

Social Studies Grade 6 Unit 04 : South America 2011-2012



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1. Colonization
2. Conquest
3. Industrialization
4. Famine

Which two of the above had the **GREATEST** influence on the early development of South America?

- A 1 and 2
- B 1 and 3
- C 2 and 3
- D 2 and 4

- 2 If you were dividing the South American continent into cultural regions, you should use all of the following criteria **EXCEPT** _____ .

- F forms of government
- G climate
- H religion
- J most common traditions

- 3 Which technological innovation has had the **MOST** effect on societies in South America today?

- A wireless communication
- B railroads
- C nuclear energy
- D high definition TV

- 4 Which cultural trait **MOST** separates Argentina and Brazil?

- F religion
- G language
- H government
- J economy

- 5 South America has had different types of governments in Peru, Argentina and Brazil which are described in the categories below. Which terms complete the diagram?

Rule by One	Rule by Few	Rule by Many
I	II	III

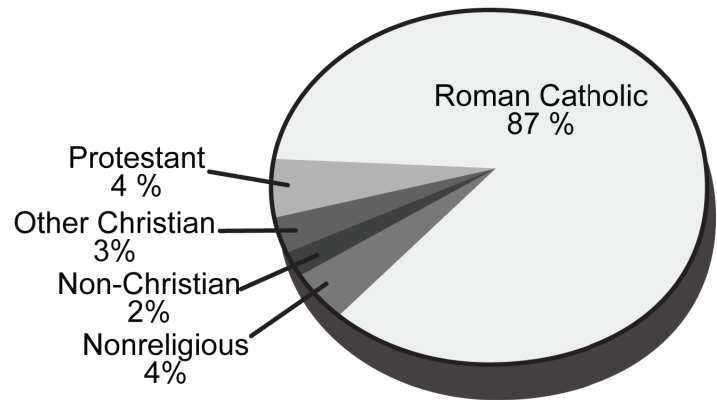
- A I junta, II democracy, III dictator
- B I dictator, II junta III democracy
- C I Fujimori, II junta, III oligarchy
- D I oligarchy II dictator III despots

- 6 Which of the types of rule in the diagram is **MOST** common in the three countries today?

- F rule by one
- G rule by few
- H rule by many
- J different ones in different countries

Latin America: Religions

Roman Catholic	397,810,000
Protestant	16,930,000
Other Christian	12,676,000
Non-Christian	10,930,500
Nonreligious	19,990,000



Use this graph, as well as the map of South American colonization, to answer the following questions.

7 The graph above provides a look at religion in South America as reported in the 1990s. Which religion is the **MOST** influential?

- A Roman Catholic
- B Protestant
- C other Christian
- D other Religion

8 What accounts for this large dominance by one religion?

- F Spanish colonization of Brazil.
- G Portuguese colonization of Brazil.
- H Spanish colonization in Southern and Latin America.
- J Spread of Incan religion throughout the continent

9 Due to the large dominance of one religion in the region, what is a possible **negative** result?

- A Disregarding rights of people in other religions because their numbers are so small.
- B Providing opportunities for only people in the dominant religion, such as days off for religious holidays.
- C Social clashes such as arguments and violence between religious groups.
- D All of these.

- 10** During this century a basic factor of production was in short supply creating a serious economic crisis in Argentina, especially. What was the shortage and how was it created?
- F** A bank run created a serious shortage of cash.
 - G** A war between Brazil and Peru greatly reduced the amount of labor available to work.
 - H** Slavery was ended creating a shortage of labor.
 - J** The oil wells ran dry so that South American countries could no longer produce and sell petroleum.
- 11** Which of the following countries in South America does **NOT** have a limited government today?
- A** Brazil
 - B** Peru
 - C** Argentina
 - D** Venezuela
- 12** Which of the following are considered *economic miracles* for their development under heavy government regulation?
- F** Brazil and Colombia
 - G** Peru and Argentina
 - H** Argentina and Brazil
 - J** Peru and Brazil

The Dirty War was a period of violence that started in 1976. Victims of the violence included thousands of protestors. These included workers, students, and news reporters. Mostly they were members of Communist groups and anyone who may have sympathized with them. About 10,000 were members of the Montoneros or the People’s Revolutionary Army. From 9,000 to 30,000 people were killed or disappeared. This terrorism was carried out largely by Jorge Rafael Videla’s military dictatorship as part of Operation Condor. Violence, torture, and assassinations continued until 1983.

13 Which country is described above in the Dirty War?

- A** Brazil
- B** Argentina
- C** Peru
- D** Venezuela

14 The Dirty War was an example of which of the following:

- F** The right of people to protest government action was taken away.
- G** The right of people to free speech was taken away.
- H** The right of people to safety and protection by government was taken away.
- J** All of these.

15 Once democracy is established in a country, such as this one, it is important for its citizens to take their _____ seriously such as voting, paying taxes, and _____.

What words **BEST** complete the sentence above?

- A** rights...serving in the military
- B** responsibilities...serving on juries
- C** responsibilities...privacy
- D** rights...working

16 The Mothers of the Disappeared, along with some of the groups listed in the reading, had which of the following points of view?

- F** It is important to have unlimited government.
- G** Limit the power of government so that there can’t be abuses.
- H** Change types of government often.
- J** Have military coups if people don’t like government.

Economic Indicators for Selected Countries

Country	Life Expectancy	Gross Domestic Product per capita	Literacy
Canada	80	\$29,400	97%
Cuba	77	\$2,300	97%
Ethiopia	41	\$750	43%
Peru	71	\$4,800	91%

17 Which of the following inferences can be made from the information above?

- A As literacy rate goes up, life expectancy goes down.
- B As literacy rate goes up, life expectancy goes up.
- C As literacy rate goes down, life expectancy goes up.
- D There is no correlation between literacy rate and life expectancy.

18 Which of the following generalizations is **TRUE** about migration and its effect in South America?

- F Europeans migrated to South America bringing more modern cultural influences to portions of the continent which were colonized.
- G Africans came to the continent as slaves increasing the work force.
- H Incas migrated eastward into Brazil bringing their early advancements to a less developed area.
- J Both F and G

Students will need the four maps of South America attached at the end. Use the maps to assist you in answering the next six questions.

- 19** Which geographic factor makes it easier for Peru and Chile to protect their rich natural resources from countries to the east?
- A** location on the Pacific Ocean
 - B** dense population
 - C** location of the Andes Mountains
 - D** extreme climate
- 20** Logging is a primary industry in Brazil. What characteristics of Brazil's geography make this industry possible?
- F** cool climate
 - G** abundant minerals
 - H** numerous forests
 - J** rich topsoil
- 21** What accounts for the population density of Peru and Chile?
- A** lack of natural resources
 - B** narrow land area bordered by desert and mountains
 - C** large area with access to the sea for trade
 - D** dense rain forest
- 22** Based on the maps which of the following is **TRUE**?
- F** Countries with rich deposits of coal and oil are mostly located on the border areas of the continent.
 - G** Silver and gold are usually found in the rainforest.
 - H** Countries with natural gas resources are all located in the central part of the continent.
 - J** All of these.
- 23** Which generalization is supported by the maps regarding the mid section of the continent?
- A** Where the Spanish colonized, the largest population centers developed.
 - B** The Portuguese colonized where the richest minerals were located.
 - C** The dense rain forest has prevented the growth of population centers and the development of other resources
 - D** All of these.

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Country	Population (in millions)	Population Density (per square mile)	Per capita GDP (in US dollars)	Electricity Use (hours per person)
Peru	27	55	\$4,550	629
Venezuela	23.9	68	\$6,200	3,158

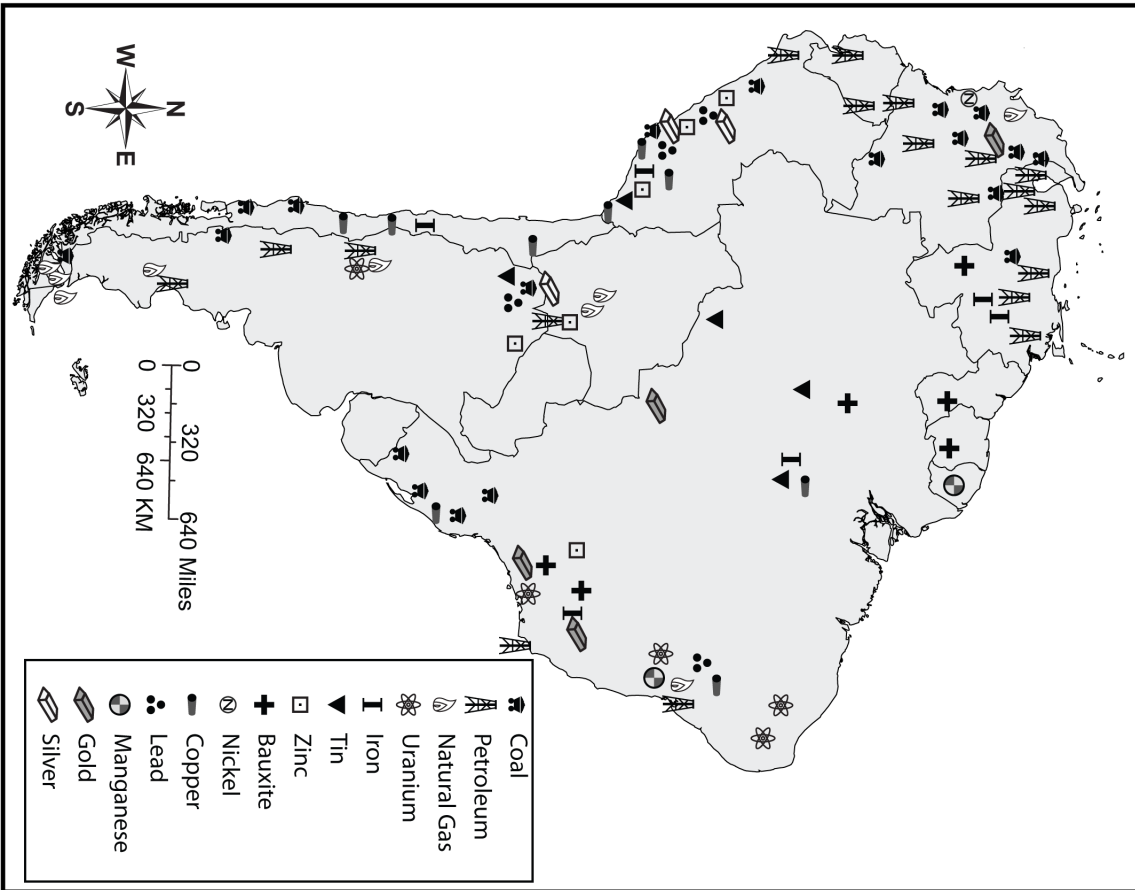
According to the table, Venezuelan people use five times more electricity per person than people in Peru. Use the information in the table and on the maps to determine what could account for this?

- F** Venezuela is a more modern country with cities and trade.
- G** Peru has a hotter climate and needs more air conditioning.
- H** People in Peru likely make more money due to the many resources.
- J** There is more agriculture in Venezuela.

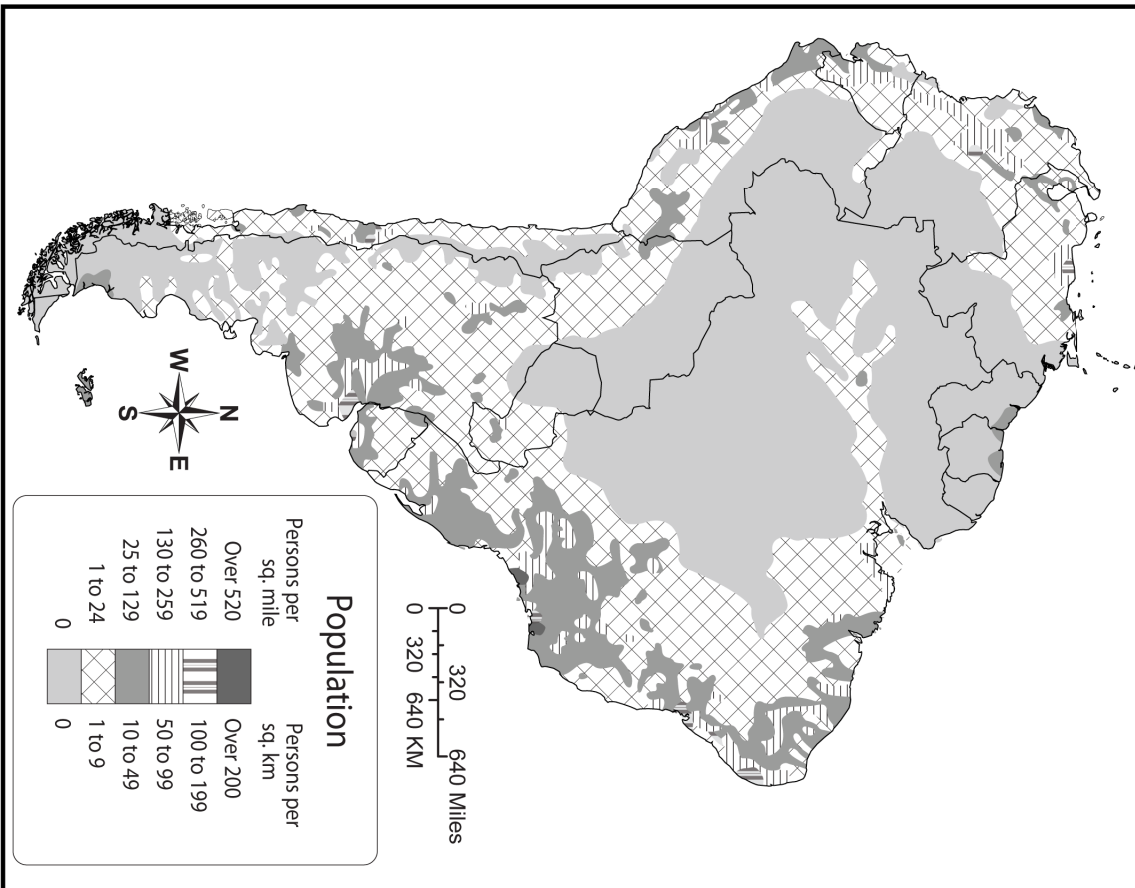
- 25** List 3 lasting contributions of the Incan culture to South American culture today. Evaluate which you believe to have had the most impact and give reasons why.

Detach the next four maps for each student.

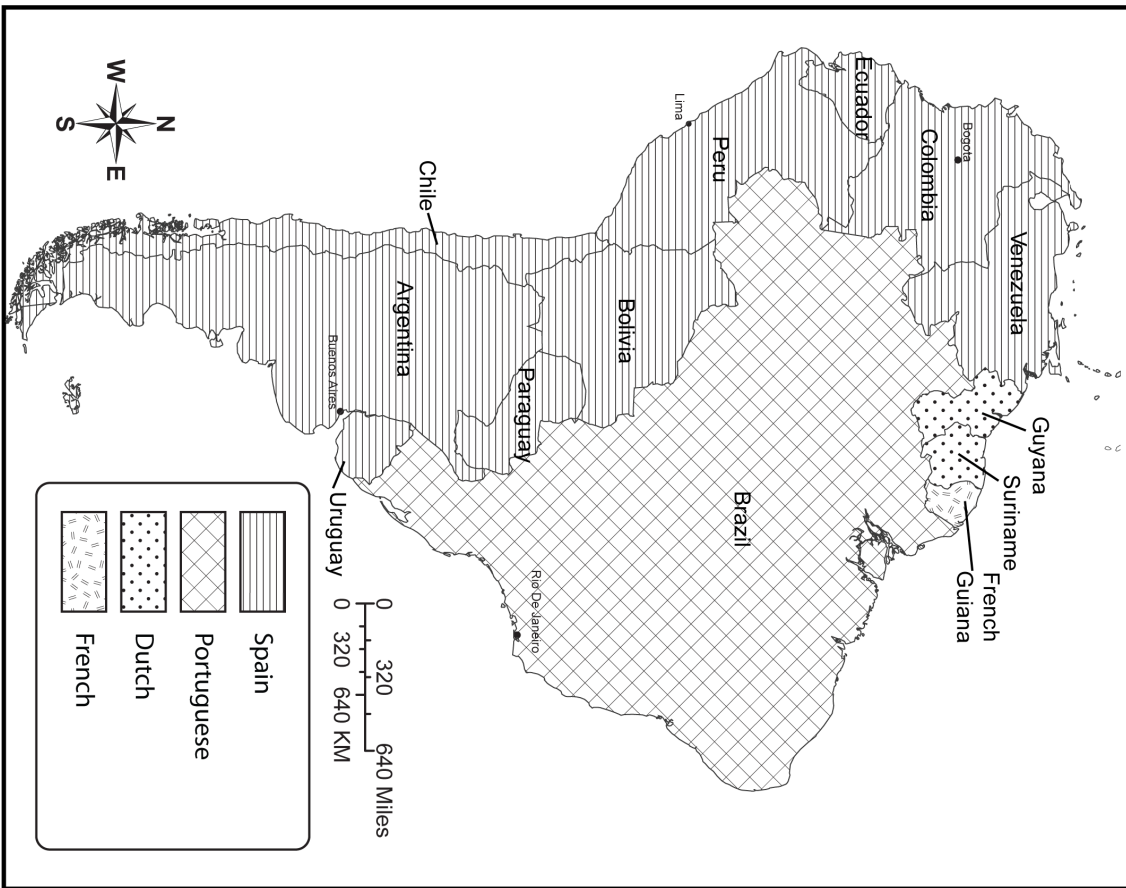
Natural Resources of South America



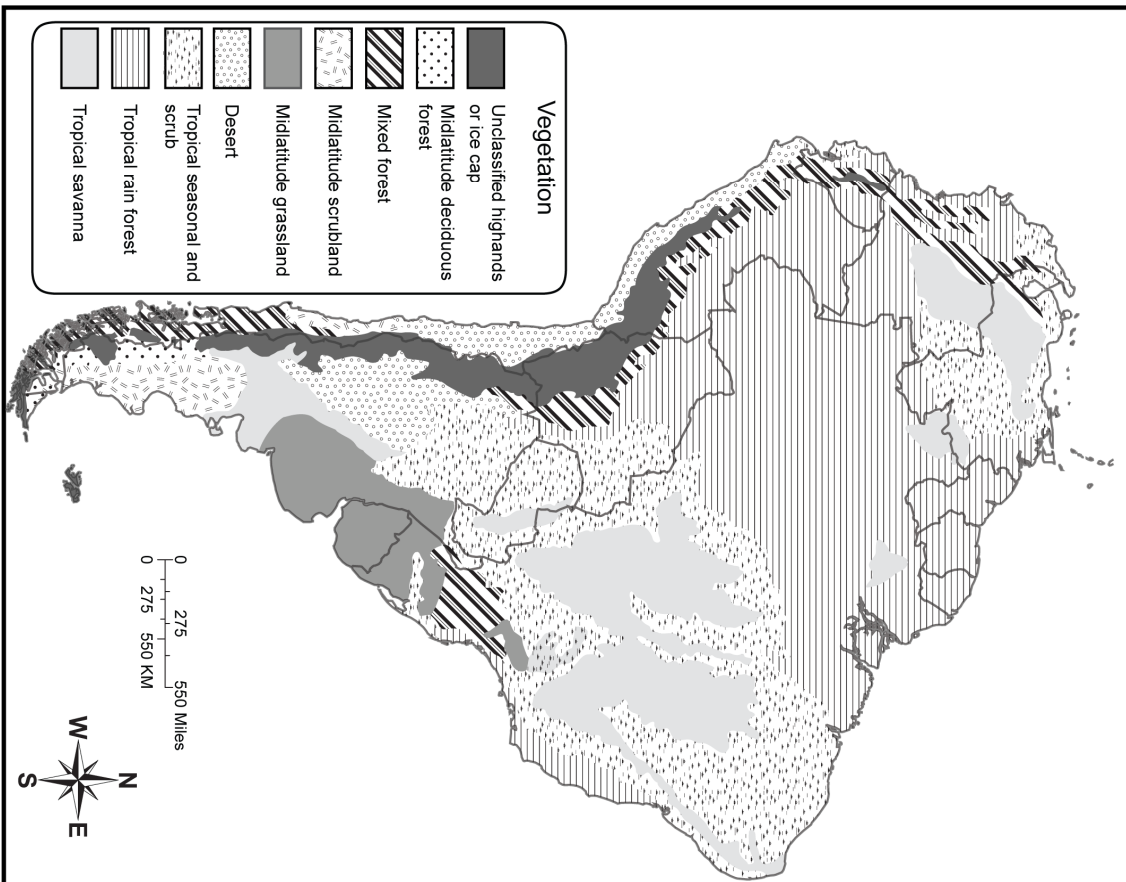
Population Density of South America



Colonialism in South America



Vegetation in South America



Test Key

Social Studies Grade 6 Unit 04 : South America 2011-2012

##	Item #	Correct Answer	TEKS SE	Process SE
1	S06015643cs	A	6.1(A)	None
2	S061108583D	G	6.15(A)	None
3	S06015659cs	A	6.20(A)	None
4	S06015658cs	G	6.15(E)	6.21(B)
5	S06017669CS	B	6.12(A)	None
6	S06017670CS	H	6.12(A)	None
7	S06017665CS	A	6.15(A)	6.21(C)
8	S06017667CS	H	6.15(D)	None
9	S06017668CS	D	6.15(C)	6.21(B)
10	S06017671CS	F	6.8(B)	None
11	S06015649cs	D	6.11(A)	None
12	S06015648cs	H	6.10(C)	None
13	S06015652cs	B	6.11(D)	6.21(B)
14	S06017673CS	J	6.13(B)	6.22(B)
15	S06017674CS	B	6.13(A)	None
16	S06017675CS	G	6.11(C)	None
17	S061108580D	B	6.10(B)	6.21(B)
18	S06017664CS	J	6.4(C)	None
19	S06017672CS	C	6.5(B)	6.21(C)
20	S061082975RX	H	6.10(A)	None
21	S06017682CS	B	6.3(A)	6.21(C)
22	S06017679CS	F	6.6(B)	6.21(B)
23	S06017687CS	C	6.3(A)	6.21(B)
24	S06017689CS	F	6.10(B)	6.21(C)
25	S06017663CS	0 to 4	6.2(B)	6.22(D)

Scoring Rubrics

- 25** Student lists appropriate developments such as roads, terracing for farming, irrigation, domestication of animals, architecture, and gold and silver jewelry

4	Student provides a convincing argument as to why his selection has had the most lasting impact including how it is used today in South America.
3	Student provides a general argument but may equivocate slightly between one or two choices. Reasons are given but lack a level of specificity.
2	Student provides a minimally successful argument as to why his selection has had the most impact. Student may not be able to decide or may give a more rambling defense arguing for several contributions instead of choosing one.
1	The response is too vague, general, skeletal and inaccurate to be minimally successful.
0	Student does not attempt the task.

Social Studies Grade 6 Unit 04 Appendix:
South America
2011-2012

**Social Studies Grade 6 Unit 04 Appendix:
South America 2011-2012**

Performance Indicator #1

Given a map of South America, use callout boxes to identify the countries of Peru, Argentina, and Brazil, all of which are part of the same region. In a written explanation of why the countries are part of the same region, explain at least four characteristics they share, one of each of the following factors: geographic, political, social, economic. In addition, describe and explain the reasons for at least two key differences between the countries. (6.15A, 6.15E; 6.22B)

6.15A Define culture and the common traits that unify a culture region.

6.15E Analyze the similarities and differences among various world societies.

4	The map and written explanation together identify the countries and explain how their geographic, political, social and economic features are similar and different. All assertions are accurate and presented with examples and details.
3	The map and written explanation together identify the countries and generally state similarities and differences; however, there is less detail and fewer examples than in the higher score. There may be minor inaccuracies.
2	The map and written explanation identify the countries; however, there are inaccuracies in the characteristics possibly confusing current circumstances from former ones. The response may be short and lack detail.
1	The response is too brief, skeletal, inaccurate and confusing to be considered minimally sufficient.
0	Student does not attempt the task.

6.22B Incorporate main and supporting ideas in verbal and written communication based on research.

4	Student provides, in a written or oral form, the main ideas related to. Supporting details are used to illustrate the general points. There are no inaccuracies.
3	Student provides generally successful information giving the main ideas supported by details. Some points may be better supported than others. The response may be inconsistent; however, there are no significant omissions or inaccuracies.
2	Student provides only a minimally successful explanation, possibly giving a series of disconnected facts, without making main ideas or generalizations. There may be errors and omissions, but the information includes enough factual data to be considered minimally successful.
1	There is little to no evidence that the student understands the important ideas related to and can express them adequately with supporting evidence. The response is list-like, skeletal, inaccurate, or vague.
0	Student does not attempt the task.

Performance Indicator #2

Analyze data and prepare a statement about the economic position of a selected country in the world economy. Prepare the statement to be made at a South American economic summit. Support the statement by comparing the position for the country chosen to the relative economic positions of Peru, Argentina, and Brazil. Include information about changes in their primary industries. (6.10A, 6.10B; 6.21B, 6.21C)

6.10A Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.

6.10B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.

4	Statement is supported by the data collected in providing accurate economic information and comparisons with the countries of South America.
3	Statement is generally accurate and appropriate for the task; however, there may be minor gaps in information or obvious opportunities for comparison missed. There may be minor inaccuracies.
2	Statement is minimally successful in explaining economic traits and indicators and comparing with the economies of South America; however, there may be several errors or gaps. Assertions may not always match the data collected.
1	Statement is too skeletal, inaccurate or unsupported to be considered minimally sufficient.
0	Student does not attempt the task.

6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4	Student categorizes information accurately including examples for each element. There is evidence of analytical thinking through clear connections between cause and effect, and valid conclusions, generalizations and inferences that are supported with examples. If required, comparisons and contrasts are insightful and supported with data throughout. The key to the score point 4 is the amount of accurate and appropriate support/data/examples provided for insightful assertions.
3	Student categorizes information; however, there may be minor errors or omissions of content. Overall, the student shows evidence of analytical thinking by supporting assertions (predictions, inferences, conclusions, generalizations and cause/effect relationships). This level of support, however, at this score point is less consistent throughout. The assertions tend to read more generally and some have better support than others.
2	Student categorizes information; however, there are likely omissions and errors that are more prominent. The student shows only occasional evidence of analytical thinking, so that assertions are general with little in the way of support. Some assertions may not be valid, but, for the most part, the student does show evidence of an ability to think analytically.
1	There is little to no evidence that the student can think analytically. Assertions are invalid or inaccurate and there is little to no data/detail/examples as support for them.
0	Student does not attempt the task.

6.21C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

4	The student demonstrates data gathering skills by finding and interpreting information from the visual source (map) without teacher assistance. Student can locate and use map tools to give accurate responses.
3	The student obtains some information from the visual (map), but may need minimal teacher assistance in order to locate and use the appropriate map tools to find accurate information. The original information found may be only superficial statements, but with prompting the student can gain other information.
2	The student obtains only a minimal amount of information from the visual (map). Significant teacher prompting may be necessary in order to use tools accurately.
1	Even with significant teacher prompting, the student is unable to obtain information from a map. Efforts are irrelevant or inaccurate.
0	Student does not attempt the task.

Performance Indicator # 3

Create a web that illustrates the period of unlimited government in Peru, Argentina, or Brazil during the 20th century. Add visual representation that reflects human rights abuses; include call-out boxes to label and explain the images. Finally, explain in writing how citizens were able to influence the political process during these periods. (6.11C; 6.13B; 6.21B, 6.21D)

6.11C Identify reasons for limiting the power of government.

6.13B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

4	Web, visuals and written explanation provide accurate details related to types of government, human rights abuses, and political means influencing change in government during this time. Details and conclusions are well developed and supported with factual evidence.
3	Web, visuals, and written explanation provide generally accurate details related to types of government, human rights abuses, and means of influencing government change; however, there may be minor errors or omissions in the presentation.
2	Information is minimally successful; however, there are likely several errors or at least one major omission of critical information.
1	Information is too vague, skeletal, inaccurate, or unsupported to be considered minimally sufficient.
0	Student does not attempt the task.

6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4	Student categorizes information accurately including examples for each element. There is evidence of analytical thinking through clear connections between cause and effect, and valid conclusions, generalizations and inferences that are supported with examples. If required, comparisons and contrasts are insightful and supported with data throughout. The key to the score point 4 is the amount of accurate and appropriate support/data/examples provided for insightful assertions.
3	Student categorizes information; however, there may be minor errors or omissions of content. Overall, the student shows evidence of analytical thinking by supporting assertions (predictions, inferences, conclusions, generalizations and cause/effect relationships). This level of support, however, at this score point is less consistent throughout. The assertions tend to read more generally and some have better support than others.
2	Student categorizes information; however, there are likely omissions and errors that are more prominent. The student shows only occasional evidence of analytical thinking, so that assertions are general with little in the way of support. Some assertions may not be valid, but, for the most part, the student does show evidence of an ability to think analytically.
1	There is little to no evidence that the student can think analytically. Assertions are invalid or inaccurate and there is little to no data/detail/examples as support for them.
0	Student does not attempt the task.

6.21D Identify different points of view about an issue or current topic.

4	Student clearly differentiates the points of view portrayed by individuals or documents. Minute differences are noted and analyzed. The top score will usually be able to give clear reasons a given point of view is held.
3	Student differentiates the points of view of individuals or in documents. The point of view is clearly stated with no ambiguity, but may lack an in depth analysis including reasons the point of view developed.
2	Student differentiates the point of view in the most general terms – likely a one sentence statement that someone was “for” or someone was “against”. The response lacks insight or analysis other than at this level.
1	Student inaccurately determines the point of view.
0	Student does not attempt the task.