

STUDENT
SOURCE
AND SKILL
COMPANION

WORLD REGIONS AND CULTURES

The Western Hemisphere






GETTING STARTED

**Welcome to the Traverse Source
and Skill Companion!**

In this book, you will find the sources
for each chapter as well as detailed
instructions for every Chapter Inquiry.



CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

1 | Exploring Geography

CHAPTER OVERVIEW

CHAPTER QUESTION
Why is geography important to the study of history?

CHAPTER OBJECTIVES

1. Compare and contrast the five themes of geography.
2. Explain how geographers use questions and tools to better understand the world.
3. Describe Earth's physical features and forces.
4. Analyze how physical environments affect human populations, cultures, governments, and economies.
5. Participate in a partner discussion about how themes of geography apply to real-world problems by gathering information from multiple sources.

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Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

CHAPTER NARRATIVE

THE THEMES OF GEOGRAPHY How do the five themes of geography guide our understanding of the world?	Secondary Source How Do You Address a Group of Two or More People?	Media Explainer Video: Absolute and Relative Location Interactive Map: Latin America
STUDYING GEOGRAPHY How do geographers use tools to answer geographic questions?	Primary Source NASA and NOAA Take to the Air to Chase Smoke	Media Interactive Time Line: History of Geography Interactive Time Line: Map Projections Quick Talk: Mental Maps
PHYSICAL GEOGRAPHY How do physical features and forces affect life on Earth?	Primary Source Exploring the Grand Canyon Through Photographs	Media Hotspot: Physical Geography Interactive Map: Climate Zones in North America
HUMAN GEOGRAPHY How does the physical world affect the human world?	Secondary Source World Population in Four Maps	Media Flipbook: Human Geography Traverse 360: Cultural Diffusion Explainer Video: Renewable and Nonrenewable Resources

CHAPTER INQUIRY ROUTINE

1. **COMPELLING QUESTION** | How do the themes of geography help people solve real-world problems?
2. **SOURCE SET**
 - Animal Crossing: World's Biggest Wildlife Bridge Comes to California Highway
 - Proposed Liberty Canyon Wildlife Crossing
 - How Wildlife Corridors Are Designed with Animals in Mind
 - Exploring Interactions Between Humans, Wildlife, and Their Habitats Through Photographs
3. **COMMUNICATING CONCLUSIONS**
Analyze Multiple Perspectives: Participate in a partner discussion about the Compelling Question. The goal of this partner discussion is to identify one or more of the themes of geography that connect to the sources and use the theme(s) to respond to the Compelling Question. Before the partner discussion, identify one theme that stands out the most to you after analyzing the sources. During the discussion, decide on one or more themes and come to an agreement about why this theme or these themes are important in helping people plan an effective wildlife crossing. After the discussion, you will submit a paragraph-length reflection explaining your answer to the Compelling Question and describing how you and your partner came to an agreement about the importance of your chosen theme(s).

Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

The screenshot shows a digital source page with several tabs: GEOGRAPHY, EARLY PEOPLES, EUROPEAN EXPLORATION AND COLONIZATION, and INQUIRY. The 'INQUIRY' tab is selected. The source title is 'THE WHITE DAWN OF THE HOPI'. Below the title is a 'SOURCING INFORMATION' box with details: Genre: Folktale, Authors: Unknown (retold and translated by H. R. Voth), Date: Unknown, and a 'BACKGROUND' section. The main text is a folktale about the creation of the Hopi people. A 'Close Reading' callout box highlights a specific paragraph. At the bottom, there is an 'INQUIRY AND RESEARCH SKILL 1: Developing and Supporting Claims' section with a question: 'How does this story explain the creation of the Hopi?'. The page number '75' is visible at the bottom right.

Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

Skill Question

Practice social studies skills as you answer questions about the source.

READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

The screenshot shows a lesson page titled 'SOCIAL STUDIES READING SKILL: ANALYZING ARTIFACTS'. It includes a 'CHECKLIST' with three sections: 'Make observations', 'Make inferences', and 'Go beyond'. A 'SKILL MODEL' section shows an example analysis of a 'Halibut Hook' artifact. The 'PRACTICE' section includes a table for students to record their own observations, inferences, and 'Go Beyond' thoughts. The page number '59' is visible at the bottom right.

Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

Skill Model

The skill model provides an example of a source analysis using the checklist.

Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

CHAPTER INQUIRY

1 | COMPELLING QUESTION

COMPELLING QUESTION
What is the future of food?

BACKGROUND INFORMATION
In 2021, as many as 628 million people were affected by hunger. According to the Pew Research Center, the global population is predicted to increase by 38 percent in 2050. So how is food production going to be able to match the growing population? How can food production better address the current population experiencing hunger? In this Chapter Inquiry, you will examine different possibilities on the future of food.

SUPPORTING QUESTIONS
Use the Supporting Questions to prepare for the Chapter Inquiry.
• What challenges will future food production need to address?
• What types of entrepreneurship and innovation are happening in food production?
• How do consumer choices influence food production?
As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to the Compelling Question	Evidence
Could Climate Change Really Change Your Food?		

INQUIRY PROMPT Adapt an Argument: Decide on your argument in response to the Compelling Question. Then adapt your argument to take the form of an infographic. Use print or digital technologies to create your infographic. Include at least four visuals with accompanying descriptions. Descriptions should be at least two sentences long and draw from concepts in the provided sources and from the chapter.

2 | SOURCE SET

- COULD CLIMATE CHANGE REALLY CHANGE YOUR FOOD?**
Genre: Video
Participants: Amanda Little and Neena Niran
Date: 2021
PAGE 47
- FOOD-AT-HOME SCHEDULES, 2000-2023**
Genre: Graph
Creator: U.S. Department of Agriculture
Date: 2023
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Genre: Article
Authors: Annie Lowrey and Ron Nixon
Date: 2012
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- ARTIFICIAL INTELLIGENCE IMPROVES AMERICA'S FOOD SYSTEM**
Genre: Article
Author: Scott Elliott
Date: 2020
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Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

4. PRACTICE
Use the checklist for Developing and Supporting Claims and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.
• What challenges will future food production need to address?
• What types of entrepreneurship and innovation are happening in food production?
• How do consumer choices influence food production?
Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN
Plan for your infographic. Use these questions to help you brainstorm ideas for your infographic:
• How could you use words and/or visuals to represent the future of food production?
• What context can you include in your visual to help the viewer make sense of how food production is going to change?

3. RESPOND
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:
• The response demonstrates a thorough understanding of what food will be like in the future.
• The infographic presents a compelling argument and shows the student's strong awareness of the audience, venue, and format.
• The response presents a thorough explanation using significant evidence, strong reasoning, and effective sequencing of information. The response provides context for the sources used and clearly explains how each piece of evidence supports the claim.

INQUIRY PROMPT

COMPELLING QUESTION
What is the future of food?

Adapt an Argument: Decide on your argument in response to the Compelling Question. Then adapt your argument to take the form of an infographic. Use print or digital technologies to create your infographic. Include at least four visuals with accompanying descriptions. Descriptions should be at least two sentences long and draw from concepts in the provided sources and from the chapter.

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Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:


- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

3 | INQUIRY AND RESEARCH SKILL
EVALUATING PRIMARY SOURCES



Examine the "Evaluating Primary Sources" episode of *The Beat* to understand how one group of students approaches the process of evaluating primary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate primary sources?
Primary sources are firsthand accounts or original materials that provide information about the experiences and ideas of people in that time period. When using a primary source, it is important to identify the source's strengths and limitations as evidence to answer the Compelling Question.

Why is it important to evaluate a primary source?
Evaluating the strengths and limitations of a primary source helps you determine how to use the source as evidence to answer the Compelling Question. For example, you might find that a source includes some but not all of the evidence you need to answer the Compelling Question and must be paired with another relevant source to support your argument or explanation. Or you might find that the perspective represented in the source does not fully address the Compelling Question and requires you to adjust your claim or consider other evidence.

1. CHECKLIST HOW DO YOU EVALUATE PRIMARY SOURCES?

Analyze the source's relevance as evidence to answer the Compelling Question:

- What do you know about the source's maker, time period, purpose, and intended audience?
- How could this perspective help you answer the Compelling Question?
- How useful is this source in answering the Compelling Question?

Analyze the source's credibility as evidence to answer the Compelling Question:


- Is the evidence in this source supported by evidence in other sources?
- Is there anything about the maker's perspective, the source's purpose, or the intended audience that might impact its credibility?
- Does the evidence reflect fact, or does it reflect a biased opinion?

Evaluate the source's strengths and limitations for use in your response to the Compelling Question:

- Strengths:** What makes this source a strong fit for your inquiry response? Its credibility? Its relevance? But?
- Limitations:** After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it's time to practice evaluating primary sources with HAUDENOSAUNEE THANKSGIVING ADDRESS: GREETINGS TO THE NATURAL WORLD, the second item in your source set. Use the checklist for Evaluating Primary Sources to read and evaluate the source and fill in your graphic organizer. Then you'll examine a second episode of *The Beat* showing how the students used the checklist to evaluate the same source.



CHAPTER INQUIRY 79

The Beat

Some skill lessons include *The Beat*, a video in which students practice Inquiry and Research Skills and model collaboration.


Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

3. SKILL MODEL



Examine the second episode of *The Beat* to learn how the students used the checklist to evaluate the Haudenosaunee Thanksgiving Address.

Here is how one student took the conversation with their peers and used it to fill out a graphic organizer evaluating the Haudenosaunee Thanksgiving Address.

Source	Strengths	Limitations	How could I use this source?
Haudenosaunee Thanksgiving Address: Greetings to the Natural World	This source shows what types of things the people of the Haudenosaunee Confederacy were thankful for. It is relevant to the Compelling Question because it helps me learn what was important to them.	We don't know much about the origins of this source. It also only gives the perspective of one Indigenous group, so it does not completely answer the Compelling Question.	I could use this source to support the idea that nature was important to early Indigenous peoples. This source shows how one group offered thanks to the natural world around them.

4. PRACTICE

Use the checklist for Evaluating Primary Sources to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What can we learn from oral traditions about how Indigenous peoples lived in their environments?
- What beliefs did Indigenous peoples pass down through oral traditions?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

You may use this outline to structure your speech:

- One-sentence claim answering the Compelling Question
- Evidence from Source 1 (quote or paraphrased section)
- Explanation of how this evidence supports your claim
- Explanation of why Source 1 is credible and relevant to the Compelling Question
- Evidence from Source 2 (quote or paraphrased section)
- Explanation of how this evidence supports your claim
- Explanation of why Source 2 is credible and relevant to the Compelling Question

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Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

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Budapest, the capital city of Hungary, sits on either side of the Danube.



PRIMARY AND SECONDARY SOURCES LIST

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The World Around Us

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South America

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Downtown Los Angeles.

UNIT 4

South America



UNIT 4 KEY CONCEPTS



Ancient Civilizations

Early South American peoples lived in diverse regions across the continent, including the Andes Mountains and Amazon basin.



The Inca

The Inca were known for their remarkable achievements in engineering, agriculture, and governance.



Geography

South America's geography has diverse landscapes, including mountains, forests, highland plateaus, and river systems.



Modern History

With the end of colonialism in South America, the shift to independence brought new challenges.

ENDURING THEMES

THE ENVIRONMENT

How do people adapt to the environment around them, historically and today?

The environment played a key role in how early South American peoples adapted to their surroundings. Some Indigenous groups thrived in the Amazon rainforest, using its resources for shelter and food, while others adapted farming techniques in the high Andes Mountains. Today, the environment remains central to South American nations, shaping industries like agriculture, mining, and tourism. Protecting the Amazon rainforest is a priority, as it is crucial for both global health and the cultures of its inhabitants. How do different environments influence the way people live and adapt?

CHANGE

What are the benefits and drawbacks of a quickly changing society?

Change has been central to South America's history. During the colonial period, European powers controlled many countries, shaping their economies and cultures. In the 19th century, independence movements spurred by a desire for self-governance led to new nations. This brought different political systems, with some countries experiencing military coups while others embraced democracy. Shifts in government and economic policies have deeply impacted the region. How do changes in government and leadership affect the lives of people in a country?

GLOBALIZATION AND INTERDEPENDENCE

How are trade and globalization related?

South America has become more connected to the rest of the world through globalization. Many countries have grown their economies by trading goods like coffee, soybeans, beef, and copper. These exports make South America a key player in the global economy. Technology, tourism, and cultural exchange also reflect globalization in the region. As a result, South American countries are becoming more interdependent with other parts of the world. How can interdependence between South America and other regions create challenges and opportunities?



Demographics

Most South Americans live near or along the coasts. The population is ethnically varied, with many languages spoken.



Culture

The region has a rich and colorful culture. Its lively music, art, dance, and traditions have Indigenous, African, and European influences.



Government

South American governments have a varied history. Many countries have experience with democracy interrupted by periods of authoritarian rule.



Economics

South American economies have traditionally depended on mining, fishing, and farming, although other industries exist.

13

Brazil



The 98-foot-tall Christ the Redeemer statue, Rio de Janeiro, Brazil.

CHAPTER OVERVIEW



CHAPTER QUESTION

How do geography and history shape life in Brazil today?

CHAPTER OBJECTIVES

1. Describe the physical and political geography of Brazil.
2. Summarize key events in Brazil's history from the colonial era to the present day.
3. Explain the key features of Brazil's culture, government, and economy.
4. Analyze contemporary challenges and developments in Brazil.
5. Conduct online research and evaluate sources to develop claims about conservation work in the Amazon.

“Brazil is home to more plant species than almost any country in the world.”

—Mark Plotkin, *Tales of a Shaman's Apprentice: An Ethnobotanist Searches for New Medicines in the Amazon Rain Forest*, 1993

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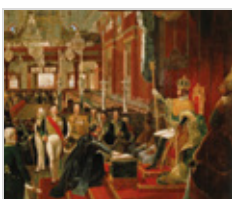
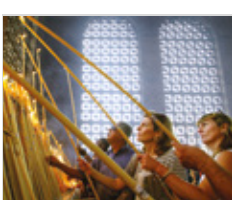
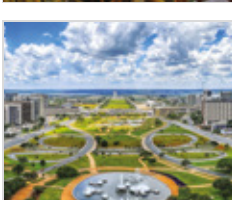
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CHAPTER NARRATIVE

	GEOGRAPHY What are the major geographic features of Brazil?	
	Secondary Source Brazil: A Country Study	Media Flipbook: Amazon Rainforest
	MODERN HISTORY How has Brazil changed from colonial to modern times?	
	Secondary Source Amazon Deforestation	Media Interactive Time Line: The Vargas Era
	LIFE IN BRAZIL How has Brazil's history shaped its culture, government, and economy?	
	Secondary Source Mastering the Geometry of the Jungle	Media Explainer Video: Quilombos
	CASE STUDIES What challenges and opportunities does Brazil face today?	
	Primary Source Landscape View of São Paulo, Brazil	Media Explainer Video: Carnival

CHAPTER INQUIRY ROUTINE

1 COMPELLING QUESTION Who is trying to conserve the Amazon rainforest, and why?	2 SOURCE SET <ul style="list-style-type: none"> • The Hope for Slowing Amazon Deforestation • This Park in Ecuador Is One of the Most Biodiverse Places on Earth • Indigenous People in the Amazon Rainforest
3 INQUIRY AND RESEARCH SKILL Conducting Online Research	
4 COMMUNICATING CONCLUSIONS Adapt an Argument: Analyze the provided sources to gather evidence and develop a claim that answers the Compelling Question. Next, conduct online research in order to support or refine your claim. Then compose a blog post that could appear on a website about the Amazon rainforest. A blog post is an article with embedded media such as images, videos, charts, and infographics. Your blog post should include your claim and evidence from both the source set and a source you found while conducting online research. It should include both text and images to convey your explanation of who is trying to conserve the Amazon rainforest and why.	

CHAPTER SUMMARY

BACKGROUND

- Brazil is located in South America along the Atlantic Ocean. It borders every country on the continent except Chile and Ecuador.
- In 1500, Portugal began establishing control over the land that would become Brazil. Brazil gained independence in 1822, became a republic in 1889, and transitioned from a dictatorship to democracy in the 20th century.
- Brazil is the most populous country in South America. It has a diverse culture and a democratic government. Its economy is affected by large differences in wealth between groups of people.

Brazil is the largest country by area in South America. It's divided into 26 states and 1 federal district. Physical features include the **Amazon River** in the north, a large tropical wetland known as the **Pantanal** in the west, and an elevated region in the center known as the **Brazilian Highlands**. Brazil's geography influences where and how people live, with most people living in the temperate climates in the south. The Amazon rainforest in northern Brazil is the most biodiverse region in the world. Brazil also has grasslands, savannas, and temperate forests. Its natural resources, like rubber, brazilwood, and minerals, play a crucial economic role.

Modern Brazil took shape over several centuries. In 1494, the Treaty of Tordesillas granted Portugal rights to Brazil's lands. Portuguese control over the region began in 1500, with the arrival of explorer **Pedro Álvares Cabral**. Over the next two centuries, importing enslaved Africans to work large sugar plantations became a cornerstone of Brazil's economy. In 1807, the Portuguese royal family temporarily fled Europe for Brazil.

The king installed his son, **Dom Pedro**, to govern the colony permanently. Under Dom Pedro, Brazil gained independence from Portugal in 1822, becoming the **Empire of Brazil**. In 1889, Brazil overthrew the monarchy to become the **Republic of the United States of Brazil**. A period of unrest in the 1930s brought the dictator **Getúlio Vargas** to power. The country reestablished democratic governance in 1985. Today, Brazil is a **presidential democracy**. Brazilians enjoy many political freedoms. All Brazilian citizens are required to vote.

In 2024, Brazil's population was over 220 million, with most Brazilians living in urban areas. The population is diverse, with many groups helping shape the country's social and cultural identity. The country's official language is Portuguese, and many Brazilians are Roman Catholic. African culture has been influential, particularly in Brazilian music and dance. The country's Indigenous groups also contribute a variety of languages and cultural traditions. *Futebol*, or soccer, is a symbol of national pride in Brazil.

Brazil has faced unique challenges in the modern era. In the 1950s, the country moved its capital from Rio de Janeiro to a newly constructed city in an attempt to relieve environmental and urban strain. The move transformed Brazil's inland region from a remote area to its political center. Today, Brazil faces an unequal **distribution of wealth** and access to resources. More than 11 million Brazilians live in **favelas**. There, people face difficult living conditions and a lack of plumbing and electricity. In the meantime, the country's unique cultural traditions continue to flourish, blending African, Indigenous, and European influences. The iconic **Carnival** features extravagant costumes, massive parades, and street performances. It also plays a key role in tourism, attracting hundreds of thousands of visitors and boosting the country's economy.

CHAPTER VOCABULARY

age distribution

the proportion of individuals within different age groups in a population, reflecting demographic trends and societal structure

Amazon River

the longest river in South America, flowing over 4,000 miles through the Amazon rainforest

Brazilian Highlands

an elevated region in central and southeastern Brazil characterized by plateaus and mountains

capoeira

a Brazilian martial art combining dance, acrobatics, and music developed by enslaved Africans; characterized by fluid, rhythmic movements

Carnival

a festive season, especially in Brazil, marked by parades, music, dancing, and costumes and celebrated before Lent as a major cultural and social event

deforestation

process in which humans intentionally clear land of trees and other vegetation



Deforestation in the Amazon.

distribution of wealth

the way in which the income of a nation is divided among its population

Dom Pedro

the first ruler of the newly independent Brazil; the former prince regent of Brazil under Portuguese rule; became the independent ruler of Brazil on September 7, 1822, after Brazilians petitioned Portugal



Dom Pedro I, the first emperor of Brazil.

Empire of Brazil

a monarchy established after Brazil's independence from Portugal, ruled by Emperor Pedro I and later his son Pedro II

favela

informal, often impoverished urban settlements in Brazil, typically characterized by overcrowded housing, limited infrastructure, and high rates of social inequality

forward capital

a capital city moved or established in a strategically significant location to promote economic development or assert political control in a specific region

Getúlio Vargas

Brazilian statesman who served as president beginning in the 1930s; known for populist policies, industrialization, and creating the Brazilian welfare state

Jesuit

a member of a religious order of the Catholic Church focused on educational and missionary work; order founded by Ignatius of Loyola in the 16th century

Pantanal

the world's largest tropical wetland, located mainly in Brazil, known for its rich wildlife, diverse ecosystems, and seasonal flooding

Pedro Álvares Cabral

Portuguese explorer credited with discovering Brazil in 1500 while on an expedition to India, establishing Portuguese presence in South America

political party

group of people who organize around shared political goals and philosophies

presidential democracy

a system of government where the president is elected separately from the legislature and holds significant executive power, often as the head of state and the head of government



A young person voting in Brazil.

Republic of the United States of Brazil

the government of Brazil beginning in 1889, following the overthrow of the monarchy; an established federal republic with elected presidents

PRIMARY AND SECONDARY SOURCES

Online option

Follow your teacher's directions for completing this activity.

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

SECONDARY SOURCE

BRAZIL: A COUNTRY STUDY

Section Question: What are the major geographic features of Brazil?



SOURCING INFORMATION

Genre: Book Excerpt

Author: Rex A. Hudson

Date: 1998

BACKGROUND

In this excerpt from *Brazil: A Country Study*, Rex A. Hudson describes the natural resources and physical features of the Minas Gerais region of Brazil. The discovery of precious metals and gems in the region in the late 17th century led to the rise of bustling mining towns. The shift from cane farming to gold mining transformed Brazil's economy and landscape.

The discovery of gold by Paulistas¹ in various parts of what is now Minas Gerais (General Mines), between the Serra da Mantiqueira and the headwaters of the Rio São Francisco, probably occurred between 1693 and 1695, but word filtered out slowly. The greatest concentration of deposits² was along Brazil's oldest geological formation, the Serra do Espinhaço, lying in a

north-south direction, throughout which it seemed that every river, stream, and brook glittered with gold. Mining camps that turned into the cities of Ouro Prêto, Mariana, and Sabará soon located in its southern end, and by 1730 diamonds were coming out of the northern reaches around Diamantina.

¹Paulista: explorers from the São Paulo region of Brazil who were descended from the first Portuguese colonists and the Indigenous people of Brazil

²deposits: a buildup of material, like sand, rock, or coal, in which other precious materials can be found

Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Which of the following was a long-term effect of the discovery of gold in the Minas Gerais region of Brazil?

- A. Word spread quickly about the discovery of gold, leading to the immediate establishment of mining camps.
- B. The cities of Ouro Prêto, Mariana, and Sabará grew out of mining camps.
- C. Diamonds were also discovered at the southern end of the Serra do Espinhaço.
- D. The Minas Gerais region's economy shifted to rely on sugarcane farming.

SECONDARY SOURCE WITH SOCIAL STUDIES READING SKILL

AMAZON DEFORESTATION



Section Question: How has Brazil changed from colonial to modern times?

SOURCING INFORMATION

Genre: Map | Date: 2023

BACKGROUND

The Amazon rainforest is known for its diversity of species and for its positive impact on the climate. Over time, deforestation in the Amazon has increased. Deforestation is often caused by the need to expand human habitats or repurpose land for food production. But deforestation also has negative environmental and economic consequences that create global challenges.





SOCIAL STUDIES READING SKILL

ANALYZING MAPS

A map is a visual representation of a place. Maps can be used for many purposes. Reference maps show the locations of important physical features, such as cities, borders, and roads, and natural features, such as mountains, rivers, and oceans. Thematic maps display information about a particular topic or theme, such as population density or trade routes. Historical maps convey information from a particular point of time and from a particular perspective. Historians use these maps to understand and draw conclusions about the time period in which the map was created.

1. CHECKLIST



Make observations.

- What type of map is this?
- What places, processes, data, or other information does the map show? What common map features are present, such as a key, a grid, a scale, or a compass rose?
- Are there words on the map? Is there a title?
- What do you need to know about the historical context in order to analyze this map?
- What patterns or trends do you notice?



Make inferences.

- How might this map have been made?
- What might be the purpose of the map?
- What does this map suggest about the places, processes, or perspectives that are depicted? If this is a historical map, what are possible inaccuracies?



Go beyond.

- How does the information in the map connect to what you are studying?
- What are the map's values and limitations?
- What predictions can you make using this map?
- What new questions do you have after analyzing this map?

2. SKILL MODEL

Here's how one student uses the checklist to analyze the map.



Make observations.

- *The map shows deforestation in the Amazon.*
- *It shows areas that are deforested and forested.*
- *I notice that the deforested areas are mostly toward the east of the forested areas.*



Make inferences.

- *The purpose of this map is to show which areas of the rainforest are under stress.*
- *Because of the spatial differences in deforestation, I can infer that deforestation is moving in an east-to-west direction.*
- *This map does not have a clear perspective or point of view. It is meant to show an unbiased view of what is taking place.*



Go beyond.

- *This map connects to the information about the Amazon rainforest found in the narrative.*
- *One value of this map is it shows how much of the rainforest has been lost.*
- *I wonder why some areas have been deforested while others have not.*

3. PRACTICE

Use the checklist for Analyzing Maps to analyze *Amazon Deforestation*. Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
<i>The map shows deforestation in the Amazon.</i>	<i>The purpose of this map is to show which areas of the rainforest are under stress.</i>	<i>This map connects to the information about the Amazon rainforest found in the narrative.</i>

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

SECONDARY SOURCE

MASTERING THE GEOMETRY OF THE JUNGLE

Section Question: How has Brazil's history shaped its culture, government, and economy?



SOURCING INFORMATION

Genre: Article
Author: Nicholas Bakalar
Date: 2006

BACKGROUND

In this article, published in *The New York Times* in 2006, Nicholas Bakalar discusses how precise language representing numerical amounts affects the ability of individuals to understand basic mathematical and geometric concepts. He bases his information on a study of the Mundurukú people located in the Amazon rainforest, whose language has no words for numbers over the number five.

An indigenous group called the Mundurukú, who live in isolated villages in several Brazilian states in the Amazon jungles, have no words in their language for square, rectangle, triangle or any other geometric shape except circles.

The members use no measuring instruments or compasses, they have no maps, and their words for directions are limited to sunrise, sunset, upstream and downstream. The Mundurukú language has few words for numbers beyond five except “few” and “many,” and even those words are not used consistently.

Yet, researchers have discovered, they appear to understand many principles of geometry as well as

American children do, and in some cases almost as well as American adults. An article describing the findings appears in the Jan. 20 issue of *Science*.

“Across cultures that live extremely different lives, we see common foundational sets of abilities,” said Elizabeth Spelke, a co-author of the paper and a professor of psychology at Harvard, “and they are not just low-level kinds of abilities that humans share with other animals, but abilities that are at the center of human thinking at its highest reaches.”

To test their understanding of geometry, the researchers presented 44 members of a Mundurukú group and 54 Americans with a series of slides

illustrating various geometric concepts. Each slide had six images. Five of them were examples of the concept; one was not.

The Mundurukú subjects, tested by a native speaker of Mundurukú working with a linguist, were asked to identify the image that was “weird” or “ugly.” For example, to test the concept of right angles, a slide shows five right triangles and one isosceles triangle. The isosceles triangle is the correct answer.

In data that do not appear in the article but were presented by e-mail from the authors, Mundurukú children scored the same as American children — 64 percent right — while Mundurukú adults scored 83

percent compared with 86 percent for the American adults.

The researchers also tested the Mundurukú with maps, demonstrating that people who had never seen a map before could use one correctly to orient themselves in space and to locate objects previously hidden in containers laid out on the ground.

The indigenous people were able to use the maps to find the objects, even when they were presented with the maps at varying angles so that they had to turn them mentally to match the pattern on the ground in front of them. Dr. Spelke found this particularly significant.

 Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Which details from the article support the conclusion that “Across cultures that live extremely different lives, we see common foundational sets of abilities”? Select the two correct answers.

- A. Some data from the study was sent by email rather than published.
- B. The Mundurukú people were able to understand and use maps even though they had never seen a map.
- C. In the Mundurukú language, directions are limited to sunrise, sunset, upstream, and downstream.
- D. In experiments that assessed understanding of geometry, Mundurukú and American subjects performed similarly.
- E. Scientists used slides that showed five right triangles and one isosceles triangle.

PRIMARY SOURCE

LANDSCAPE VIEW OF SÃO PAULO, BRAZIL



Section Question: What challenges and opportunities does Brazil face today?

SOURCING INFORMATION

Genre: Photograph | **Photographer:** Mike Goldwater | **Date:** 1991

BACKGROUND

Latin America faced an economic crisis after World War II. With increases in population, unemployment, and the prices of goods, poverty rates worsened. Limited access to land ownership contributed to unequal distribution of wealth. This photo shows a view of a squatters' settlement in Casa Verde, a district of São Paulo, Brazil, with the high-rises of downtown São Paulo in the distance.



Online option

SOCIAL STUDIES READING SKILL | **Analyzing Images and Artwork**

Label each characteristic as describing Casa Verde in the foreground (F) or downtown São Paulo in the background (B).

- | | |
|------------------------|----------------------------|
| 1. flourishing | 4. planned construction |
| 2. single-story shacks | 5. improvised construction |
| 3. impoverished | 6. high-rise buildings |

SECONDARY SOURCE

THE HOPE FOR SLOWING AMAZON DEFORESTATION



Source Analysis: Identify several words or phrases that reflect the speakers' perspectives on the environmental impact of logging on the Amazon rainforest, and explain their meaning.



SOURCING INFORMATION

Genre: Radio Program

Participants: Aaron Scott, Kirk Siegler, Rita Mesquita, and Roberto Brito Mendonca

Date: 2022

BACKGROUND

In this episode of NPR's daily science podcast *Short Wave*, host Aaron Scott highlights the experiences of journalist Kirk Siegler, who reports on his time in the Amazon rainforest in Brazil. Siegler interviews key figures like Brazilian scientist Rita Mesquita and local resident Roberto Brito Mendonca, highlighting the collaboration among scientists, nongovernmental organizations, and local communities to conserve and advocate for the rainforest.

Log in to your digital student account to listen to this radio program.



Online option



SOCIAL STUDIES READING SKILL | Analyzing Auditory and Video Sources

Match each claim about conservation efforts in the Amazon with the correct speaker.

Speaker

1. Siegler
2. Mendonca
3. Mesquita

Claim

- A. What is going on in the Amazon rainforest is a direct threat to his people's survival.
- B. There are signs of change along the Rio Negro River.
- C. There is a lack of a concrete plan for the Amazon rainforest.

SECONDARY SOURCE

THIS PARK IN ECUADOR IS ONE OF THE MOST BIODIVERSE PLACES ON EARTH



Close Reading: Identify what is special about Yasuní National Park, and explain what factors may have led to its unique qualities.



SOURCING INFORMATION

Genre: Article | **Author:** Matt Blitz | **Date:** 2015

BACKGROUND

Efforts to conserve the Amazon rainforest extend into Brazil's neighboring countries, highlighting the interconnected ecosystems that stretch across national borders. Matt Blitz wrote this article in 2015 regarding the immense biodiversity found in the area of Ecuador's Yasuní National Park. This area is a unique place where three ecosystems converge. It is primarily a rainforest that lies within the claimed ancestral territory of the Huaorani people. There is much to still be discovered about the area's biodiversity.

Deep in the heart of Ecuador’s Amazon basin, in the shadows of the Andes and below the equator, lies what may be the most biologically diverse place on the planet. Yasuní National Park in eastern Ecuador is home to millions of species of plants, birds, insects and mammals. It teems with so much life it leaves people lost for words, says Dr. David Romo, co-director of Tiputini Biodiversity Station-Universidad San Francisco de Quito. “People get stuck on awesome. It is hard to use too many words other than awesome because, well, it is,” Romo says with a laugh.

Whether it’s humongous kapok trees,¹ hairy tarantulas, squawking toucans, jumping spider monkeys or fierce jaguars, the diversity of organisms inhabiting Yasuní is astonishing. What is truly hard to fathom, though, is that little of the park has actually been studied.

The Tiputini Biodiversity Station was established in 1994 and while scientists have since taken on multiple projects—for example, a recent project identifying a new species of tarantula with distinctive tiger-like marks—there is still much to explore. “If we compare the area of Yasuní to a pillow, [the amount of] information we have is equal to two needle heads on that pillow,” Romo says.

There is no definitive answer to the question of why or how Yasuní became so biologically diverse—the causes may include its high annual rainfall or low variation in temperatures. The park has also been called “an ecological bull’s-eye” due to the fact that it sits at the base of the Andes, along the Amazon and close to the equator—three distinct ecological systems converging to create a wholly unique area.

¹kapok trees: large tropical deciduous trees

 Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Which of the selections below best describe the areas that converge to create Yasuní National Park? Select the two correct answers.

- A. at the base of the Andes
- B. in the Amazon rainforest
- C. north of the equator
- D. on the Huaorani River
- E. near the dry lands

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

SECONDARY SOURCE

INDIGENOUS PEOPLE IN THE AMAZON RAINFOREST



Close Reading: Identify details about the cultures of Indigenous peoples in the Amazon rainforest, and draw conclusions about their interactions with the world at large.



SOURCING INFORMATION

Genre: Article
Creator: Traverse
Date: 2022

BACKGROUND

The Amazon rainforest is home to approximately 400 unique Indigenous groups with their own cultures and ways of life. Many people of the Amazon are culturally connected to their natural environment and practice a lifestyle that has minimal impact on their surroundings. As the Amazon rainforest is exploited for resources, many Indigenous communities are standing up to protect it.

As of 2019, there were approximately one million Indigenous people living in the Amazon, according to research led by the World Bank. The Indigenous peoples in this rainforest region are incredibly diverse; they are spread across approximately 400 groups and speak 300 different languages.

Indigenous cultures and languages in the Amazon are inextricably tied to their natural surroundings, according to Martin von Hildebrand, the founder and president of the organization Gaia Amazonas, which works with Indigenous communities to preserve the Amazon. “The worldview of Indigenous Peoples is the fundamental belief that humans, animals, plants, land, and rivers balance each other as integral parts of life,” Hildebrand told the World Bank. “This holistic understanding of the world is expressed and kept alive through their languages, rituals, and mythology.” Hildebrand said Indigenous peoples utilize this deep understanding of and relationship with their natural surroundings to sustainably manage natural resources in the rainforest.

In 2021, a team of Smithsonian researchers published a study in the journal *Proceedings of the National Academy of Science* about the farming practices of Indigenous peoples in the western Amazon. The researchers found that the Indigenous communities in this region practice subsistence agriculture—a small-scale form of farming designed to produce only what a family or community needs—in fertile soil near rivers. These Indigenous communities also fish and hunt animals in this area. According to the study, these

local, sustainable practices led to very little human impact on these areas over the course of 5,000 years. This study is a valuable resource for conservationists, according to Daniel Sandweiss, a geoarchaeologist¹ focused on the effects of climate change. “[The study] draws renewed attention to Indigenous practice and urges planners to incorporate them to protect the Amazonian rainforest’s natural biodiversity,” Sandweiss told *Smithsonian Magazine*.

Yet, outsiders present towering threats to these communities. Logging companies rapidly cut through the jungle, disrupting and endangering the ecosystem, according to journalist Carolina Schneider Comandulli. “In the old days, it might take days to fell a single mahogany tree with an axe; now it took minutes,” Comandulli wrote for *Scientific American*. Logging workers, who come from distant towns, also sometimes introduce Indigenous communities to foreign diseases. This exploitation is not new. In the 1960s, companies discovered iron ore on the lands of the hunter-gatherer Awá people, according to journalist Saeed Kamali Dehghan. The clash between the Awá people—which had largely avoided contact with the outside world—and mining companies led to violent conflicts.

Apiwtxa chief Antônio Piyãko hopes that outsiders will heed the knowledge of Indigenous peoples before it is too late. “We live in the Amazon,” Piyãko said in July 2021. “If we do not look after it, it will vanish. We have the right to keep looking after this land and prevent it from being invaded and destroyed by people who do not belong here.”

¹geoarchaeologist: a multidisciplinary expert who studies Earth sciences to help inform the field of archaeology

 Online option



SOCIAL STUDIES READING SKILL | Analyzing Secondary Sources

Which of the following reasons for preserving the Amazon rainforest is best supported by the source?

- A. Plants in the Amazon rainforest might yield undiscovered medicines.
- B. The oxygen created by the rainforest’s trees is vital for the global environment.
- C. The biodiversity of the rainforest is important to the Indigenous peoples living there.
- D. Logging companies will run out of business if deforestation continues.



COMPELLING QUESTION

Who is trying to conserve the Amazon rainforest, and why?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Sometimes it can seem like everything is important. From breaking news to celebrity breakups, natural disasters to viral posts, we are constantly hearing about what people think is important and are asked to join them in caring about that issue, person, or event. However, when we are asked to care about everything, how do we know what is actually important? In this Chapter Inquiry, you will explore who is trying to preserve the Amazon rainforest and why they think it is an important issue.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- Who lives in the Amazon?
- What are examples of the different groups of people trying to protect the Amazon rainforest?
- What makes the Amazon unique?
- How does the Amazon impact the rest of the world?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>The Hope for Slowing Amazon Deforestation</i>		

INQUIRY PROMPT

Adapt an Argument: Analyze the provided sources to gather evidence and develop a claim that answers the Compelling Question. Next, conduct online research in order to support or refine your claim. Then compose a blog post that could appear on a website about the Amazon rainforest. A blog post is an article with embedded media such as images, videos, charts, and infographics. Your blog post should include your claim and evidence from both the source set and a source you found while conducting online research. It should include both text and images to convey your explanation of who is trying to conserve the Amazon rainforest and why.

2 | SOURCE SET



THE HOPE FOR SLOWING AMAZON DEFORESTATION

Genre: Radio Program
Participants: Aaron Scott, Kirk Siegler, Rita Mesquita, and Roberto Brito Mendonca
Date: 2022

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INDIGENOUS PEOPLE IN THE AMAZON RAINFOREST

Genre: Article
Creator: Traverse
Date: 2022

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THIS PARK IN ECUADOR IS ONE OF THE MOST BIODIVERSE PLACES ON EARTH

Genre: Article
Author: Matt Blitz
Date: 2015

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**What is online research?**

Online research is a method of inquiry that involves gathering information from the internet using search engines, which are tools designed to help you locate information online

Why is it important to know effective strategies for online research?

When you search for information online, it is easy to become overwhelmed by the number of websites and resources that you may find. Often we click on the first result of a search without previewing other results. Search results are often listed by relevance and popularity, but that does not mean a source is accurate or reliable. Knowing how to effectively use search engines to find relevant information online is an essential skill that will both save you time and ensure that you find quality sources.

1. CHECKLIST HOW DO YOU FIND INFORMATION ONLINE?

- ✓ **Try a few different strategies to find relevant information:**
 - Put search terms in quotation marks to get results that use that word or phrase exactly.
 - Brainstorm other keywords or topics that may be related to the Compelling Question.
- ✓ **Scroll down and preview various search results to evaluate which one might be most relevant to your Compelling Question:**
 - Does the title of the source seem relevant?
 - Do you recognize the URL as a source that is reputable, such as a well-regarded newspaper or institution?
 - Does the snippet about the content of the page seem related to what you want to know?
- ✓ **As you select sources, use another tab to read laterally by conducting a search to find out what other digital sources say about the website you've selected:**
 - What can you find out about the website creator and their point of view, motivations, or qualifications?
 - Can you find any information from an online encyclopedia, a news organization, a fact-checking organization, or an established research library's website to determine the credibility of the website?
 - If you cannot verify any information about the credibility of the website, you may not want to use it.
 - Based on what you learned through lateral reading, does the original website seem trustworthy as a source of information on the topic or question you are investigating?

2. SOURCE

Before you practice conducting online research, read and analyze all three sources in the source set. Then you'll return to this skill lesson to examine a skill model showing how a student used the checklist for Conducting Online Research to complete a graphic organizer.

3. SKILL MODEL

There are many factors to consider when looking for sources online. Here is how one student used the checklist for Conducting Online Research to complete their graphic organizer.

A student conducts online research about the Amazon rainforest. They scan the first page of search results to determine which sources might be useful for their Chapter Inquiry response. One website that catches the student's attention is sponsored by a group whose stated mission is to conserve and protect the Amazon. Here are the notes the student makes about this source:

Description of Website	What Do Other Sources Say About the Website?	How Credible Is the Website?
<i>The website includes information about issues, links to additional articles, and an "About Us" page.</i>	<i>According to an online encyclopedia, the website is run by a nonprofit organization committed to environmental issues.</i>	<i>I need more information about the nonprofit before I can decide whether the source is credible.</i>

Before the student can determine whether the source is credible, they ask their teacher for more information about its creator. The teacher explains that nonprofits are groups that try to benefit society instead of making money. Churches, schools, and charities are examples of nonprofits.

After talking with their teacher, the student decides that the source is credible because it comes from a reputable organization. Next, the student will consult a second source, a reliable news website that their teacher recommended. The student will continue using the Conducting Online Research checklist to evaluate this source, ensuring that they gather all the information they need to make a decision about its credibility.

4. PRACTICE

Now it's your turn to search for sources about the Amazon rainforest by conducting online research. Use the checklist for Conducting Online Research and a graphic organizer like the one above for your online research in this Chapter Inquiry.

4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

1. REVIEW AND DISCUSS

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- Who lives in the Amazon?
- What are examples of the different groups of people trying to protect the Amazon rainforest?
- What makes the Amazon unique?
- How does the Amazon impact the rest of the world?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

2. PLAN

Plan for your blog post. Your writing should contain the following elements:

- a claim that answers the Compelling Question
- evidence from at least one source in the source set and at least one source you found while conducting online research
- at least two images or pieces of media to enhance your explanation of who is trying to conserve the Amazon rainforest and why

3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of who is trying to conserve the Amazon rainforest and why.
- The student successfully evaluates unfamiliar websites using information from credible sources. The response thoroughly critiques the strengths and limitations of the websites and accurately identifies whether the online source is trustworthy.
- The student thoroughly analyzes an issue, assesses different options for actions to take, and draws a clear, well-supported conclusion about which option would be most effective in addressing the issue.
- The response successfully evaluates the credibility of a secondary source, identifies the source's intended purpose, and analyzes the role of the author's perspective in the argument.

INQUIRY PROMPT



COMPELLING QUESTION

Who is trying to conserve the Amazon rainforest, and why?

Adapt an Argument: Analyze the provided sources to gather evidence and develop a claim that answers the Compelling Question. Next, conduct online research in order to support or refine your claim. Then compose a blog post that could appear on a website about the Amazon rainforest. A blog post is an article with embedded media such as images, videos, charts, and infographics. Your blog post should include your claim and evidence from both the source set and a source you found while conducting online research. It should include both text and images to convey your explanation of who is trying to conserve the Amazon rainforest and why.