the numbers on the bar graph negative numbers?

5. In which two years was Cuba’s trade deficit the greatest? The least?

6. Which event in the article suggests a reason for the trade deficit rapidly shrinking in 1992?
Chapter 10
Section Resources

Guided Reading Activity 10-1
The Economy ................................................................. 42

Guided Reading Activity 10-2
People and Their Environment ..................................... 43
The Economy

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Many agricultural crops in Latin America are intended for ____________ to other countries.

2. Today large-scale, money-making farms require fewer workers because they are highly ____________.

3. The cool, fertile highlands of Brazil, Mexico, Guatemala, and Columbia grow some of the world's best ____________.

4. Hot, tropical areas of Latin America, particularly in Cuba and Brazil, grow large crops of bananas and ____________.

5. If natural disasters such as floods destroy their main crop, the ____________ of these countries suffer, as do their people.

6. In some Latin American countries, geographical features such as the high ____________ have hindered transportation and communication.

7. Jamaica is one of the countries that has expanded its service industry to include telecommunications and ____________.

8. The industrial economy of ____________ has been boosted by its oil industry.

9. Manufacturing plants built in Latin America by foreign companies that use cheap local labor are called ____________.

10. The North American Free Trade Agreement (NAFTA) promotes trade among the United States, Mexico, and ____________.

11. In the United States, some people dislike NAFTA because they fear the loss of jobs to generally ____________ Mexican workers.

12. Money borrowed to foster industrialization has led to enormous foreign ____________ in many Latin American countries.

13. Despite physical barriers, some Latin American countries have well-developed ____________.

14. Every Latin American country is improving its communications, but few people have ____________ in their homes.
People and Their Environment

DIRECTIONS: Underline the word or phrase that correctly completes each sentence.

1. Technological and economic growth that does not deplete the human and natural resources of an area is known as _______________ development.
   - sustainable
   - environmental
   - rain forest

2. Clearing of rain forest is called _______________.
   - timber
   - deforestation
   - depletion

3. Pressure from the _______________ has accelerated deforestation in the Amazon.
   - government
   - latifundia
   - minifundia

4. Almost 20 percent of the _______________ has been destroyed.
   - grasslands
   - Amazon rain forest
   - coastal farmlands

5. Along with the loss of rain forests comes the loss of valuable substances that may be used to fight _______________.
   - disease
   - wars
   - insects

6. The rain forest is also crucial because its trees and plants absorb _______________, which contributes to global warming.
   - oxygen
   - ozone
   - carbon dioxide

7. Laws requiring _______________ can help restore the forests.
   - reforestation
   - logging
   - strip mining

8. When rural people move to cities in Latin America, they are so poor they most often live in _______________.
   - neighborhoods
   - shantytowns
   - the street

9. Resources and services become scarce when cities experience _______________.
   - isolation
   - rapid urbanization
   - good management

10. Latin America has experienced many _______________ over disputed areas involving strategic locations and natural resources.
    - territorial conflicts
    - economic losses
    - economic boosts

11. Free trade agreements have given rise to inefficient factories, whose _______________ hurts the environment in neighboring nations.
    - pollution
    - labor
    - commerce
Location Activity 3 pp. 1–2
A. Labeling should be consistent with the Unit 3 Regional Atlas.

B.
1. Gulf of Mexico
2. Sierra Madre Occidental
3. Isthmus of Panama
4. Caribbean Sea
5. West Indies
6. llanos
7. Amazon River
8. Andes
9. Lake Titicaca
10. Paraguay River
11. Paraná River
12. Rio de la Plata

Unit 3 Real-Life Applications pp. 3–4
Answers will vary but should demonstrate that students have considered the important factors in implementing such a program: the available resources, the geography of the area, and the details provided about the villagers’ way of life. Students might suggest setting up traveling shows that teach about nutrition, teaching children songs about nutrition, presenting nutrition programs at intervillage celebrations, and giving “awards” to villagers who demonstrate nutrition awareness.

Unit 3 GeoLab Activity pp. 5–7
1. dowels; sand
2. It shows that it is feasible to move heavy weights up mountains by using friction-reducing methods, such as gravel or rollers made from logs.
3. Use larger, smoother, more rounded objects to reduce friction.
4. steepness of incline, weight of stone, number of people pulling the stone, availability of friction-reducing material

Critical Thinking The Inca lived in the Andes, so they may have built temples on the highest peaks for religious reasons, such as to be nearer the sky. They may have wanted large stone buildings for their permanence and stability to withstand earthquakes and weathering.

Unit 3 Environmental Issues pp. 9–10
1. Ecotourism is environmentally responsible travel to relatively undisturbed natural areas in order to appreciate nature and culture.
2. Answers may include tropical rain forests, coral reefs, the habitats of wild gorillas or other animals, and other natural, undisturbed places, especially in South and Central America, Africa, and Asia.
3. Answers will vary but should include mention of the fact that ecotourism promotes global awareness of the environment and aids local economies at the same time that it places strains on the very environment that is meant to benefit from it.
4. Answers will vary but might include mention of the educational benefits and the thrill of visiting exotic locales.

Unit 3 World Literature pp. 11–12
Interpreting the Reading
1. Winter begins in May. It is cold and wet, while summer is hot and dry.
2. Her descriptions involve all five senses.
3. At first, all three characters are happy about the rain—it revives the plants and is a hopeful sign after the long summer heat. When the rain continues, however, they feel as though the rain has overwhelmed their senses. They become serious and think that it may never end.
4. Possible answer: Isabel longs for the pleasant silence of August evenings and is sad because she knows it will be a long winter.

Vocabulary Activity 8 p. 14
1. puna
2. escarpment
3. cordilleras
4. canopy
5. tierra fría
6. hydroelectric power
7. tierra templada
8. altiplano
9. pampas, llanos
10. tierra caliente
11. tierra helada
Reteaching Activity 8 pp. 15–16
1. f
2. d
3. a
4. e
5. b
6. c

Visualizing Information
7. tierra caliente: between sea level and 2,500 feet; hot temperatures, rain forests; crops include bananas, sugar, rice, and cacao
8. tierra templada: 2,500 to 6,000 feet; cooler temperatures; leafy evergreens and cone-bearing evergreens; most densely populated zone; main crops are coffee and corn
9. tierra fría: 6,000 to 12,000 feet; coldest temperatures; winter frosts common; main crops are potatoes and barley
10. puna and tierra helada: 12,000 to 16,000 feet; cold temperatures and permanent ice and snow, although the puna supports some grasses suitable for grazing

Organizing Information
1.–5. Middle America: Central America, Sierra Madre Occidental, Sierra Madre Oriental, Mexican Plateau, Rio Grande
6.–7. Caribbean: Greater Antilles, Barbados
8.–9. South America (West): Andes, Atacama Desert
10.–11. South America (North): llanos, Lake Maracaibo
12.–13. South America (Central/East): Mato Grosso Plateau, Brazilian Highlands
14.–17. South America (South): pampas, Patagonia, Tierra del Fuego, Río de la Plata

Chapter 8 Reinforcing Skills Activity p. 17
1. Cause: Plates of the Earth’s crust have collided for billions of years.
   Effect: earthquakes, volcanoes, and mountain formation
2. Cause: location on the Equator and the patterns of the prevailing winds
   Effect: heavy rainfall, tropical rain forest; more species of plants and animals per square mile than anywhere else on Earth
3. Cause: changes in elevation result in different average temperatures and climate patterns
   Effect: varied vegetation and human settlement patterns

Enrichment Activity 8 p. 19
1. Chile and Argentina
2. southern and western parts of main island
3. Atlantic and Pacific
4. in the western areas
5. mountains, mostly scattered islands, cold temperatures
6. cold temperatures; heavy rainfall in parts, moderate rainfall in other parts; vegetation varies widely; high mountains and low plains
7. It gave explorers an open sea route to the western portion of Latin America.

Guided Reading Activity 8-1 p. 21
1. Middle America, the Caribbean, and South America
2. rugged mountain terrain, television, cell phones, the Internet
3. Andes
4. altiplano
5. Mato Grosso Plateau
6. llanos
7. pampas
8. Paraná, Paraguay, Uruguay
9. Río de la Plata
10. silver, emeralds, copper, bauxite
11. Chile

Guided Reading Activity 8-2 p. 22
1. elevation
2. temperate land
3. coffee
4. tierra fría
5. tropical
6. rain forest
7. Equator
8. canopy
9. species
10. llanos
11. humid
12. lomas

Vocabulary Activity 9 p. 24
1. Indigenous
2. patois
3. conquistadors
4. primate city
5. Glyphs
6. Mestizo
7. syncretism
8. viceroy
9. dialect
10. brain drain
Reteaching Activity 9 pp. 25–26
1. e
2. a
3. b
4. c
5. f
6. d
7. the Maya people and their achievements
8. for calendars and astronomical observations
9. for decorating their temples and recording their history
10. the original people in the region, including the Inca, the Aztec, and the Maya
11. Spanish and Portuguese came as colonists and conquerors looking for wealth in the late 1400s and early 1500s.
12. Africans from West Africa were brought as slaves by Europeans, who needed workers in Latin America.
13. Asians first migrated to Latin America in the 1800s, looking for jobs and new opportunities.
14. Urbanization can create major problems for cities, including overcrowded housing, job shortages, poor sanitation, and a general strain on the ability of a city to take care of all its residents.
15. European colonists treated the Native Americans harshly. Native Americans had no rights, were forced to work on farms, and died from epidemic diseases and from enduring extreme hardships. In most Latin American countries today, Native Americans still often are treated as second-class citizens with little political power and few economic benefits. However, some groups, as in Mexico, have made progress in gaining a voice with the new government.

Chapter 9 Reinforcing Skills p. 27
1. Central America and the Caribbean
2. central and southern South America
3. higher
4. They are located near water. Populations tend to become denser in coastal cities because waterways make trade easier.
5. Although Brazil has a higher population than Panama, it is a vast country that has large areas that are uninhabitable. Panama is a small country with a small population.

Enrichment Activity 9 p. 29
1. Possible response: The name suggests that the area is warm and moist enough to support mosquitos. It also suggests that the area is coastal and narrow and does not extend inland.
2. He saw their expertise at fishing, hunting, and farming. He also noted that the people were kind to European visitors and appeared to value equal rights.
3. a religious leader
4. Middle America or Latin America
5. Nicaragua
6. The Mosquito Coast is a geographic region because it does not form a separate country with one government and defined political borders.

Guided Reading Activity 9-1 p. 31
1. Mexico City
2. suburbs
3. economy
4. Aztec, Maya
5. glyphs
6. class system
7. Spaniards
8. wealthy landowners, army officers
9. legislative
10. Native American
11. syncretism
12. malnutrition
13. Diego Rivera
14. extended family
15. jai alai

Guided Reading Activity 9-2 p. 32
1. The People
2. Internal and external migration
3. European conquest
4. Creation of five Central American countries
5. Industry brought wealth to upper classes
6. Language and Religion
7. Education and Health Care
8. woodworking, poetry, metal work, and weaving
9. Matriarchal societies
10. Sports and Leisure
Guided Reading Activity 9-3  p. 33
1. ethnically
2. Asia
3. migration
4. favelas
5. interior
6. Inca
7. Spanish
8. Portuguese
9. enslaved
10. dictatorships
11. unstable
12. Gabriel García Márquez
13. Pablo Neruda
14. Carnival
15. rural

Vocabulary Activity 10  p. 35
1. export
2. Campesinos, *minifundia*
3. *Latifundia*
4. Developing countries
5. maquiladora
6. gross domestic product
7. Sustainable development, deforestation
8. Slash-and-burn
9. reforestation
10. shantytowns
11. Free trade zones

Reteaching Activity 10  pp. 37–38
1. e
2. c
3. f
4. a
5. b
6. d
7. NAFTA has made trade easier among the United States, Canada, and Mexico, and increased the flow of goods, services, and people among the countries; it has added jobs in Mexico that otherwise might not have existed and has boosted exports from Mexico. Some people in the United States worry that there is a loss of jobs to lower-paid workers in Mexico.
8. Many people in larger cities use cell phones, more people have personal computers, and Internet access has improved.
9. Some parts of Latin America, particularly the Caribbean islands and Central America, are very vulnerable to hurricanes. Accurate forecasting can help people be better prepared for approaching storms and possibly limit the amount of damage that is done.

Organizing Information
1. Latin America’s Threatened Rain Forests
2. Amazon Basin, Brazil
3. Threats to the Rain Forests
4. Logging
5. Slash-and-burn agriculture
6. Roads
7. Encourage more development
8. Loss of biodiversity
9. Global warming
10. loss of materials to treat disease
11. Soil erosion
12. To Develop or Not to Develop—Complex Issue
13. Provides area for new settlements
14. Potential medicines
15. Benefits global environment
16. Solutions
17. Alternative methods of farming & mining
18. Tourism
19. Law enforcement protection

Reinforcing Skills Activity 10  p. 39
General Topic: How is Latin American agriculture organized?
I. Main Idea: Distribution of Land and Products
   Generated
   A. Subtopic: *Minifundia*
      1. Owned by campesinos
      2. Produce food for owners and local markets
   B. Subtopic: *Latifundia*
      1. Large estates owned by wealthy families or corporations
      2. Use cheap labor—campesinos
      3. Yield high returns of profit on cash crops
      4. Have become more mechanized
II. Main Idea: Campesinos
   A. Subtopic: Work on large estates or small farms
   B. Subtopic: Usually poor
      1. Do not have best land or equipment
      2. Poorest are Native Americans of the altiplano
   C. Subtopic: Raise staple crops
      1. Beans
      2. Corn
      3. Potatoes
      4. Cassava
   D. Leaving farms for the cities

Enrichment Activity 10  p. 40
1. It declined significantly.
2. It began to rise.
3. The amount of goods received or imported is greater than the amount produced or exported.
4. They represent a trade imbalance, which is a deficit that is expressed in a negative.
5. greatest: 1986, 1989
   least: 1992, 1993
6. The Soviet Union stopped providing economic support.

Guided Reading Activity 10-1  p. 42
1. export
2. mechanized
3. coffee
4. sugarcane
5. economies
6. Andes
7. information technology
8. Mexico
9. maquiladoras
10. Canada
11. lower-paid
12. debt
13. rail systems
14. telephones or computers

Guided Reading Activity 10-2  p. 43
1. sustainable
2. deforestation
3. latifundia
4. Amazon rain forest
5. disease
6. carbon dioxide
7. reforestation
8. shantytowns
9. rapid urbanization
10. territorial conflicts
11. pollution