

TEACHER
RESOURCE
COMPANION

WORLD REGIONS AND CULTURES

The Western Hemisphere



WELCOME TO TRAVERSE

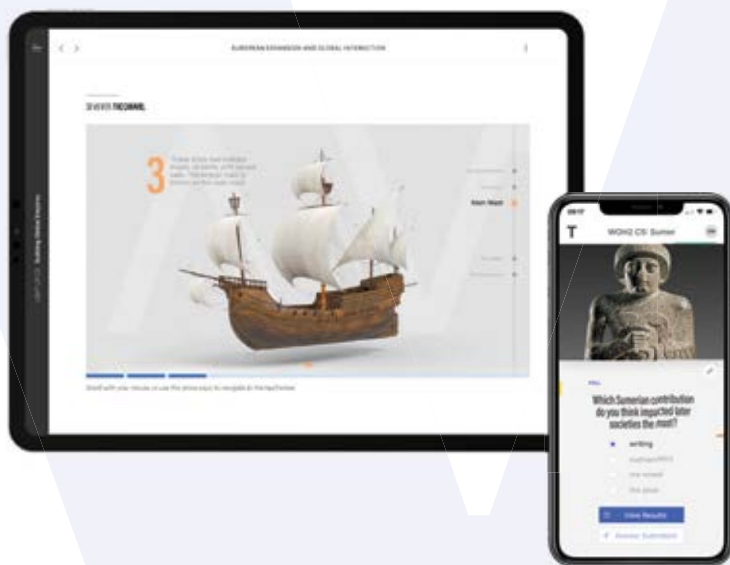
Driven by inquiry and powered by media, Traverse cultivates a dynamic digital learning experience for students of all backgrounds and learning styles.



Traverse is a standards-driven social studies curriculum that enlivens learning with a rich online experience.

Students investigate primary and secondary sources, explore video and multimedia resources, and collaborate with online learning tools.

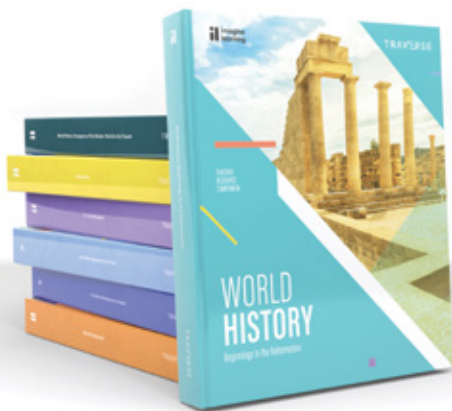
The digital teacher's edition (TE) provides teachers a wealth of classroom activities, discussion questions, and assessment options.



Print Materials to Support Your Classroom

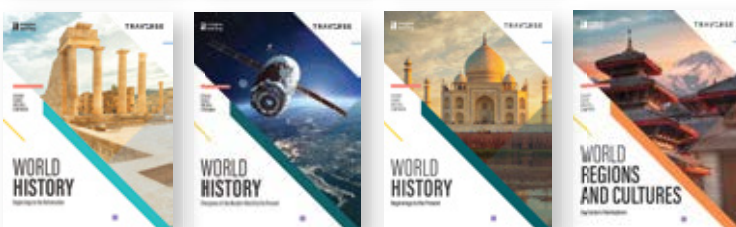
The *Student Source and Skill Companion* emphasizes social studies skill development as students delve deeply into primary and secondary sources.

The *Teacher Resource Companion* offers comprehensive supports as well as recommendations for pacing and differentiation to suit your students' needs.



Courses

- U.S. History: Beginnings to the Civil War
- U.S. History: Reconstruction to the Present
- U.S. History: Beginnings to the Present
- World History: Beginnings to the Reformation
- World History: Emergence of the Modern World to the Present
- World History: Beginnings to the Present
- World Regions and Cultures: The Eastern Hemisphere
- World Regions and Cultures: The Western Hemisphere
- U.S. Government
- World Geography
- Economics

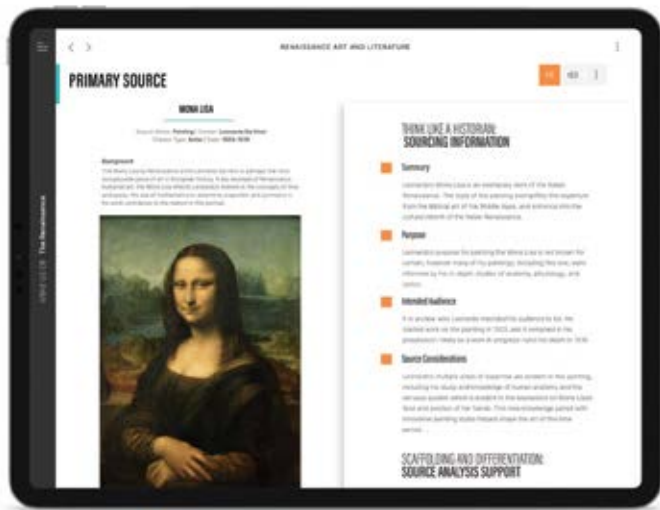


Program Advisors

Dr. Kathy Swan served as the director of the C3 Framework for inquiry and created the C3 Teachers network and the Making Inquiry Possible documentary series. Her expertise in inquiry-based learning and work with educators nationwide have been instrumental in developing the inquiry questions and tasks found within Traverse.

Dr. Sam Wineburg founded the Stanford History Education Group (SHEG), now Digital Inquiry Group (DIG). His research and work with SHEG have played a key role in developing the inquiry-driven approach used in the Traverse U.S. History and World History courses.

WHY TRAVERSE



1 BALANCED AND EFFECTIVE SOCIAL STUDIES INSTRUCTION

Traverse balances content, inquiry, and social studies skills to provide a learning experience focused on the standards teachers need to cover. The one-stop curriculum with customizable materials maximizes student learning and allows teachers to approach instruction with confidence.

2 INQUIRY-DRIVEN INSTRUCTION WITH ROBUST SKILL DEVELOPMENT

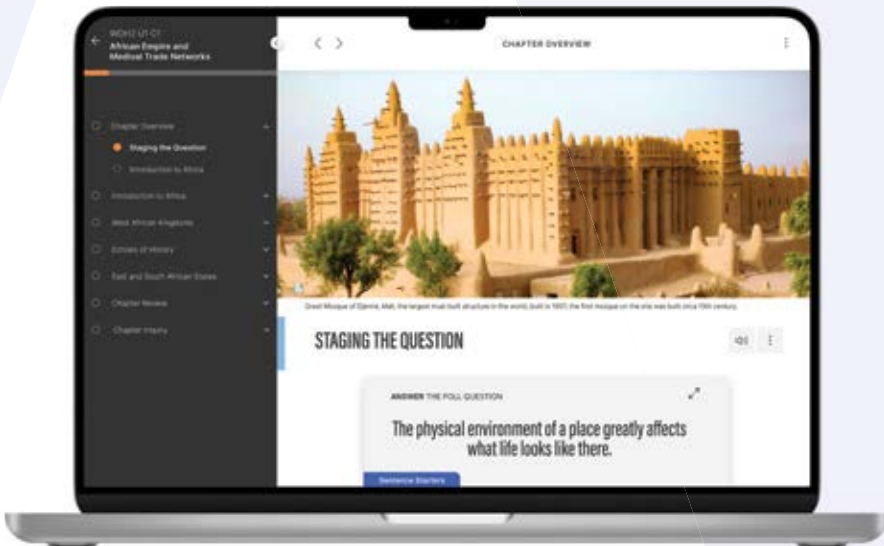
Aligned to the C3 Framework, Traverse develops the social studies skills and knowledge students need for college, career, and civic life.

In Traverse's unique approach to skill-building, featured skill lessons are paired with content. Skills are then revisited in later chapters, reinforcing learning and promoting retention.



3 MEDIA-POWERED LEARNING TO ENGAGE INSTRUCTION

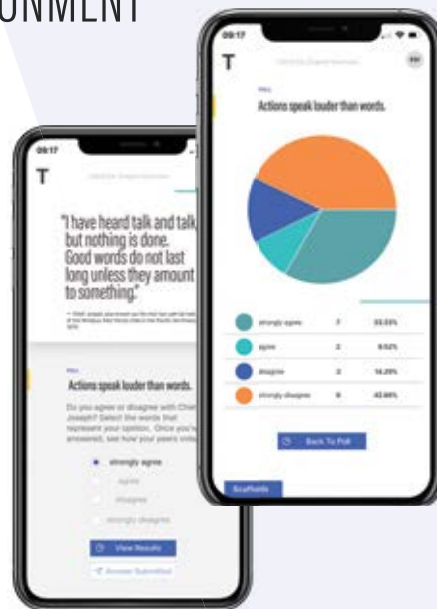
Traverse uses technology and multimedia to enhance instruction, creating digital learners out of digital natives. Students learn through a diverse range of interactive content, which drives peer-to-peer learning, from videos like The Beat to student activities like Share Your Perspective and Echoes.



4 DIFFERENTIATION AND ENGAGEMENT FOR AN EQUITABLE LEARNING ENVIRONMENT

Traverse features flexible implementation models and guidance to facilitate social learning and student collaboration.

Teachers can collect data and measure student learning outcomes through a variety of digital activities that engage students and assess their interpretation and analysis skills. Student-facing scaffolds create personalized learning experiences.



WHAT'S ONLINE

Traverse was built for online learning. Students and teachers can access all elements of the curriculum online.

CHAPTER NARRATIVE

The chapter narrative was created for this digital environment. It is modular and accessible on all devices, with content broken into manageable portions. Students can engage directly with the curriculum, leading to a student-centered, active learning experience.

Chapter Contents

Narratives provide complete standards coverage.

Images and Media

Each section showcases a variety of visual media that enhances student learning.

Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.



MEDIA-DRIVEN LEARNING

Student actors and presenters engage students in a variety of media formats, and carefully chosen topics reinforce and extend student learning.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT



3D object animations highlight details and examine artifacts from all angles.

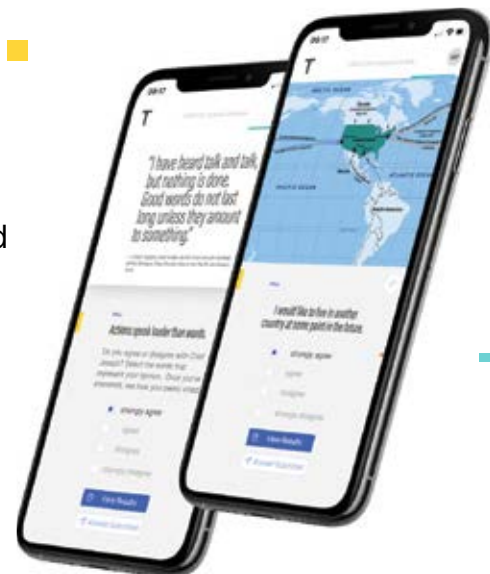
FLIPBOOK



Information about a person, place, or idea is presented in a story-like experience.

ONLINE STUDENT ACTIVITIES

Traverse integrates activities within narratives, sources, and inquiries to engage students and assess their progress. Teachers can collect data and remediate content in real time. These built-in tools create an interactive and personalized learning environment.



WHAT'S IN PRINT

From exploring sources to mastering essential skills, the *Student Source and Skill Companion* empowers students to actively engage with content.

SOURCES

Tabbing System

Identify the source's location within the chapter with the section and inquiry tabs.

Sourcing Information and Background

Set context for students with relevant source details.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source. These questions are also available online.

STUDENT Source and Skill Companion

The screenshot shows a digital interface for a source titled "APOLLO 11 MOON LANDING". At the top, there are navigation tabs: "THE SPACE RACE" (selected), "FOREIGN POLICY AND CUBA", "FOREIGN POLICY AND GERMANY", and "INQUIRY". Below the tabs, the source title "APOLLO 11 MOON LANDING" is displayed. To the right, there is a callout box: "Online option Follow your teacher's directions for completing this activity." Below the title, there is a "SOURCE INFORMATION" section: "Genre: Video", "Director: NASA", "Date: 1969". A "BACKGROUND" section follows: "This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin 'Buzz' Aldrin Jr. Armstrong was the first person to walk on the moon." To the right of the background text is a video player with a play button and a callout: "Log in to your digital student account to watch this video." Below the video player, there is a "HISTORICAL READING SKILL | Analyzing Auditory and Video Sources" section: "Match each media element with the correct example. Then explain the significance of the element." This section includes a "Media Element" list: "1. motion", "2. overview shot", "3. voice-over", "4. eyewitness account". It also includes an "Example" list: "A. video of astronaut Neil Armstrong descending a ladder", "B. narrative audio confirmation that the video is working", "C. image of many people working at monitors in Houston", "D. report from the moon's surface". Below this, there is an "INQUIRY AND RESEARCH SKILL | Exploring Evolving Interpretations" section: "How might the events in the video have influenced public opinion about the Space Race?". At the bottom right of the interface, there is a footer: "PRIMARY AND SECONDARY SOURCES 567".



All sources appear in the digital curriculum as well as print.

TEACHER Resource Companion

THE SPACE RACE	FOREIGN POLICY AND CUBA	FOREIGN POLICY AND GERMANY	INQUIRY
PRIMARY SOURCE APOLLO 11 MOON LANDING			
THINK LIKE A HISTORIAN: SOURCING INFORMATION			
Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.		audience was also the viewing public in the United States and the world.	
Purpose: The purpose of the video was to document Apollo 11's lunar landing.		Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.	
Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the			
SOURCE ANALYSIS SUPPORT			
Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.		Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.	

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

1. motion
A. Explanation: *This was the first human contact with the moon.*
2. overview shot
C. Explanation: *This mission was a large team effort.*
3. voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
4. eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Think Like a Historian

Develop expertise with in-depth sourcing information.

Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Analyze and Discuss

Encourage student reflection and discussion with questions for each source.

Social Studies Skill Practice

Answer keys provide clarification and information for you, even when students complete questions online.

CHAPTER OVERVIEW

Access all information in the point-of-use teacher edition next to the student-facing curriculum.



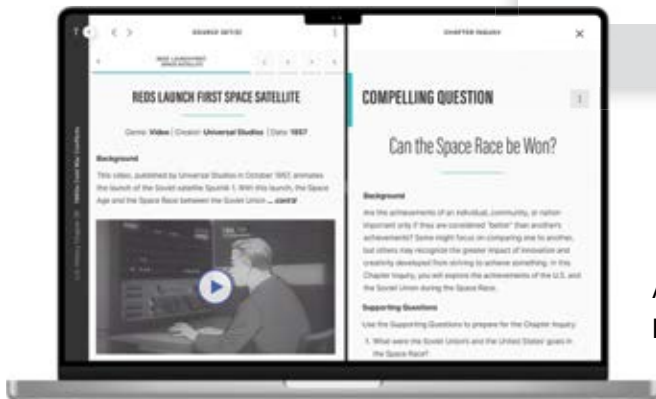
CHAPTER INQUIRY

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.



CHAPTER INQUIRY

COMPELLING QUESTION
Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered “better” than another’s achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union’s and the United States’ goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

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

GRAPHIC ORGANIZER

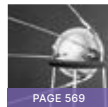
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
<i>Reds Launch First Space Satellite</i>		

INQUIRY PROMPT

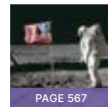
Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



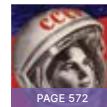
REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957

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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

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HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, Michael Neufeld
Date: 2008

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All elements in the Chapter Inquiry are available online.

CHAPTER INQUIRY

? **COMPELLING QUESTION**
Could the Space Race be won?

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

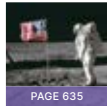
- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2 | SOURCE SET



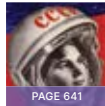
REDS LAUNCH FIRST SPACE SATELLITE
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APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969

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HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019

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IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: USIA Office of Research Analysis
Date: 1959

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EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, Michael Neufeld
Date: 2008

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Facilitating Inquiries

Determine your path through the inquiry, with options for how to cut back on the number of sources students will analyze to complete the inquiry task.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

CHAPTER INQUIRY

In the digital environment, sources follow the Compelling Question in a convenient tabbed view. These tabs allow students to navigate quickly between sources, while the teacher edition provides essential information for instruction with each source.



SKILLS

The Beat

Go online to watch episodes of The Beat, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3

INQUIRY AND RESEARCH SKILL

EVALUATING SECONDARY SOURCES



Examine the “Evaluating Secondary Sources” episode of The Beat to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.


Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

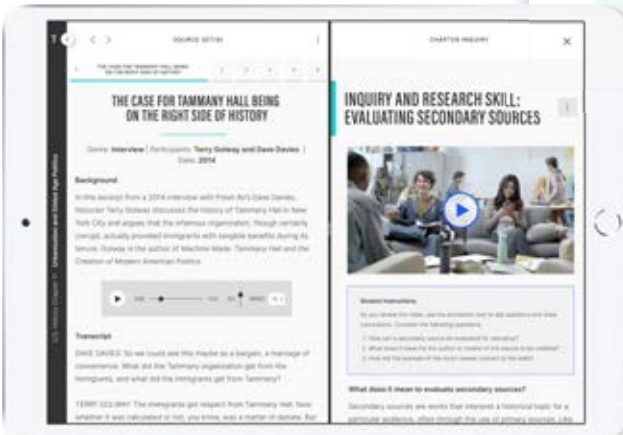
- ✓ **Analyze the source’s relevance as evidence to answer your Compelling Question:**
 - What is the source’s maker’s interpretation or central argument?
 - How does this interpretation or central argument connect to the Compelling Question?
- ✓ **Analyze the source’s credibility as evidence to answer your Compelling Question:**
 - Is the information in the source historically accurate? Do other sources contain similar information?
 - Is the maker of this source credible and qualified to discuss the topic?
 - How might the maker’s perspective shape their interpretation or argument?
 - Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?
- ✓ **Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response:**
 - Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
 - 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 secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze 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 analyze the same source.



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Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

TEACHER Resource Companion

3



INQUIRY AND RESEARCH SKILL EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

- **address:** to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem
- **interpret:** to make sense of and assign a meaning to
- **topic:** the subject matter of a written work, discussion, or conversation

Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published books that the interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used, and address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully scrutinized and evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Skill Model

Integrate media into your classroom with discussion prompts for The Beat skill-modeling videos.

Teacher Notes

Teacher notes offer information and questions that empower teachers to go beyond the content in the chapter.

The teacher edition for each skill lesson provides materials to inform and engage students both online and in print.



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Exploring Economics | How do economic factors shape societies?

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Discovering the Past | How do people know about the past?

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A mountaineer overlooking the landscape of Alberta, Canada.



UNIT 2

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Niagara Falls, a waterfall on the border of the United States and Canada.



UNIT 3

Mexico, Central America, and the Caribbean

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How do geography and history shape life in the Caribbean today?

Inquiry Compelling Question: What was the long-term impact of the postcolonial payments Haiti made to France?

Inquiry and Research Skill: Determining Helpful Sources

Ancient ruins of Teotihuacán outside Mexico City.



UNIT 4

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Brazil | How do geography and history shape life in Brazil today?

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Flamingos on Laguna Canapa in Bolivia.



UNIT 5

Southern, Western, and Northern Europe

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Northern Europe

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Inquiry Compelling Question: How can I create my own inquiry about a topic in this chapter?

Neuschwanstein Castle in the Bavarian Alps of Germany.



UNIT 6

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CHAPTER 20

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Early History of Eastern Europe and Russia

What was life like for the early peoples of Eastern Europe and Russia?

Inquiry Compelling Question: Can one set of rules for everyone be fair?

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How do geography and history shape life in Central and Eastern Europe today?

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How do geography and history shape life in Southeastern Europe today?

Inquiry Compelling Question: Why is Bosnia and Herzegovina shaped like that?

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How do geography and history shape life in Russia today?

Inquiry Compelling Question: Why are historical perspectives on the Russian Revolution different?

Inquiry and Research Skill: Analyzing Perspectives

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



PRIMARY AND SECONDARY SOURCES LIST

Unit 1

The World Around Us

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Downtown Los Angeles.

UNIT 4

South America

In Unit 4, students explore the diverse history, geography, and cultures of South America, beginning with its ancient civilizations. Long before Europeans arrived, Indigenous groups thrived in many parts of South America, including the Andes Mountains and Amazon basin. As the Spanish and Portuguese arrived in the 1500s, they colonized large parts of the continent, forever changing its history. Today, South American countries have unique political, economic, and cultural identities. The region is demographically diverse, with a mix of Indigenous, European, and African influences. Natural resources like oil, minerals, and agricultural products play a crucial role in the economies of many countries. Shifts between democracy and dictatorship have shaped the modern history of many countries on the continent. Students will evaluate maps, documents, and data to understand how geography shapes the lives of the people who live in South America. Students will think critically about the region's past and present while exploring themes of geography, economics, history, and government.



Flamingos on Laguna
Canapa in Bolivia.



UNIT 1

The World Around Us

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Mexico, Central America, and the Caribbean

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South America

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Southern, Western, and Northern Europe

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UNIT 6

Eastern Europe and Russia

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UNIT PREVIEW

Before you explore the video and key concepts, ask students to list what they already know about the geography, history, and peoples of South America.

Online

UNIT OPENER

THE VIEW



SKILLS INSTRUCTION AND PRACTICE

FEATURED INSTRUCTIONAL SKILLS

SOCIAL STUDIES READING SKILLS

Chapter 13: Analyzing
Maps

Chapter 15: Analyzing
Quantitative Data

INQUIRY AND RESEARCH SKILLS

Chapter 12: Analyzing Historical
Significance

Chapter 13: Conducting Online
Research

Chapter 15: Constructing Compelling
and Supporting Questions

SPIRALED PRACTICE AND APPLICATION SKILLS

SOCIAL STUDIES READING SKILLS

- Analyzing Auditory and Video Sources
- Analyzing Images and Artwork
- Analyzing Maps
- Analyzing Primary Sources
- Analyzing Secondary Sources

INQUIRY AND RESEARCH SKILLS

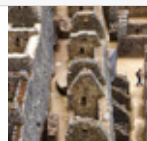
- Assessing Options for Action
- Communicating Conclusions
- Critiquing and Improving Arguments
- Developing and Supporting Claims
- Evaluating Secondary Sources

UNIT 4 KEY CONCEPTS



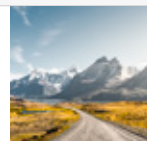
Ancient Civilizations

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



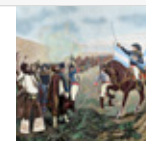
The Inca

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.

CAN'T MISS MOMENTS

CHAPTER 12 | Early History of South America

Section: Early Peoples

- 🔗 **Hotspot:** Nazca Lines
- 🔗 **Traverse 360:** Machu Picchu

CHAPTER 13 | Brazil

Secondary Source: Amazon Deforestation

- 🔗 **Interactive Time Line:** The Vargas Era

Echoes of History: Capoeira

CHAPTER 14 | The Southern Cone

- 🔗 **Quick Talk:** The Tango
- 🔗 **Interactive Map:** Access to Clean Water

Civic Participation: Resistance to Authoritarian Rule

CHAPTER 15 | The Tropical North

- 🔗 **Flipbook:** Galápagos Islands
- 🔗 **Explainer Video:** Gabriel García Márquez

Primary Source: The Darien Gap

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?

CONNECTIONS

Inca Farming
Amazon Deforestation
Natural Resources in the Southern Cone

CONNECTIONS

The Viceroyalty of Peru
Immigration and Emigration in the Tropical North
Getúlio Vargas

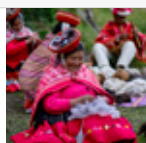
CONNECTIONS

The Organization of American States (OAS)
International Trade in the Tropical North
Agricultural Exports of Brazil



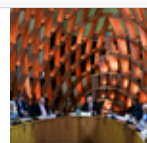
Demographics

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

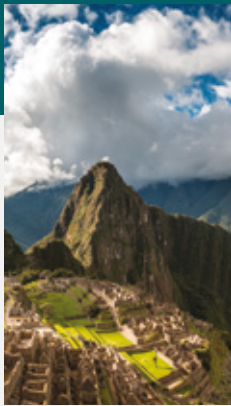
South American governments have a varied history. Many countries have experience with democracy interrupted by periods of authoritarian rule.



Economics

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

CHAPTERS AT A GLANCE



CHAPTER 12 | Early History of South America

What was life like for early peoples of South America?

- Geography
- Early Peoples
- European Contact

Inquiry Compelling Question

Why is the Inca Empire historically significant?

Inquiry and Research Skill

Instruction: Analyzing Historical Significance



CHAPTER 13 | Brazil

How do geography and history shape life in Brazil today?

- Geography
- Modern History
- Life in Brazil
- Case Studies

Inquiry Compelling Question

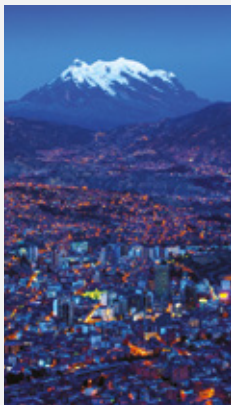
Who is trying to conserve the Amazon rainforest, and why?

Social Studies Reading Skill

Instruction: Analyzing Maps

Inquiry and Research Skill

Instruction: Conducting Online Research



CHAPTER 14 | The Southern Cone

How do geography and history shape life in the Southern Cone today?

- Geography
- Modern History
- Life in the Southern Cone
- Case Studies

Inquiry Compelling Question

How does dance contribute to a nation's identity?

Inquiry and Research Skill

Focus: Communicating Conclusions



CHAPTER 15 | The Tropical North

How do geography and history shape life in the Tropical North today?

- Geography
- Modern History
- Life in the Tropical North
- Case Studies

Inquiry Compelling Question

How can the questions we ask change the way we think about language?

Social Studies Reading Skill

Instruction: Analyzing Quantitative Data

Inquiry and Research Skill

Instruction: Constructing Compelling and Supporting Questions

UNIT PACING OPTIONS

■ Chapter Narrative
 ■ Chapter Summary
 ■ Chapter Inquiry

SECTION	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
	20 DAYS	25 DAYS	30 DAYS
UNIT INTRODUCTION	1	1	1
CHAPTER 12: EARLY HISTORY OF SOUTH AMERICA Chapter Narrative <ul style="list-style-type: none"> • Geography • Early Peoples • European Contact Chapter Inquiry and Research Skill: Analyzing Historical Significance	2–3 4–6	2–4 5–7	2–5 6–8
CHAPTER 13: BRAZIL Chapter Narrative <ul style="list-style-type: none"> • Geography • Modern History, Social Studies Reading Skill: Analyzing Maps • Life in Brazil • Case Studies Chapter Inquiry and Research Skill: Conducting Online Research	7–8 9–11	8–10 11–13	9–12 13–15
CHAPTER 14: THE SOUTHERN CONE Chapter Narrative <ul style="list-style-type: none"> • Geography • Modern History • Life in the Southern Cone • Case Studies Chapter Inquiry	12–14	14–17	16–18 19–21
CHAPTER 15: THE TROPICAL NORTH Chapter Narrative <ul style="list-style-type: none"> • Geography • Modern History • Life in the Tropical North, Social Studies Reading Skill: Analyzing Quantitative Data • Case Studies Chapter Inquiry and Research Skill: Constructing Compelling and Supporting Questions	15–16 17–19	18–20 21–23	22–25 26–28
UNIT REVIEW AND ASSESSMENT	20	24–25	29–30

SCAFFOLDING AND DIFFERENTIATION

Scaffolds and differentiation provide targeted support for three levels of English language learners—beginning, intermediate, and advanced—as well as approaching- and beyond-grade-level readers. Instruction and scaffolds are differentiated based on these levels.

ENGLISH LANGUAGE LEARNERS AND APPROACHING-GRADE-LEVEL READERS

English language learners and approaching-grade-level readers receive scaffolds for every chapter, in both the narrative and Chapter Inquiry. Specific scaffolds are intentionally designed to support the needs of these learners in the social studies classroom, while other scaffolds exist as part of the many standard features in the Traverse digital platform and can be strategically utilized to support students' comprehension and engagement.

LESSON-SPECIFIC SCAFFOLDS	TECH-ENHANCED SCAFFOLDS	TEACHER-PROVIDED SCAFFOLDS
<ul style="list-style-type: none"> Paragraph frames Sentence frames Sentence starters Speaking frames Word banks 	<ul style="list-style-type: none"> Audio with variable speed Leveled text 	<ul style="list-style-type: none"> Reading comprehension strategies Reading comprehension support

BEYOND-GRADE-LEVEL STUDENTS

Differentiation for beyond-grade-level students balances the need for additional enrichment without simply providing extra assignments. Each Chapter Inquiry provides an option for teachers to increase the rigor of the Inquiry Prompt for these students.

CHAPTER	CHAPTER INQUIRY TASK	ENRICHMENT FOR BEYOND-GRADE-LEVEL STUDENTS
12	Adapt an argument to take the form of an infographic.	Have students research to find a documentary that has been produced on the Inca Empire and compare the information presented with what they learned from the sources.
13	Compose a blog post.	Have students turn their blog posts into a podcast with discussion containing different perspectives on issues facing the Amazon rainforest.
14	Adapt an argument to take the form of a poster.	Have students find an additional relevant visual source supporting their arguments on the characteristics that make up a nation's identity and include it with their visuals.
15	Participate in a silent discussion.	Ask students to identify questions raised by the sources and to list additional sources or source types they would consult to answer these questions.

ASSESSMENT

Assessment in Traverse builds upon a repeated process that includes instruction, assessment, and review. Teachers regularly assess student progress through formative and summative measures and use the individualized data from those assessments to guide choices about instruction, review, remediation, and enrichment for all students.



1 | INSTRUCTION AND FORMATIVE ASSESSMENT

Students have repeated and consistent opportunities for formative assessment throughout each chapter.

- ✓ Vocabulary and Content Knowledge
- ✓ Primary and Secondary Source Analysis
- ✓ Social Studies Reading, Thinking, and Inquiry and Research Skills
- ✓ Collaborative Learning

2 | REVIEW

Use student response data from formative assessment to monitor progress and identify areas for reteaching.

- ✓ Student-Led Review
- ✓ Recursive Vocabulary Practice
- ✓ Chapter Recap
- ✓ Unit Review

3 | RETEACH

Opportunities for review appear throughout each chapter and at the end of each unit, with opportunities for student- and teacher-directed review.

TRAVERSE GRADEBOOK

Mastery of skills and standards is tracked via the gradebook, which can be sorted and viewed by assignment, standards, or key terms.

CHAPTER VOCABULARY

Vocabulary terms provide coverage of all unit standards. Students can self-assess mastery of terms in their digital accounts.

ASSESSMENT

4 | UNIT ASSESSMENT

The unit assessment can be found in the Unit Review inside your digital teacher account. From there, the digital version can be assigned to students, or a paper-based version can be printed. Have students complete the assessment digitally and use the data to monitor standards mastery and overall student progress.

PART 1 | VOCABULARY AND WESTERN HEMISPHERE KNOWLEDGE

QUESTIONS: 10

FORMAT: Multiple Choice

CONTENT FOCUS:

- Spanish and Portuguese colonization
- Population distribution of Brazil
- Brazil's path to independence
- Brazil's economy
- South American rainforests
- Population distribution of the Southern Cone
- Uruguay's Plan Ceibal
- Climate of the Tropical North
- The Cold War's impact on the Tropical North
- Darien Gap migration

PART 2 | PRIMARY AND SECONDARY SOURCE ANALYSIS

QUESTIONS: 5

FORMAT: Multiple Choice

SOURCE SET



Circular Plaza of the Chavín

CONTENT FOCUS:
The Chavín

SKILL FOCUS:
Analyzing Artifacts



Coffee Plantation Workers, Marc Ferrez (1885)

CONTENT FOCUS:
Enslaved populations of Brazil

SKILL FOCUS:
Analyzing Images and Artwork



Favela in Rio de Janeiro, Brazil

CONTENT FOCUS:
Urbanization in Brazil

SKILL FOCUS:
Analyzing Images and Artwork



Evita Speaks (1951)

CONTENT FOCUS:
Eva Perón

SKILL FOCUS:
Analyzing Images and Artwork



Major Languages of South America

CONTENT FOCUS:
Languages of the Tropical North

SKILL FOCUS:
Analyzing Maps

PART 3

SOCIAL STUDIES READING AND THINKING

QUESTIONS: 5

FORMAT: Tech-enhanced item types: Drag and Drop, Cloze, Choice Matrix

CONTENT FOCUS:

- South American countries
- Inca Empire
- Treaty of Tordesillas
- Brazilian culture
- Cultural features of the Southern Cone

PART 4

DOCUMENT-BASED QUESTIONS

QUESTIONS: 5 + 1 (optional)

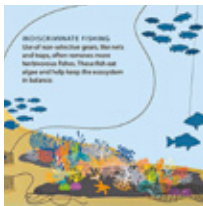
FORMAT: Multiselect, Drag and Drop, Multiple Choice; Essay (optional)

CONTENT FOCUS: Biodiversity and overfishing

SKILL FOCUS: Analyzing Images and Artwork, Analyzing Secondary Sources, Analyzing Primary Sources, Assessing Options for Action

PROMPT: Based on the sources, what action could have the most significant impact in reducing the negative effects of overfishing in places like the Galápagos Islands?

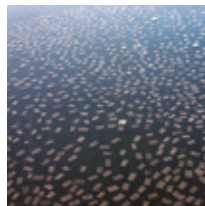
SOURCE SET



Overfishing Threats to Coral Reefs Infographic, NOAA: National Ocean Service (2018)



A Purse Seine, C. Ortiz Rojas (1997)



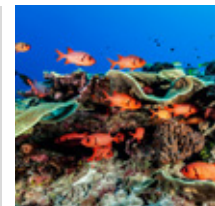
Fishing Platforms, Mangiwau



Dead Coral from Dynamite Fishing, Brent Durand



U.S. Senate Resolution on Overfishing, U.S. Congress (2007)



United Nations: Three Key Actions on Biodiversity, Biosafety Issues Taken at Nagoya, Wendy Zeldin (2010)

WHAT'S NEXT?

Assessment results can be viewed by item, standard, and skill to monitor mastery and make decisions for upcoming instruction.

RETEACH chapter content or skills that students have not yet mastered.

REVISE your teaching plan to provide more or less explicit instruction into a skill, topic, or source.

REGROUP students and levels of scaffolding based on progress.

13

Brazil



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

CHAPTER OVERVIEW

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.



SKILL INSTRUCTION AND PRACTICE

Chapter 13 Instructional Skill

Analyzing Maps
Conducting Online Research

Practice and Application Skills

Analyzing Auditory and Video Sources
Analyzing Images and Artwork
Analyzing Maps
Analyzing Secondary Sources
Assessing Options for Action
Evaluating Secondary Sources



CHAPTER QUESTION

How do geography and history shape life in Brazil today?

CHAPTER CONTENTS

CHAPTER OVERVIEW

Chapter Narrative Instructional Resources pg. 253

PRIMARY AND SECONDARY SOURCES

Brazil: A Country Study pg. 254
Amazon Deforestation pg. 255
Social Studies Reading Skill: Analyzing Maps pg. 256
Mastering the Geometry of the Jungle pg. 257
Landscape View of São Paulo, Brazil pg. 258
The Hope for Slowing Amazon Deforestation pg. 261
This Park in Ecuador Is One of the Most Biodiverse Places on Earth pg. 262
Indigenous People in the Amazon Rainforest pg. 263

CHAPTER INQUIRY

pg. 264

CHAPTER PLANNING AND PACING

CHAPTER PACING OPTIONS

OPTION A Balanced Approach **OPTION B** Inquiry-Focused Approach **OPTION C** Narrative-Focused Approach

Suggested Grouping

WG Whole Group
SG Small Group
IND Individual

SECTION	FEATURES	OPTION A	OPTION B	OPTION C
CHAPTER NARRATIVE	Chapter Overview			
	Geography	DAY 1	Homework	DAY 1
	Modern History	DAY 2		DAY 2
	Life in Brazil			
	Echoes of History	DAY 3		DAY 3
	Case Studies			
	Chapter Review	DAY 1		
CHAPTER INQUIRY	Compelling Question	DAY 4		DAY 1
	Skill: Conducting Online Research	DAY 5	DAY 2	DAY 4
	Source Set	DAY 5	DAY 2-3	DAY 5
	Communicating Conclusions: Adapt an Argument	DAY 6	DAY 4-5	Homework

SCAFFOLDING AND DIFFERENTIATION



These icons identify differentiation strategies and scaffolded support for a variety of students. See the digital lesson plan for additional differentiation strategies and scaffolds.

ENGLISH LANGUAGE LEARNERS

APPROACHING GRADE LEVEL

BEYOND GRADE LEVEL

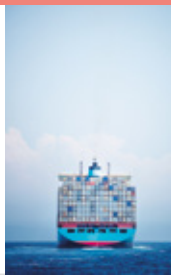
Online

A summary, audio recording, and proficiency-leveled version of this chapter are available digitally.

ENDURING THEMES

ECONOMICS AROUND THE WORLD

- How do climate and access to resources impact what people do for a living?
- What do the imports and exports of a place reveal about it?

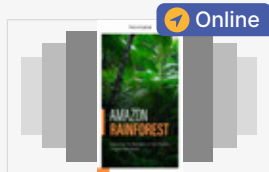


GLOBALIZATION AND INTERDEPENDENCE

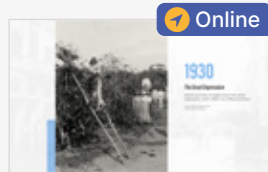
- How does globalization impact people in different parts of the world?
- How are places interconnected in terms of government, economics, and culture?



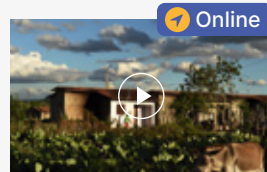
CHAPTER MEDIA



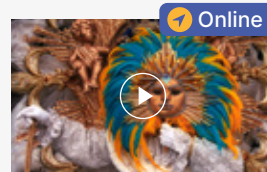
Flipbook
Amazon Rainforest



Interactive Time Line
The Vargas Era



Explainer Video
Quilombos



Explainer Video
Carnival

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.

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 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,

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 NARRATIVE
INSTRUCTIONAL RESOURCES

 Online

Additional resources and activities are available in your digital teacher edition.

Geography | What are the major geographic features of Brazil?



Subsection Topics

- Physical and Political Geography
- Climates and Biomes
- Natural Resources

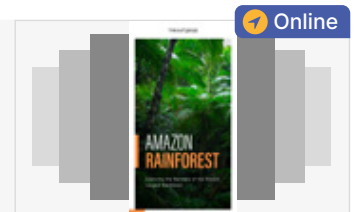
Section Vocabulary

Amazon River, Brazilian Highlands, Pantanal

DISCUSSION QUESTIONS

FLIPBOOK: AMAZON RAINFOREST

- Why might plants be able to thrive in the Amazon despite the poor soil conditions?
Answers will vary but may explain that the plentiful rainfall helps plants grow.
- What evidence does the flipbook provide to support the idea that the Amazon is biodiverse?
The flipbook states that there are around three million animal species in the Amazon rainforest.
- **Inquiry Connection:** Large parts of the Amazon are being cleared to make room for agriculture. How might this impact South America? *Answers will vary but may describe the potentially harmful effects to wildlife and biodiversity.*



CIVIC PARTICIPATION

Because Brazil's trees and forests remove greenhouse gases from the atmosphere, it is in the interest of people around the world to participate in their protection.

- Anyone can participate in Brazilian conservation efforts by being conscious of the products they purchase. Buying Brazilian coffee or nuts that are certified Fair Trade or Rainforest Alliance indicates that they have met certain sustainable environmental standards. Also, purchasing crops that are shade-grown makes a difference, as they grow under the canopy of rainforests, avoiding the deforestation that is ravaging Brazil's ecosystems.
- **Extend Thinking:** How can people's actions impact Brazil's environment?

SECONDARY SOURCE

BRAZIL: A COUNTRY STUDY

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Rex A. Hudson summarizes the location of the discovery of gold and diamonds and the general impact that discovery had on the Minas Gerais region in Brazil toward the end of the 17th century.

Purpose: The larger work *Brazil: A Country Study* was written to provide a comprehensive overview of Brazil's history, geography, economy, culture, and social structure. This excerpt describes

the natural resources in the Minas Gerais region and how their discovery transformed the Brazilian economy.

Intended Audience: This excerpt and *Brazil: A Country Study* were written for those interested in the history, economy, and social structure of the country.

Source Considerations: Rex A. Hudson is a senior research specialist in Latin American affairs with the Federal Research Division of the Library of Congress. This excerpt should be noted as a secondary source written by an expert in the field.

READING COMPREHENSION SUPPORT

ELL

Vocabulary: Students may not be familiar with the geological terms used in this source, such as *geologic formation* and *concentration of deposits*. Encourage them to refer to a dictionary and the footnotes section.

Organization: It may be helpful for students to note the chronological structure of this source. Hudson begins with the discovery of gold in the late 17th century and progresses through the next 35 years of the gold rush in Brazil.

READ, COMPREHEND, AND DISCUSS

- Why was this source created? *Rex A. Hudson wanted to provide an overview of the location and time period when gold was discovered in Brazil.*
- What is a detail in the source that reveals the reason why this source was created? *Answers may vary but will likely include a list of the various places in Brazil affected by the gold rush, including Minas Gerais, Ouro Prêto, Mariana, and Sabará, as well as dates of gold discovery and further exploration, from 1693 to 1730.*

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?

B. Correct. *Mining camps located at the southern end of the Serra do Espinhaço eventually became the cities of Ouro Prêto, Mariana, and Sabará.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Modern History | How has Brazil changed from colonial to modern times?



Subsection Topics

- The Colonial Era
- Independence, Empire, and Republic
- The 20th Century

Section Vocabulary

Dom Pedro, Empire of Brazil, Getúlio Vargas, Jesuit, Pedro Álvares Cabral, Republic of the United States of Brazil

DISCUSSION QUESTIONS

Online

INTERACTIVE TIME LINE: THE VARGAS ERA

- Why was there economic instability in Brazil before Getúlio Vargas rose to power? *Answers will vary but should note that the Great Depression caused economic problems across Brazil.*
- How did the methods by which Getúlio Vargas gained power differ in 1930 and 1950? *In 1930 Vargas took power via revolution and force, whereas in 1950 he was elected back to the position of president.*
- In what ways did the changes brought by Getúlio Vargas help or hurt Brazil? *Answers will vary but should mention some positive economic changes that modernized the economy and supported labor rights while also acknowledging overwhelmingly negative impacts on democracy.*



MULTIPLE PERSPECTIVES

While enslaved people resisted the institution for years, disagreements among the political elite caused Brazil to be the last country in the Western Hemisphere to achieve emancipation.

- Pedro II, apprehensive about opposition from powerful slaveholders, advocated for a gradual end to slavery. This contrasted with abolitionists like Joaquim Nabuco de Araújo, who advocated for immediate emancipation. Conversely, some slaveholders wanted to pay Afro-Brazilians very low wages and no longer be responsible for maintaining enslaved people. Amid these differences, it wasn't until 1888 that slavery was finally abolished.
- **Extend Thinking:** How did opinions about ending slavery in Brazil differ?

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

SECONDARY SOURCE WITH SOCIAL STUDIES READING SKILL

AMAZON DEFORESTATION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This map details forested and deforested areas in the Amazon.

Purpose: The purpose of this map is to provide visual information about deforestation taking place in the Amazon.

Intended Audience: This Traverse map was created for educational purposes.

Source Considerations: While deforestation is impacting large areas of the Amazon, this map does not fully convey the impact of deforestation on the environment or citizens in the countries affected.

SOURCE ANALYSIS SUPPORT

ELL

Genre: Remind students that thematic maps present information on a specific topic or subject as it relates to a particular region. Point out that this map of South America includes political borders, and encourage students to use the key to help them make meaning of the map's theme.

Media: Students may not be familiar with all of the countries that are represented on the map. Ask students to pick at least one country represented on the map. Then have them conduct research about what the Amazon rainforest contributes to that country and the impact of deforestation there.

ANALYZE AND DISCUSS

- What areas of the Amazon are most impacted by deforestation? *Areas in the eastern Amazon and the middle of the Amazon are most impacted by deforestation.*
- What does this suggest about the significance of deforestation? *Answers will vary but should discuss that the large amount of areas that are impacted by deforestation and the loss of forested areas will likely have impacts on the local environment, climate, and economy. Deforestation may also impact the lifestyle of individuals living nearby.*



SOCIAL STUDIES READING SKILL ANALYZING MAPS

Before students analyze *Amazon Deforestation*, provide the skill lesson on Analyzing Maps. Read the skill definition and checklist as a class or have students read it on their own.

Have students use the checklist to analyze the map. They should collect their thoughts in the graphic organizer. Depending on the needs of your class, this activity could be facilitated as whole-group, small-group, or individual learning.

Use the following example for your model:

- **Observation:** I notice the map has a title and a key.
- **Inference:** I infer that deforestation is an important issue across Brazil.
- **Question that goes beyond:** I wonder why the rainforest is being deforested.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in this skill:

convey: to make known, to pass on information

display: to show, to make visible or apparent

feature: a prominent attribute or aspect of something

physical: concerned with material form

Call on students to share a definition in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

Life in Brazil

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



Subsection Topics

- Demographics
- Culture
- Government
- Economy

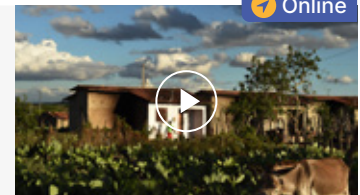
Section Vocabulary

age distribution, capoeira, deforestation, political party, presidential democracy

DISCUSSION QUESTIONS

EXPLAINER VIDEO: QUILOMBOS

- What is a quilombo? *Quilombos are isolated communities that were founded by people who fled from slavery.*
- Why did quilombos continue to face challenges even after slavery was abolished? *Answers will vary but may include that quilombo communities have continued to struggle for property rights over their land.*
- Why are quilombos a symbol of resistance for Afro-Brazilians? *Answers will vary but may include their historical origins as active resistance to enslavement or as sites that preserved and transmitted cultural practices with African origins.*



Online

MOMENTS OF TRANSFORMATION

The introduction of soccer to Brazil changed the cultural landscape of the country forever.

- While the modern form of soccer originated in 1863, it wasn't until 1894 that the sport reached Brazil. At first, soccer was exclusively played by Brazil's wealthy white European population, but eventually the sport spread across the country and became popular with Brazil's Black and multiracial young people. Eventually local teams integrated, and the sport became a unifying cultural force. This unity came to a head in 1958, when Brazil's victory in the World Cup was celebrated across socioeconomic lines in the diverse nation.
- **Extend Thinking:** How has soccer transformed Brazil?

SECONDARY SOURCE

MASTERING THE GEOMETRY OF THE JUNGLE

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This article details the findings of a study by four scientists, including Dr. Elizabeth Spelke, who studied the Mundurukú people in the Amazon rainforest to determine the impact of language on comprehension of mathematical and geometric concepts.

Purpose: The article is intended to bring the findings of an academic paper in the journal *Science* to a wider audience and explain those findings to a nonscientific reader.

Intended Audience: The audience is general readers of *The New York Times*.

Source Considerations: In addition to answering basic geometric questions, members of the Mundurukú were also able to navigate tests using a basic map despite the lack of maps in their culture.

READING COMPREHENSION SUPPORT

ELL

Genre: As a newspaper summary of academic findings, the piece is necessarily simplified, and students may be interested in learning more. Encourage students to read the remainder of the article from *The New York Times* or the original study published in *Science*.

Media: Students may be curious about the Mundurukú. Ask students to research images and information about the Mundurukú. Share images with the class, and have students locate Mundurukú villages on a world map.

READ, COMPREHEND, AND DISCUSS

- What limitations of the Mundurukú language does the article describe? *Answers will vary but should include the lack of words to describe any shapes other than circles or numbers over five.*
- What effect do you think this would have on their society? *Answers will vary but may infer that it would limit their society's ability to create precise instructions when describing objects, the exact number of a large grouping of items, or accurate directions.*

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.

B. Correct. *The Mundurukú successfully found objects using maps at varying angles.*

D. Correct. *Despite language differences, the Mundurukú children and American children scored 64 percent right and adults scored 83 and 86 percent correct, respectively.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.



Subsection Topics

- Brasília
- Distribution of Wealth
- Carnival

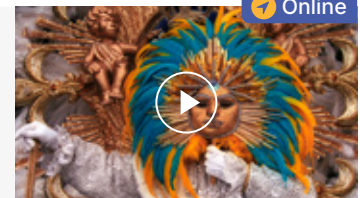
Section Vocabulary

Carnival, distribution of wealth, favela, forward capital

DISCUSSION QUESTIONS

EXPLAINER VIDEO: CARNIVAL

- How many countries have Carnival celebrations? *over 50*
- **Chapter Question Connection:** What role did religion play in the development of Carnival? *As Roman Catholicism spread around the world, festivals associated with Catholic religious tradition also diffused around the world and mixed with local customs and beliefs.*
- How do celebrations in Oruro, Venice, and Rio de Janeiro compare? *Answers will vary but may include similarities like ornate costumes and dance and differences such as the masks in Venice.*



Online

CONTEMPORARY CONNECTIONS

Despite the challenges, favelas are home to stories of success and resilience such as that of Olympic gymnast Rebeca Andrade.

- Andrade grew up in a favela outside Guarulhos and received a scholarship to pursue elite athletic training. She went on to make history as the first female artistic Brazilian gymnast to reach the podium in the 2020 Olympics and also the first to win gold. In 2024, Andrade again excelled, winning silver in the all-around and gold in the floor exercise.
- **Extend Thinking:** How can sports provide opportunities for people from all backgrounds?

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

PRIMARY SOURCE

LANDSCAPE VIEW OF SÃO PAULO, BRAZIL

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This source is a photo of Casa Verde, a district in São Paulo, Brazil. Downtown São Paulo is pictured in the background.

Purpose: This photo was intended to show the squatter settlement at Casa Verde and contrast it with downtown São Paulo.

Intended Audience: The intended audience is unknown.

However, photographer Mike Goldwater is known for his editorial work, and this photo is part of a series by Goldwater showing various views of Casa Verde in 1991.

Source Considerations: The world recession of the 1980s led to rising unemployment, higher interest rates, and low wages. These factors contributed greatly to the wealth gap in Latin America.

Organization: Students may be unfamiliar with the geography of São Paulo, Brazil. Have them locate downtown São Paulo and the district of Casa Verde on a map or atlas. Then ask them to consider what the map adds to their understanding of the photograph.

Genre: Students may be unfamiliar with editorial photography. Explain that editorial photography is used to tell a story, either through a series of photographs or paired with text-based journalism.

ANALYZE AND DISCUSS

- What examples of poverty and wealth do you see in the photo? *Answers will vary but may discuss the developed high-rise buildings in downtown São Paulo and the underdeveloped shacks in Casa Verde.*
- What conclusions can you make about Casa Verde and São Paulo and the people who live in each place? *Answers will vary, but students may conclude that the people living in São Paulo are wealthy and the people living in Casa Verde are impoverished.*

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).

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

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

NOTES

SYNTHESIZING INFORMATION

- How does Brazil's geography influence where people live? *Answers may vary but may include that temperate climates in the south and fertile land are ideal for settlements and farming compared to the humidity and heavy rainfall in the Amazon rainforest. Many cities are also located on the coast, which is ideal for trade.*
- How do Brazil's geography and natural resources impact its role as an economic and political leader in South America? *Answers will vary but may include that Brazil is the largest country in South America and shares many borders with other countries or that its extensive mineral deposits and productive agriculture contribute to its economic power.*
- Why is Brazil an important part of the world's ecological system? *Answers will vary but may include that the Amazon rainforest removes greenhouse gases from the atmosphere and is the most biodiverse region of the world or that Brazil contains a diversity of ecological regions.*
- What were the short-term and long-term effects of Portuguese colonization of Brazil? *Answers will vary but could argue that short-term impacts include the division of South America among the Spanish and Portuguese and the introduction of slavery. Long-term impacts include the establishment of Catholicism and the introduction and spread of Portuguese language and customs.*
- After Brazil declared independence, what changed, and what remained the same? *Answers will vary but could argue that after independence, Brazil still relied on enslaved laborers and was ruled by Europeans. Changes included the introduction of some civil rights and freedoms.*
- How has a reliance on coffee both helped and harmed Brazil's economy? *Answers will vary but could argue that coffee is central to Brazil's economy and brings wealth, but a reliance on a single crop makes the country vulnerable to price changes.*
- What factors have contributed to Brazil's economic growth? *Answers will vary but may include a larger working-age population, practices such as logging of the Amazon, and valuable natural resource deposits.*
- How does Brazil's culture reflect its history? *Answers will vary but may include the types of music and dance that originated from enslaved African communities or that Portuguese is the official language, both of which reflect Brazil's colonial history.*
- What are some challenges faced by Brazil's government today? *Answers will vary but may include providing education for a large youthful population, improving social equality, and a politically divided population.*
- Why is Brasília considered an innovative city? *Answers will vary but could mention its deliberately futuristic design, the speed in which it was built, and its goal of bringing development to a sparsely developed area.*
- How has unequal regional development impacted Brazil? *Answers will vary but could mention that people moving from less developed rural areas to urban areas has led to overcrowding and the development of favelas. Unequal development is also a reason the nation's capital was built in a rural region.*
- How is Carnival connected to Brazil's diverse history? *Answers will vary but might note that Carnival mixes the influences of Indigenous, African, and European cultures.*

PRIMARY AND SECONDARY SOURCES

GEOGRAPHY

MODERN HISTORY

LIFE IN BRAZIL

CASE STUDIES

INQUIRY

SECONDARY SOURCE

THE HOPE FOR SLOWING AMAZON DEFORESTATION

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Kirk Siegler, NPR journalist, reports on his trip to a rural area of the Amazon rainforest in Brazil. He interviews a scientist and a logger who comment on the impact of the conservation efforts in the region.

Purpose: The purpose of this excerpt is to showcase the slowly changing land use of Brazil's Amazon rainforest due to long-term conservation efforts.

Intended Audience: This NPR radio program was intended for listeners of the daily science radio show *Short Wave*.

Source Considerations: This source provides various perspectives, including that of a scientist and an ex-logger-turned-ecotourism advocate for rural areas in Brazil's Amazon rainforest. While this source provides useful evidence about the impact of logging and conservation efforts in the region, it does not address additional perspectives, like those of politicians, farmers, and so on.

SOURCE ANALYSIS SUPPORT

ELL

Vocabulary: Students may struggle with understanding the meaning of *NGO* and *ecotourism* when describing conservation in the Amazon. Encourage them to use context clues or refer to the footnotes section for reference.

Style: Students may struggle with the quick switches from one interviewee to another in this program. Encourage them to use the annotation tool to identify the claims of each speaker.

ANALYZE AND DISCUSS

- What are two quotes from the source that reflect the speakers' perspectives on logging in the Amazon? *Answers will vary but will likely include "people still have not gotten the message," "I'm very hopeful that we're going to see change," "People are desperate for work," and "Today, we can't predict anything."*
- How would you summarize each of these quotes in your own words? *Answers will vary but will likely include that the people interviewed—and Siegler himself—seem hopeful for the future of the Amazon while also being hesitant to claim success in changing general opinion, daily struggles, or the climate.*

Online option



SOCIAL STUDIES READING SKILL | Analyzing Auditory and Video Sources

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

- B.** 1. Siegler
- A.** 2. Mendoncza
- C.** 3. Mesquita

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

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

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: Blitz wrote this article for *Smithsonian Magazine* regarding the immense biodiversity found in the area of the Yasuní National Park. Although there is no single answer for why there is such a large amount of biodiversity in the park, one factor includes its unusual location. In addition to being located in the Amazon rainforest, it also lies at the base of the Andes and below the equator.

Purpose: This is an informative article written to highlight the biodiversity of Yasuní National Park.

Intended Audience: This source is intended for the general public.

Source Considerations: While this article is informative about the biodiversity of the Yasuní National Park, space constraints dictate that it can only cover a limited number of species and projects located in the park.

READING COMPREHENSION SUPPORT

ELL

Vocabulary: Students may have a difficult time comprehending words from the source, such as *biodiversity*, *kapok trees*, and *ecological systems*. Have students consult an online dictionary to look up any words or phrases they do not recognize while reading the source.

Style: Students may have trouble imagining the variety of life found in Yasuní National Park based only on written descriptions. Encourage students to do additional research, including looking up images of plant and animal life found there.

READ, COMPREHEND, AND DISCUSS

- What makes Yasuní National Park special? *Answers may vary but should include reference to the incredible biodiversity of Yasuní National Park and its unique location. Other answers may include its high annual rainfall, its low variation in temperatures, or the fact that we know little about the number of species living there.*
- What are some potential reasons for Yasuní National Park's uniqueness? *Some potential answers may include its "bull's-eye" location in three different ecological environments, its high annual rainfall, and its low variation of temperatures.*

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. Correct. *Yasuní National Park sits at the base of the Andes Mountains.*

B. Correct. *Yasuní National Park is located in the Amazon rainforest.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

SECONDARY SOURCE

INDIGENOUS PEOPLE IN THE AMAZON RAINFOREST

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: This article discusses the approximately one million Indigenous people who live in the Amazon rainforest as well as their cultures and ways of life, which are inextricably linked to their natural surroundings.

Purpose: This text was written to educate the reader about the cultures and practices of the Indigenous peoples of the Amazon rainforest.

Intended Audience: This Traverse article was created for educational purposes.

Source Considerations: While this source discusses the Indigenous people of the Amazon rainforest as a group, there are actually many different groups of Indigenous peoples living in the Amazon rainforest. Further research about the differences between the peoples of the Amazon rainforest may be beneficial. As outsiders threaten the Amazon rainforest, many Indigenous communities are fighting to protect it.

READING COMPREHENSION SUPPORT



Organization: Students may have trouble connecting the cultures of the Indigenous peoples of the Amazon rainforest to the environmental threats described. Have students do additional research on the cultures of the people of the Amazon rainforest to help explain this connection.

Vocabulary: This source contains challenging vocabulary words that may impede student understanding. Encourage students to use the footnote as well as an online dictionary to better understand any vocabulary they may find difficult.

READ, COMPREHEND, AND DISCUSS

- What are some details about the cultures of the Indigenous peoples of the Amazon rainforest? *Answers will vary but should include reference to their connection and respect for the environment, which may include subsistence agriculture and other practices that minimally impact their environment.*
- Why is there conflict between Indigenous peoples of the Amazon rainforest and outsiders who live or work there? *While the Indigenous peoples of the Amazon rainforest value and protect their environment, others have exploited the rainforest for its vast natural resources or land space. According to the source, Indigenous communities are fighting to protect the rainforest from outsiders who may be harming or destroying it.*

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?

C. Correct. *The Indigenous peoples' languages and cultures are connected to their environment, as stated in the source.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

? COMPELLING QUESTION

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

1 | COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind them that their answers may be incomplete at this point, but they will gain knowledge from their research. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. You may wish to support students using the following strategy:

- Students may need help classifying evidence from multiple sources. Consider giving students two claims and several pieces of evidence from the source set. Have students decide which evidence supports each claim.

Note: This Chapter Inquiry requires students to complete online research in order to answer the Compelling Question and practice the skill of Conducting Online Research. After students complete the skill model, have them begin their online research.

SCAFFOLDING AND DIFFERENTIATION

B

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.
- Have students turn their blog posts into a podcast with discussion containing different perspectives on issues facing the Amazon rainforest.

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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Introduce students to the skill definition and checklist for Conducting Online Research.

Use the discussion questions to gauge students' understanding.

- What are the benefits of knowing how to effectively use search engines? *Knowing how to effectively use search engines will save you time and help you find relevant, useful sources.*
- Before selecting any of your search results, what should you do first? *Scan the search results to determine which websites seem most relevant to the Compelling Question.*
- What digital sources can you use to help determine if an unfamiliar website is trustworthy? *Answers will vary but may include an online encyclopedia, a news organization, a fact-checking organization, or an established research library's website.*

Explain to students that this Chapter Inquiry focuses on the skill of Conducting Online Research. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill:

topic: the subject matter of a written work or a discussion or conversation

conduct: to organize and carry out

research: to investigate systematically

determine: to discover after a calculation, investigation, experiment, survey, or study

Call on students to share definitions in their own words.

Remind students that these words can be used in everyday as well as academic and workplace contexts.

Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.

SKILL MODEL

- After deciding on a topic, what does the student do next? *The student conducts online research to find potentially useful sources, evaluating their credibility to decide whether they will use them to support their response.*
- What steps does the student take to determine whether the website they find is credible? *The student does a search to find out what other sources say about the website. The student learns that the source creator is a nonprofit group. The student asks their teacher for more information about the role and perspective of nonprofits.*
- What will the student do to continue their search? *The student will continue using the Conducting Online Research checklist to evaluate a reliable news source recommended by their teacher, ensuring that they gather all the information they need to make a decision about its credibility.*

COMMON MISCONCEPTIONS

One common misconception is that the first search results are the most credible.

- Credible sources can appear at the top or bottom of the first page or even on the second or third page of search results.
- It may be helpful to remind students that relevance and credibility are not the same. A source can include relevant information for the student's Chapter Inquiry but have questionable or limited credibility.

ADAPT AN ARGUMENT

Remind students that effective communicators adapt their arguments to their audience, venue, and format. Have students use the Review and Discuss, Plan, and Respond steps to analyze multiple perspectives to meet the needs of this specific assignment.

Use these strategies to help students create their blog posts:

- Engage in a whole-class discussion about what makes a blog post similar to or different from an essay.
 - Similar: In both formats, you share an argument or explanation using credible evidence.
 - Different: An essay is often written for a scholarly audience of peers or a teacher, whereas a blog post is published online. An essay typically features only written text, whereas a blog post also includes media.
- You might choose to show students an example of a blog post and point out how the creator embedded media to enhance their discussion of the topic.

SAMPLE CLAIMS AND SUPPORTING SOURCES

Argument Stem 1	Argument Stem 2	Argument Stem 3
<p>Scientists want to preserve the biodiversity found in the Amazon rainforest.</p> <ul style="list-style-type: none"> • This Park in Ecuador Is One of the Most Biodiverse Places on Earth • The Hope for Slowing Amazon Deforestation 	<p>NGOs and nonprofit organizations want to encourage sustainable resource use in the Amazon.</p> <ul style="list-style-type: none"> • Indigenous People in the Amazon Rainforest • The Hope for Slowing Amazon Deforestation 	<p>Indigenous groups want to protect their traditions and way of life.</p> <ul style="list-style-type: none"> • Indigenous People in the Amazon Rainforest • The Hope for Slowing Amazon Deforestation

INQUIRY RUBRIC AND RESPONSE

Review the rubric online with students before they begin their responses to the Inquiry Prompt.

Use the scaffolds below to differentiate instruction for your English language learners (ELL) and approaching-grade-level (A) learners.

SCAFFOLDING AND DIFFERENTIATION

ELL

A

BEGINNING, INTERMEDIATE, ADVANCED & APPROACHING: Sentence Starters

- The first source I found while conducting online research was . . .
- This source provided information on . . .
- I determined this source was trustworthy because . . .
- The second source I found while conducting online research was . . .
- This source provided information on . . .
- I determined this source was trustworthy because . . .