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Title: Ecuador: A Case Study in Geography, Climate, and Culture.

Intended Level: Middle School Developing

Guiding Questions: How do location and elevation affect climate in Ecuador?
How does the climate of a particular location affect its culture?

Activity Summary: Students will examine multiple artifacts from Ecuador in an effort to determine the climate. Using a map of South America (or Ecuador) students will then determine how latitude and longitude interact to produce different climates. Finally, students will brainstorm ways that climate might affect culture and look for evidence of this in artifacts from the culture kit.

Task: Individually or in pairs, students will create a travel brochure that highlights the climate, physical features, and culture of a country of their choice.

KY Core Content for Assessment:

SS-M-4.1.1 - Maps (e.g., map projection - Mercator and Robinson), globes, photographs, models and satellite images are representations of Earth with different characteristics and uses.

SS-M-4.1.2 - Different factors (e.g., rivers, dams, developments) affect where human activities are located and how land is used in urban, rural, and suburban areas.

SS-M- 4.42 - The physical environment both promotes and limits human activities (e.g., exploration, migration, trade)

SS-M-4.43 - The natural resources of a place or region impact its political, social and economic development)

Steps for Planning and Implementing:

1. Display the photographs from the Culture kit and ask students to guess where these photos may have been taken. After hearing multiple guesses, explain that they are all from the same place (do not reveal the location).
2. Show artifacts (from culture kit) and photographs again and ask students to guess about the climate of this place and explain what evidence leads them to believe this.
3. Ask students to guess where the location of this place is based on their ideas about its climate.
4. Using a physical/political map of Ecuador, discuss with students the interplay of latitude and longitude and its affect on climate.

Possible questions for discussion:

How is latitude related to climate? (generally speaking, the closer a location is to zero degrees latitude, the equator, the warmer it will be)

If Ecuador is right on the equator, why would it have snow-capped mountains(see photograph)? (higher elevations are colder than lower elevations)
 From looking at the physical map which shows both latitude and elevation, what type of climate would we expect to see in Ecuador? (varying types ranging from warm/hot at low elevations and cool/cold at highest elevations).

5. In small groups, allow students to look through several artifacts from the culture kit and look for evidence of how the country’s climate has impacted its culture (possible answers would include the clothing that people are wearing, types of activities people engage in, and food that people eat).

6. [Task] **Using culture kit resources and internet sources (if available), students create a travel brochure for Ecuador that focuses on climate, physical features and culture.**

Suggested evaluation:

Travel Guide Evaluation

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|--|---|---|---|---|---|---|---|---|---|----|
| 1. The guide is of an appropriate length | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. The guide was exciting/entertaining and made me want to visit Ecuador | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. The guide was informative, included landforms, climate, and culture, and the information was accurate | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. The guide was neatly presented, both the writing and the pictures/illustrations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Subtotal for all four scores.....	_____
add score for number 3 again	+ _____
TOTAL	_____ (out of 50)