

SOUTH AMERICA		Third Grade Social Studies Unit Three
Originally Compiled by: Fairview and Lincoln Third Grades		3 weeks
3.31 U	Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)	
3.32 P	Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, Panama Canal, and current events.	
3.33 S	Identify on a map major countries of the continent (Brazil, Colombia, Cuba, and Peru, Argentina). (G)	
3.34 P	Identify major physical features of the continent (G): <ul style="list-style-type: none"> <li>• _Rivers - Amazon</li> <li>• _Mountains - Andes</li> <li>• _Bodies of Water - Straits of Magellan, Lake Titicaca</li> <li>• _Landforms - Caribbean Islands, Galapagos Islands</li> </ul>	
3.35 S	Identify examples of scarcity in and around specific regions. (E, G)	
3.36 S	Interpret a chart, graph, or resource map of major imports and exports. (E, G)	
3.37 P	Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)	
3.38 P	Summarize the differences between a dictatorship and democratic forms of government. (P)	

**UNIT THREE – SOUTH AMERICA**

**Time Frame- 3 Weeks**

Essential Questions	<p>3.31: How does the history and culture of South American compare to your own?</p> <p>3.32: How can you use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci,</p>
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	<p>Panama Canal, and current events</p> <p>3.33: Can you identify on a map major countries of the continent (Brazil, Colombia, Cuba and Peru, Argentina?)</p> <p>3.34 Can you Identify major physical features of the South American continent? (G):</p> <ul style="list-style-type: none"> <li>• _Rivers - Amazon</li> <li>• _Mountains - Andes</li> <li>• _Bodies of Water - Straits of Magellan, Lake Titicaca</li> <li>• _Landforms - Caribbean Islands, Galapagos Islands</li> </ul> <p>3.35 Can you identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.36: How do the imports and exports of South American influence their economy?</p> <p>3.37: How does supply and demand affect specific products in South America?</p> <p>3.38: What is the difference between a dictatorship and democratic form of government?</p>
Vocabulary	<p>3.31 culture, custom, imports, exports, supply, demand, resource, scarcity, dictatorship, democracy, government</p> <p>3.32 Timelines, primary sources, historical passages, Inca culture, Amerigo Vespucci, Panama Canal, current events</p> <p>3.33 continent, Brazil, Colombia, Cuba, Peru, and Argentina, physical and political map</p> <p>3.35 scarcity, supply, demand, goods, services, conservation</p> <p>3.34 Landforms, straits, islands, lakes, mountains, rivers</p> <p>3.38 Government / Dictatorship / Democracy</p>
Literature	<p><u>A Little Book of Sloth</u> by <u>Lucy Cooke</u></p> <p><b>Up and Down the Andes</b> by Laurie Krebs and Aurelia Fronty. In rhyming verse, Up and Down the Andes describes children from various parts of Peru traveling to the city of Cusco, Peru, to participate in Inti Raymi, a traditional Inca festival. The endnotes contain excellent information about Inti Raymi and other Peruvian festivals, Peru’s history, the Andes Mountains, and the ancient city of Machu Picchu. Ages 3+</p> <p><b>3.32 For the Love of Soccer!</b> by Pele. A autobiography of Brazilian soccer phenomenon Pele. Pele is widely considered the greatest soccer player in the world. Post-Pele, Brazil continues to be an international soccer powerhouse, and soccer continues to be a significant part of Brazilian culture. Frank Morrison’s illustrations are colorful and dynamic. Ages 3+</p> <p><b>3.34 The Rainforest Grew All Around</b> by Susan Mitchell and Connie McLellan. Introduces kids to the Amazon Rainforest via an adaptation of the song The Green Grass Grew All Around. A Rainforest Grew All Around is a cumulative rhyme that is fun to read</p>

aloud. This book contains a recipe for rainforest cookies made with ingredients that initially came from rainforests. Ages 3+

**3.37 A Pen Pal for Max** by Gloria Rand and Ted Rand. In this fictional story, Max, a boy from Chile, and Maggie, a girl from the United States, become pen pals. When an earthquake hits Max's home, Maggie and her classmates in the United States send supplies to Max and his classmates in Chile. A Pen Pal for Max would be a good starting point for a conversation about the fact that many of the agricultural products we consume here in the United States come from South America. Ages 4+

**Me llamo Gabriela** by Monica Brown and John Parra. A very nice introduction to Chilean poet Gabriela Mistral, the first Latin American writer to receive the Nobel Prize in Literature. Me llamo Gabriela is well written with lovely illustrations by John Parra. Ages 4+

**The Magic Bean Tree: A Legend from Argentina** by Nancy Van Laan and Beatriz Vidal. This Argentine legend conveys the importance of rain to the people of the Argentine pampas. The Magic Bean Tree is beautifully illustrated by Beatriz Vidal who also illustrated the prize winning Bringing the Rain to Kapiti Plain. Ages 5+

**3.31 On the Pampas** by Maria Cristina Brusca. The story of a child who spends the summer on her grandparents' ranch in the Argentine pampas. On the Pampas is a series of vignettes about the girl's adventures, learning to ride a horse, lasso a calf, bake a cake with a giant nandu egg and more. Ages 5+

**3.31 Cassio's Day: From Dusk to Dawn in a Brazilian Village** by Maria de Fatima Campos. In a straightforward manner, Cassio's Day describes six-year-old Cassio eating breakfast, going to school, playing with friends, celebrating his father's birthday, and going to bed. Cassio has a full day, which includes stops to watch a woman in his village make cheese and to watch a man in his village make a basket. Ages 5+

**Victoria Goes to Brazil** by Maria de Fatima Campos. Describes a girl Victoria's travels in Brazil, the country where her mother was born. Victoria Goes to Brazil reads like an informal travel log. The highlights of this book are the book's intimate feel and the variety of photographs from around Brazil. Ages 6+

**3.31 To Go Singing through the World: The Childhood of Pablo Neruda** by Deborah Kogan Ray. Introduces children to Chilean poet Pablo Neruda. To Go Singing through the World focuses on Pablo Neruda's early influences: the Chilean rainforests, books, and encouragement from poet Gabriela Minstral. Author Deborah Kogan Ray has incorporated excerpts from Pablo Neruda's poetry and prose into this biography. Ages 6+

3.35 [\*Bringing Rain to the Kapiti Plain\*](#) by Verna Aardema

This book tells the story of how a young boy, Ki-pat, brings much needed rain to the dry Kapiti Plain.

**Classroom Tip:** In this book, students should be able to determine that rain is what's scarce in the story.

3.35 ***The Doorbell Rang*** by Pat Hutchins

Victoria and Sam are forced to share—or distribute—a limited number of cookies. Each time the doorbell rings, more friends arrive and the children face a cookie scarcity problem.

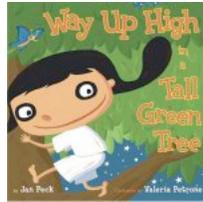
**Classroom Tip:** I use this book to teach the economic principle of scarcity while teaching lessons about saving in Part 1 of Lesson 3.

3.35 ***Sam and the Lucky Money*** by Karen Chinn

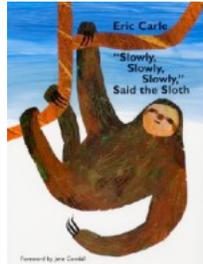
Sam is given the traditional gift of "lucky money" to spend in any way he chooses! He's unhappy when he realizes he doesn't have enough money to purchase the things he wants.

**Classroom Tip:** Students are often very excited about having money, but their excitement can turn to disappointment when they realize they cannot buy everything they want at the class store. This book (on video) teaches students that money can be scarce, and that they must make tough consumer decisions when shopping at the class store.

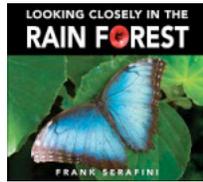
Informational Text



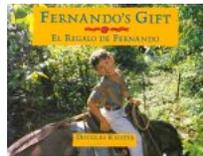
**Way Up High in a Tall Green Tree** by Jan Peck and Valeria Petrone. A playful rhyme about a young girl greeting rainforest animals before heading to bed. Ages 1+



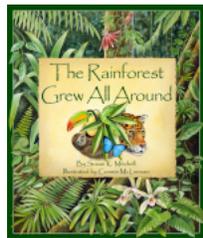
**“Slowly, Slowly, Slowly,” said the Sloth** by Eric Carle. A lovely story about being who you are that also introduces kids to rainforest animals. Ages 2+



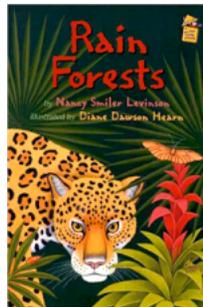
**Looking Closely in the Rainforest** by Frank Serafini. An introduction to rainforest plants and animals, with a simple but captivating format. On one page readers see a small portion of a rainforest plant or animal and are asked to guess what it is, and on the following page readers see the entire rainforest plant or animal. My kids love all of Frank Serafini's *Looking Closely...* books. Ages 2+



**Fernando's Gift** by Douglas Keister. An engaging, true story about a boy and his family who live in and work to preserve the Costa Rican rainforest. *Fernando's Gift* is a favorite story at our house. Ages 3+

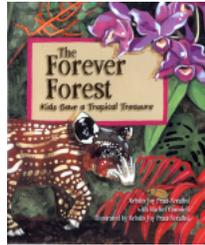


**The Rainforest Grew All Around** by Susan Mitchell and Connie McLellan. A cumulative rhyme and adaptation of the song *The Green Grass Grew All Around*. *The Rainforest Grew All Around* is a fun read aloud. At the back of the book, there is a recipe for rainforest cookies, made with ingredients that initially came from rainforests. Ages 3+



**Rain Forests** by Nancy Levinson and Diane Hearn. A well written, informative introduction to rainforests. Diane

Hearn's gorgeous, detailed illustrations of various tropical and temperate rainforests show children that rainforests vary by location. Ages 4+



**The Forever Forest: Kids Save a Tropical Treasure** by Kristin Joy Pratt Serafini. This book tries to do a lot: tell the story of a boy Peter's walk in a rainforest, provide readers with information about rainforest animals, and share a group of kids' efforts to protect the rainforest by creating a rainforest preserve. While these three strands are not blended flawlessly, *The Forever Forest* is an inspiring read. Ages 5+

American Gov't The Mayflower Compact – 1620, Brazil Today Brazil's Constitution, Eyewitness to History: Children of War

**What is Scarcity of Resources? (Economics in Action)/ Jessica Cohn (Amazon)**  
**Value / Prakash Dheeriya Ph.D (Amazon)**

**Finance for Kidz: Scarcity and**  
**Scarcity (Learning about Money) Janeen R. Adil (Amazon)**

Video

<http://www.brainpop.com/socialstudies/famoushistoricalfigures/adolfhitler/>  
(Adolf Hitler, Why Dictatorship is a Bad Idea)  
<http://www.brainpop.com/socialstudies/geography/>  
[brainpopjr.com](http://brainpopjr.com) (many different videos)  
3.32 Amerigo Vespucci  
<http://www.biography.com/people/amerigo-vespucci-9517978#awesm=~oB5hN4nd2aawxF>  
South American Timeline  
<http://www.historyworld.net/timesearch/default.asp?conid=2&topsort=202001&direction=PREV&keywords=South%20America%20timelid=374&type=educator>  
<http://www.datesandevents.org/places-timelines/index.htm>  
<http://www.teacherspayteachers.com/Product/Amerigo-Vespucci-Common-Core-Lesson-402455> (\$3.50 for text and questions)  
[www.pbs.org](http://www.pbs.org) (Type in panama Canal and info & video links will come up)  
3.33 Google Earth  
3.34 <http://video.nationalgeographic.com/video/oceans-narrated-by-sylvia-earle/oceans-galapagos>  
3.35 <http://www.econedlink.org/lessons/index.php?lid=314&type=student>  
<http://www.econedlink.org/EconEdLink-economic-and-personal-finance-search.php?q=scarcity>  
<http://www.econedlink.org/lessons/index.php?lid=374&type=educator>

	<p><a href="http://www.econedlink.org/lessons/index.php?lid=364&amp;type=student">http://www.econedlink.org/lessons/index.php?lid=364&amp;type=student</a>  <a href="http://www.stwr.org/latin-america-caribbean/south-america-scarcity-amid-abundance.html">http://www.stwr.org/latin-america-caribbean/south-america-scarcity-amid-abundance.html</a>  <a href="http://blog.nature.org/conservancy/2014/05/22/challenge-in-sao-paulo-overcoming-water-scarcity-in-south-americas-largest-city/">http://blog.nature.org/conservancy/2014/05/22/challenge-in-sao-paulo-overcoming-water-scarcity-in-south-americas-largest-city/</a>  <a href="http://www.bing.com/images/search?q=scarcity+in+South+America&amp;qvpt=scarcity+in+South+America&amp;FORM=IGRE">http://www.bing.com/images/search?q=scarcity+in+South+America&amp;qvpt=scarcity+in+South+America&amp;FORM=IGRE</a>  <a href="http://blogs.agu.org/geospace/2012/07/17/water-scarcity-andes-population-growth/">http://blogs.agu.org/geospace/2012/07/17/water-scarcity-andes-population-growth/</a></p>
Writing	<p>We felt that writing and research could go hand in hand. There is a great site called: <a href="http://thinglink.com">thinglink.com</a> where you can upload a picture and then add touch points that link to different websites, pictures, videos, etc. You create the touch points therefore you know where you're students are going and what they are looking at. You could incorporate research projects and group projects that would require a written report and even an oral report.</p>
Research (if applicable)	<p>3.32 Choose a South American historical figure and write a biography.  <a href="http://www.worldatlas.com/webimage/countrys/satimeln.htm">http://www.worldatlas.com/webimage/countrys/satimeln.htm</a>  Pablo Neruda  <a href="http://www.biography.com/people/pablo-neruda-9421737#awesm=~oB5s5Zp2uZ9rEi">http://www.biography.com/people/pablo-neruda-9421737#awesm=~oB5s5Zp2uZ9rEi</a>  Explorer report  <a href="http://www.superteacherworksheets.com/explorers/printables/explorer-report_WMWMN.pdf">http://www.superteacherworksheets.com/explorers/printables/explorer-report_WMWMN.pdf</a>  Write an illustrated dictionary entry for either a dictatorship or a democratic form of government. Meet in groups to share your thoughts and results with other students with the same type of gov't. Then each group takes turns sharing their findings with the class  Research dictatorship and democratic forms of government  3.33 Write a narrative about traveling to each of the listed countries. Who would you meet? What would you eat? What type of music would you hear? What type of weather would you experience? What type of animals would you see? What languages would be spoken?  Choose a continent you want to visit and write a persuasive letter to your parents convincing them to travel there on your next family vacation.  Research each of the above countries to find facts about the culture, climate and landforms.  Include a detailed labeled map.  3.35 Write about what it would be like to face scarcity of water if you lived in San Paulo, Brazil.  Research-South America and tell about its history and culture  Write a persuasive or informative piece on the Rio de Janeiro carnival.  Write an informative paragraph about the scarcity of water in Sao Paulo, Brazil, South America's largest city.  Write a reflective piece on water scarcity in Bolivia or the food shortage in Venezuela.  Interview people who lived during The Great Depression and faced scarcity of goods.  Research other natural resources that are scarce in South America.  Research-South America and tell about its history and culture.  3.38 Research dictatorship and democratic forms of government  What effect does deforestation of the Amazon Rainforest have on the economy, environment, human civilization in</p>

	general?
Pre-Assessment	KWL Chart
Assessment (Choose 1) Task/Project Writing	<p>Research Projects (<a href="http://thinglink.com">thinglink.com</a>)</p> <p>Written Reports</p> <p>If You could change anything (government, landscape, economy) to improve South America, what would you change? Why? Explain.</p> <p>Oral Reports</p> <p>3.31 Create a travel brochure</p> <p>3.35 Create a double bubble map, comparing and contrasting carnival like celebrations in North America to those in South America (Rio de Janeiro)</p> <p>Close Read Passages with Text Evidence</p> <p>3.32 <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/tour-of-south-america.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/tour-of-south-america.cfm</a></p> <p>Around the world, countries and people are governed by a variety of different types of governments, such as democracies and dictatorships. Write a paragraph on the differences of these two types of governments</p> <p>Create a timeline</p> <p><a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/tour-of-south-america.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/tour-of-south-america.cfm</a></p> <p>3.33 On a blank South America map, label the following countries: Brazil, Colombia, Cuba, Peru and Argentina. Label one landform in each country.</p> <p>Design and build a 3D map labeling all the countries with landforms.</p> <p>Review the geography of South America with tutorials, quizzes and games from the South America Geography link.</p> <p>3.34 <a href="http://www.lizardpoint.com/geography/samerica-quiz.php">http://www.lizardpoint.com/geography/samerica-quiz.php</a></p> <p>Choose one of the landforms listed above in the standards.</p> <p>Research and include a description of the physical features and sketch a detailed picture.</p> <p>Using clay or play dough, design a 3D figure of your landform.</p> <p>3.35 Using interview notes (above), write in your own words what it would be like to live during The Great Depression and face scarcity of goods (salt, sugar)</p> <p>Write an informative paragraph about the scarcity of water in Sao Paulo, Brazil, South America's largest city.</p> <p>Make a facts chart about South America, then have students summarize their information in the form of a news report. (Oral presentations)</p> <p>Review the geography of South America with tutorials, quizzes and games from the South America Geography link</p> <p>Students will create a persuasive skit or commercial in which they are trying to inform an audience of the scarcity of resources in South America and how they can persuade them to help solve it.</p> <p>3.38 Around the world, countries and people are governed by a variety of different types of governments, such as democracies and</p>

	dictatorships. Write a paragraph on the differences of these two types of go Create a biome.
Higher Level Questions	Describe the relationship between supply and demand? 3.31 How is the culture of South America similar (or different) than your culture? 3.31, 3.32 Compare a dictatorship government to a democratic government. (*attached document on HOT questions) 3.38 Why are Christopher Columbus and Amerigo Vespucci important people in South American history? 3.32 What is the Panama Canal and how does it benefit travelers today? How can you use timelines, primary sources, and historical passages to summarize the history of a region? If you could travel to any of the listed countries in South America, which would you choose and why? 3.33 Compare and contrast a physical and political map of South America. Which map would help you locate countries in South America? Why? How does each of the landforms contribute to the well being of the citizens living near it? 3.34 Compare and contrast scarcity needs in South America versus North America (especially United States). How does culture, climate, economics affect scarcity in these two continents? 3.35 Use the Thinking Cube to discuss questions on dictatorships and democracies. 3.38
Common Core Standards	
Reading Standards for Literature	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2: Recount stories, fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text. RL.3.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)
Reading Standards for Informational Text	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RI.3.2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps to technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic

	<p>efficiently.</p> <p>RI.3.6: Determine their own point of view from that of the author of the text.</p> <p>RI.3.7: Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</p> <p>RI.3.9: Compare and contrast the most important points to key details presented in two texts on the same topic.</p>
Writing Standards	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey idea and information clearly.</p> <p>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b) Develop the topic with facts, definitions, and details.</p> <p>c) Using linking words and phrases (e.g. also, another and, more, but) to connect ideas within categories of information</p> <p>d) Provide a concluding statement or section.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequences.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade specific)</p>
Speaking/Listening Standards	<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
Language Standards	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
Attachments	
Maps	<p><a href="http://www.bing.com/images/search?q=maps+of+Brazil%2c+Colombia%2c++Cuba%2c+Peru%2c+Argentina&amp;qvvt=maps+of+Brazil%2c+Colombia%2c++Cuba%2c+Peru%2c+Argentina&amp;FORM=IGRE">http://www.bing.com/images/search?q=maps+of+Brazil%2c+Colombia%2c++Cuba%2c+Peru%2c+Argentina&amp;qvvt=maps+of+Brazil%2c+Colombia%2c++Cuba%2c+Peru%2c+Argentina&amp;FORM=IGRE</a></p> <p><a href="http://www.atlapedia.com/online/maps/political/Brazil_etc.htm">http://www.atlapedia.com/online/maps/political/Brazil_etc.htm</a></p> <p><a href="http://www.geographicguide.net/america/south-america-map.htm">http://www.geographicguide.net/america/south-america-map.htm</a></p> <p><a href="http://www.geographicguide.net/america/south-america-map.htm">http://www.geographicguide.net/america/south-america-map.htm</a></p> <p><a href="http://www.lonelyplanet.com/maps/south-america/">http://www.lonelyplanet.com/maps/south-america/</a></p> <p><a href="http://www.worldatlas.com/webimage/countrys/samerica/brlarge.htm">http://www.worldatlas.com/webimage/countrys/samerica/brlarge.htm</a></p> <p><a href="http://www.sheppardsoftware.com/South_America_Geography.htm">http://www.sheppardsoftware.com/South_America_Geography.htm</a></p>

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Pictures	<p> <a href="http://www.blueplanetbiomes.org/andes.htm">http://www.blueplanetbiomes.org/andes.htm</a>  <a href="http://www.bing.com/images/search?q=The+Andes+Mountains&amp;qvpt=The+Andes+Mountains&amp;FORM=IGRE">http://www.bing.com/images/search?q=The+Andes+Mountains&amp;qvpt=The+Andes+Mountains&amp;FORM=IGRE</a>  <a href="http://traveltips.usatoday.com/physical-landforms-caribbean-islands-105228.html">http://traveltips.usatoday.com/physical-landforms-caribbean-islands-105228.html</a>  <a href="http://geography.about.com/od/specificplacesofinterest/a/amazonriver8.htm">http://geography.about.com/od/specificplacesofinterest/a/amazonriver8.htm</a>  <a href="http://geography.about.com/od/specificplacesofinterest/a/amazonriver8.htm">http://geography.about.com/od/specificplacesofinterest/a/amazonriver8.htm</a>  <a href="http://www.bing.com/images/search?q=straits+of+Magella&amp;qvpt=straits+of+Magella&amp;FORM=IGRE">http://www.bing.com/images/search?q=straits+of+Magella&amp;qvpt=straits+of+Magella&amp;FORM=IGRE</a>  <a href="http://www.laketiticaca.org/">http://www.laketiticaca.org/</a>  <a href="http://www.bing.com/images/search?q=%2c+Lake+Titicaca&amp;qvpt=%2c+Lake+Titicaca&amp;FORM=IGRE">http://www.bing.com/images/search?q=%2c+Lake+Titicaca&amp;qvpt=%2c+Lake+Titicaca&amp;FORM=IGRE</a>  <a href="http://www.bing.com/images/search?q=Gallapolos+ISLANDS&amp;qvpt=Gallapolos+ISLANDS&amp;FORM=IGRE">http://www.bing.com/images/search?q=Gallapolos+ISLANDS&amp;qvpt=Gallapolos+ISLANDS&amp;FORM=IGRE</a> </p>
Videos	<p> <a href="http://www.lizardpoint.com/geography/samerica-quiz.php">http://www.lizardpoint.com/geography/samerica-quiz.php</a>  <a href="http://www.brainpop.com/socialstudies/famoushistoricalfigures/adolfhitler/">http://www.brainpop.com/socialstudies/famoushistoricalfigures/adolfhitler/</a>  (Adolf Hitler, Why Dictatorship is a Bad Idea)  <a href="http://www.brainpop.com/socialstudies/geography/">http://www.brainpop.com/socialstudies/geography/</a>  brainpopjr.com (many different video)  Smithsonian Institute  <a href="http://www.gosocialstudiesgo.com">www.gosocialstudiesgo.com</a>  Library of Congress </p>

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