

Teacher's Guide Introduction

The goal for *Neighbors in Latin America* Teacher's Guide is to enable teachers of all levels of experience to successfully teach this course.

Social Studies 600 has two study options: Worksheet study (teacher-directed) or LightUnit study (self-directed). This Teacher's Guide is designed especially for the Worksheet study method, but it is compatible with the LightUnit study method. When used with LightUnit study, there will be some variations in lesson numbers.

The Teacher's Guide has extensive lesson plans for each lesson. The accompanying *Resource* CD contains optional materials that enrich the students' understanding of the cultures they study. The *Resource* CD material allows teachers to adapt the course to their teaching style and to various classrooms without purchasing additional materials.

Teacher's Guide Components

The textbook has 10 units. The Teacher's Guide has 15 lesson plans for each unit plus one day each for review and testing. This is 170 days for the total course. Teachers can adjust this schedule to fit their classrooms. The Teacher's Guide should be seen as a tool and not as a restriction or authority on teaching the course.

Elements of daily lesson plans

Some elements appear daily; others appear only in certain lessons. A CD icon  next to a lesson number indicates material is available on the *Resource* CD for that lesson.

Overview

This gives a brief summary of the lesson content.

Objectives

The objectives list the goals for students to master in each lesson. They provide focus for teaching the lesson.

Materials Needed

Extra materials the teacher and/or students need for the lesson are listed here. Lessons with *Resource* material available will have a CD icon and the corresponding resource number(s).

Review Questions

Review questions are designed to provide oral review of vocabulary words and key concepts to prepare students for quizzes and tests. These questions are at the end of

each unit. Having the review questions at the end of each unit enables the teacher to review on a daily basis as much of the unit's previous material as desired. The questions can also be used for relays or games to review for the tests. (See *Review Methods* on the following page.)

Map Drill

Countries, cities, and geographical features are listed for map drill. This drill requires a classroom map.

Class Presentation

This section contains detailed teaching instructions and teaching aids. It includes answers for worksheets from the *Resource* CD when necessary.

Enrichment/Additional Information/Just for Fun

These sections include extra information or class activities that expand the lesson.

Assignment

Additional assignments can be recorded here.

Section Activities

The *Section Activities* answers are given on the pages where the activities appear in the textbook.

Resource CD

The *Resource* CD contains supplementary materials for many of the lessons. All *Resource* CD material is optional and is not required for the quizzes or tests. More supplementary material is included than the average teacher will have time to use. Teachers can choose the material that fits their class.

The *Resource* CD material includes worksheets that cover key or additional information, trivia sheets with educational information, projects that expand the text content, and activities that can be used as art/craft projects or for bulletin boards. A complete list of the resources is in *Appendix A*.

The amount of teacher involvement required for the *Resource* material varies from none to extensive. Instructions for the material are in the *Class Presentation* section of the Teacher's Guide or on the resources. Answers are in the *Class Presentation* section and/or on a separate teacher key document on the *Resource* CD.

Recipes for the cultural food activity at the end of each unit are also on the *Resource* CD. The recipes are listed in *Appendix B*.

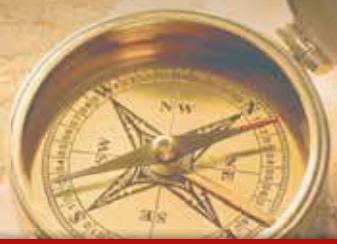
Review Methods

Here are a variety of methods for oral review. The best review methods engage all the students on every question.

1. Map competition: divide the class into two teams and line students up in front of a classroom map. Call out a place name; the persons at the front of the line on each team race to the map and point to the place. The first person to find the place scores a point for his team. The places can be cities, rivers, lakes, etc.
2. Have students prepare a specified number of questions to bring to class. Choose a student to stand and ask one of his questions. Students who know the answer raise their hands. The student who asked the question calls on a classmate. If the classmate gives the correct answer, that student stands and asks one of his questions. Continue this around the class, making sure all students have an opportunity to ask their questions.
3. "Around the World": have a student stand beside the desk of another student while the teacher asks a question (either verbally or in the form of a flash card). If the standing student calls out the correct answer first, he goes to the next student's desk and continues around the room as long as he keeps saying the correct answer first. If a student in a desk gives the correct answer first, that student then stands and goes to the next student's desk while the previously standing student sits in the empty desk. Continue around the room.
4. Divide the students into two teams. Have each team stand in a single line and the students at the head of each line compete against each other. Whoever answers the question first stays at the head of the line while whoever misses the answer goes to the back of the line. The next student on the other team comes to the front and the process continues. An alternative to this is to have both students go to the back of the lines after the question is answered.
5. Go around the room asking your students questions to keep everyone alert.
6. Songs or rhymes can be an excellent way to drill facts.
7. Play Tic-Tac-Toe with teams.
8. Teacher Against Students: keep score between students and teacher; if students miss an answer, the teacher gets a point.
9. Row Contest: pit rows of students in their desks against each other. For example, say "Rows 2 and 4" and then read the question. Any student in those rows can call out the answer.
10. Candy Points: when students answer a question correctly, they shut their eyes and get a piece of candy from an assortment that has different kinds/colors with assigned points per kind/color. Each student's team gets the points added to its score.
11. Give each student a pack of candy with small pieces or a small cup of peanuts. Ask students five review questions and have them write their answers on paper. Check the answers orally; whoever gets them all correct can eat a piece of candy or a peanut. Repeat until the review is finished. This is best used for a long review when preparing for a test.
12. Reviewing vocabulary words: have the words written on flash cards and place them in the chalk tray. Call out a sentence or description and have students tell which word matches it. Pull that card off the tray and continue. You can also write the words on the chalkboard and erase the used words as you go.
13. Trap Line: have students stand in a row in front of the chalkboard. The teacher asks a question of the first student in the line. If he answers correctly, he stays where he is. The next question goes to the next student. If anyone misses an answer, the next student gets to try. If he answers correctly, he moves ahead of the student who missed the question.
14. Use laminated maps to review locations, countries, capitals, etc., as a class.
15. Pin the name of a country to the back of each student without the student knowing which it is. The student asks *Yes* and *No* questions of other students to determine which country he is.
16. When drilling facts about two specific countries (or other items), have the whole class raise their left hand for one country and their right hand for the other country to answer. This involves all the students on every question.
17. Prior to asking each review question, give a qualifier for who can answer. All students who fit each qualifier can answer. Whoever answers first gets a point. Students keep their own scores. Qualifier examples: *anyone who has blue eyes; ate cereal for breakfast; is wearing brown shoes; has something red on his/her face; has eaten guacamole*. Prepare your list of qualifiers ahead of time; make sure that every student has frequent opportunities to answer. Occasionally have qualifiers that include everyone. Throw in unexpected ones that require them to think and/or use knowledge from other subjects. Examples: *are bipods; have an epiglottis; know the name of Moses' wife*. Keep the review fast-paced and fun but stay focused on the material being reviewed.
18. Allow students to go somewhere outside the classroom in pairs and quiz each other for a test by asking each other questions from their notes. This works especially well when they need to memorize facts. It needs to be closely monitored. The teacher should choose the pairs and check on them frequently.

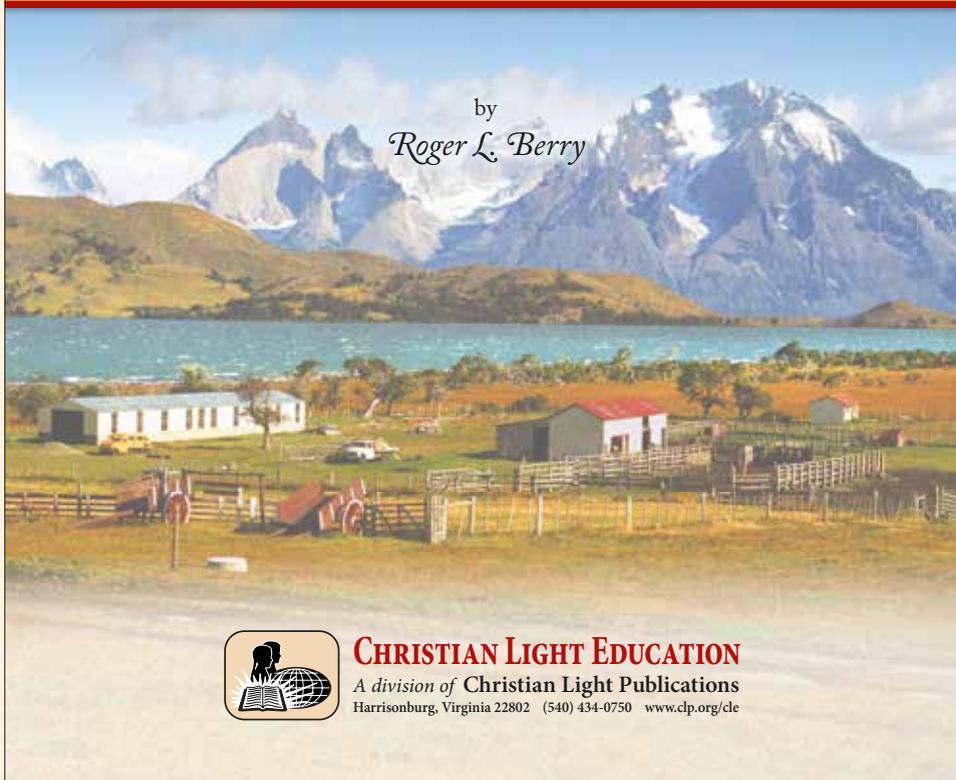
Grade
6

CHRISTIAN LIGHT EDUCATION
Social Studies Series



NEIGHBORS IN LATIN AMERICA

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Worksheet study course components

Textbook

Worksheets

Worksheets contain map work, word exercises, and general exercises. The students need to do these to master the quizzes and tests that accompany the Worksheet study method.

Tests, Reviews, and Quizzes

This packet contains quizzes for the chapters and reviews and tests for each unit. The review sheets typically cover the test material with some additional exercises. We suggest the review sheets be used as practice sheets for struggling students if needed, but not as study sheets for the test by the average student. The content of the review sheets is similar to the tests. Using these as study sheets will prevent students

from learning good study skills, and test grades may reflect students' memorization ability rather than their mastery of the material.

Teacher's Guide (optional)

The Teacher's Guide has expanded lesson plans and an accompanying *Resource CD*.

LightUnit study course components

Textbook

Study Guides

Study Guides contain self-directed exercises, reviews, quizzes, self checks, and tests.

Teacher's Guide (optional)

The Teacher's Guide has expanded lesson plans and an accompanying *Resource CD*.

INTRODUCTION FOR PARENTS AND TEACHERS

*N*EIGHBORS IN LATIN AMERICA is written for grade six students. It is written to give students a fundamental understanding of the geography, climate, history, and people of Latin America. The text provides basic information and, when applicable, uses exercises to prompt the student to evaluate the content from a Biblical perspective.

The book contains twenty-three chapters divided into ten units. The first unit introduces the student to the people who make up the population of Latin America. Unit two gives an overview of the different climates and geographic regions found in Latin America. Units three and four cover the early history, starting with Native Americans and continuing through the discovery, exploration, and conquest of Latin America by Europeans. The following units, five through ten, contain specific information about the history, geography, and people of the major countries of Latin America.

Three tools are used to help the student learn the information: important terms, vocabulary words, and section activities. Section activities are grouped into three categories: Study Exercises, Class Discussion, and Biblical Application. The purpose of these activities is to draw out the main objectives of the section, not to sufficiently prepare students for quizzes and tests.

Study exercises are two to four questions that cover the main points of each section. The class discussion and Biblical application exercises can be used to prompt an in-depth look at a certain aspect of the material in the section and provide a means for interaction between teacher and student.

The textbook includes ten *Culture Kaleidoscope* sections that give insight into aspects in Latin American culture. These sections provide personal interest and give students an idea of real life in Latin America. The sections tell of cultural aspects of Latin America that students may need to relate to if they ever travel in Latin America, work with the people of Latin America, or live in this part of God's world. The photos illustrating these sections are generic, giving a visual representation of what the section contains, but not portraying individuals mentioned in the section.

Neighbors in Latin America was developed with the goal of helping students acquire insight into the diversity of the world God created—diversity that is seen in its geography and its people. With the knowledge students gain from the text, they will realize that the world is much larger and much more complex than the neighborhood they live in. By opening their minds to this diversity, they will be able to relate better with God's people in Latin America.

INTRODUCTION FOR STUDENTS

BOTH NORTH AND SOUTH AMERICA were explored and settled by Europeans around the same time. However, because of the different countries that settled in the Americas, the different climate regions, and the different geographical features, the people of the Americas became divided into two distinct groups. The way people of South America and southern North America live became distinctly different than the way people live in the rest of North America.

Neighbors in Latin America is about the southern region of the Americas called Latin America. The textbook is divided into ten units. In the first unit you will be introduced to the diverse group of people who are your neighbors in Latin America. Unit two will give you an overview of the climate regions and the geography of Latin America. In units three and four you will learn about the first Americans and the coming of Europeans to the Americas. The last six units introduce you to each of the major countries of Latin America.

Neighbors in Latin America has several study helps. In the front of the book are an atlas of maps and a map index of all the maps in the book. In the back are a glossary and an extensive index. The glossary includes all vocabulary words and other important words from the text. The detailed index is a tool that will help you easily and quickly find specific information.

Your study of Latin America's geography, climate, and history will show some of the reasons that Latin America is unique. You will see how climate and geography affect the way people live. You will also see that what people did in the past affects how people live today.

After studying Latin America you will better understand how the people of Latin America became what they are today. After you see what affected the lives of people in Latin America you will realize that many things about your way of life are the result of where you live and the people of your past. Everyone owes thanks to God for blessings that they receive because of where He has placed them in the world. Everyone should also realize that God provides a way to overcome any problem that they may face because of where they live.

May God bless you as you study the vast and diverse part of the world known as Latin America.