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**Fall, 2003**

## **Lesson 1 - Geography and Climate**

*Lesson 1 -*

**Goals and Objectives - Students will be able to locate Ecuador specifically**  
Quito on a South American map as well as major physical features of the country. Students will be able to demonstrate an understanding of how Ecuador's culture, commerce, education, and history have been influenced by location, elevation climate, resources and society using examples from Quito, Ecuador.

### **Guided question:**

How does environmental surroundings influence and dictate the overall make-up of particular places?

### **Connections to Standards:**

*Core Content for Social Studies*

**4.1.2** - Every point on earth has an absolute location defined by latitude and longitude and a relative location as compared to other points on the earth's surface.

**4.4.2** - The physical environment both promotes and limits human activities.

**4.4.3** - The natural resources of a place or region impact its political, social and economic development.

**WL - 2.1** - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

**WL - 2.2** - Students demonstrate an understanding of the relationship between products and perspectives of the culture(s) studied.

**WL - 4.5** - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Context:** This particular lesson could fall under geography. This lesson could be connected with discussions about Latin America and the culture that make this continent unique.

### **Resources and Materials:**

Cultugram of Ecuador, Culture Policy in Ecuador, Insight Guides: Ecuador, Ecuador picture book, world almanac and atlas, computer that has access to a multimedia programmer.

### **Procedural summary:**

1. Students will label Ecuador on a map of South America.
2. Next, Students will label all natural barriers, such rivers, lakes, mountains, and the capital on the map.
3. Students will use artifacts picked out before hand and create a resource kit.
4. Students will work in groups of 2-3, looking at the artifacts and finding any evidence throughout the artifacts that will allow the student to

demonstrate their understanding of certain aspects that exhibit location, elevation, climate, resources and society influences.

5. The resource kit will be created by using some multimedia program, such as word, FrontPage, and anyone other program that will the student to document text along with images, or charts.
6. The resource kit needs to consist of written data, charts, images, or drawings of examples illustrating the understanding of the guided question.
7. Students may use the Cultugram to document evidence in their tool kit.
8. Student will want to use pictures to illustrate the influences of Ecuador's attributes/characteristics.

**Steps for planning and implementing:**

The teacher will want to do a walk through with the students to show them how to use and locate information in the Cultugram.

The teacher will exhibit his/her own resource kit in order for students to see and example of the expectations being desired.

The teacher will use other artifacts of Ecuador to make other connection to help guide them along the way.

Assessment: The students will be assessed according to the rubric that was presented. Students will also fill out a self-assessed form.