

Regions of Chile Using the Five Themes of Geography

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.): 3 class periods	Goal (Req.): Students will understand the characteristics of the four regions of Chile.	
	Objective (Req.): Students will define and explain the importance of these key geographic terms: climate, vegetation, population density. Students will describe the physical characteristics of four regions of Chile: Big North, Little North, Central, and South. Students will explain how physical features affect the people in an area. 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 Minnesota. Students will become familiar with the characteristics of the regions of Chile.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Internet • Atlas • Geography text • • • • 	<ul style="list-style-type: none"> • Climate • Vegetation • Population Density • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do people adapt to living in a country with such varied physical regions? On a blank piece of paper, have students draw or list their ideal environment to live. Have students include what the physical environment would look like. Have students share their environments with a partner or small group and the class. Then tell students that they can only have one extreme environment condition (hot, cold, wet, dry). Have students share what they would have to do to adapt to those extreme conditions. Ask students where they would rather live? Why? Ask: Suppose you live in one of these, what products would you need/miss? How would you get what you don't have? EXPLAIN that where people live influences how they live – life in a desert will be different from life in a rainforest just as life in a cold environment will be different from life in a warm environment.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> Students will complete the Five Regions of Chile Chart as a graphic organizer for their notes. Students may use their textbook, an atlas, or the Internet. Most textbooks have thematic maps included in the index. There are also some valuable websites that students can use for research such as: http://countrystudies.us/chile/36.htm (overview with map), http://worldfacts.us/Chile-geography.htm, http://countrystudies.us/chile/37.htm (Natural Regions), http://en.wikipedia.org/wiki/Natural_regions_of_Chile, 		

http://wapedia.modi/en/Natural_regions_of_Chile.

2. Students then will use the attached chart to research the regions of Chile and the regions of the U.S./their state.
3. Students will then examine climate, economic activity and population density maps for both Chile and the U.S. (or a state of choice, such as Iowa or Minnesota).
4. Display side by side climate maps of both countries and lead a discussion to find correlations between the two countries. Ask: What do you notice? Why do you think that is? (Students should notice that, as one moves away from the Equator, the temperatures get cooler – moving north in U.S. and moving South in Chile. Students should also notice the effect of being near an ocean has on climate as well as the effect of mountains on climate in both countries. If students did not already notice it, direct their attention to the location of deserts in both countries and ask why they are located where they are.) Ask: How do you think climate affects where people in both countries live? (Have students predict where people will and will not live and have them also defend their answers.)
5. Display population density maps of both countries. Ask: What do you notice? Why do you think that is? (Students should noticed that climate does affect where people live. Help students reach generalizations such as, people tend to live in places that are not too hot, cold, or too dry and the same holds for Chile.)
6. Display economic activity maps of both countries. Ask: What do you notice? Why do you think that is? (Students should notice that certain activities tend to happen in certain climates, such as livestock grazing in grassy area, mountains and mining, locations where different crops are viable, etc...)
7. Students should then imagine they had to move with their parents to one of Chile’s regions. Students should then make a postcard to send back to their classmates telling of their new life in Chile. The postcard should include: FRONT – the name of the region in which they now live and a picture or drawing of something that region is known for; BACK – students should write a paragraph home about their new life in their region of choice including: where they live (absolute & relative), language(s) spoken, foods they have tried, how the climate has affected their clothing and leisure activities, how crowded it is where they live, and the job their parents might do.
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Formative Evaluation (Req.): Discussion, completion and understanding of graphic organizer

Assessment (Req.): Postcard to back home

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 geographic and human characteristics create and define regions.

- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans.
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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.
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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
- How to use mental maps to organize information about people, places, and environments in a spatial context
- How to analyze the spatial organization of people, places, and environments on Earth's surface
- The physical and human characteristics of places
- That people create regions to interpret Earth's complexity
- The characteristics and spatial distribution of ecosystems on Earth's surface
- The patterns and networks of economic interdependence on Earth's surface
- How human actions modify the physical environment
- How physical systems affect human systems
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Five Themes of Geography Used (Req.):

- Location
- Place
- Human-Environmental Interaction
- Movement
- Region

School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.): Complex Communication, Creativity, Productivity and Accountability

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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REGIONS OF CHILE USING THE FIVE THEMES OF GEOGRAPHY

NAME OF REGION	LOCATION (Where is it?) (ABSOLUTE/ RELATIVE)	PLACE (What is it like?)	HUMAN & ENVIRONMENT INTERACTION	MOVEMENT (How do People, Goods & Ideas Move?)	REGIONS (What are some common things?)
NORTH BIG NORTH & LITTLE NORTH <i>(NORTE GRANDE & NORTE CHICO)</i> <i>(CAN DIVIDE)</i>					

CENTRAL <i>(CENTRO)</i>					
SOUTH <i>(LAKES REGION)</i>					
FAR SOUTH <i>(PATAGONIA)</i>					
ISLANDS <i>(EASTER, ROBINSON CRUSOE...)</i>					

<i>(OPTIONAL)</i>					
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REGIONS OF THE U.S. USING THE FIVE THEMES OF GEOGRAPHY

NAME OF REGION	LOCATION (Where is it?) (ABSOLUTE/ RELATIVE)	PLACE (What is it like?)	HUMAN & ENVIRONMENT INTERACTION	MOVEMENT (How do People, Goods & Ideas Move?)	REGIONS (What are some common things?)
PACIFIC STATES (WA, OR, CA, AK, HI)					
MOUNTAIN STATES (ID,MT,WY,NV,UT,CO, AZ,NM)					
NORTH CENTRAL STATES (ND,SD,MN,NE,IA,KS, MO)					

SOUTH CENTRAL STATES (OK,TX,AR,LA)					
MIDWEST STATES (WI,MI,IL,IN,OH)					
NORTHEASTERN STATES (ME,NH,VT,MA,CT,RI,NJ,DE,PA,NY)					
SOUTHEASTERN STATES (KY,WV,MD,VA,TN,NC,SC,MS,AL,GA,FL)					